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NOTICE TO AUTHORS

The SILLIMAN JOURNAL welcomes contributions in all fields from both Philippine and foreign scholars, but papers should preferably have some relevance to the Philippines, Asia, or the Pacific. All submissions are refereed.

Articles should be products of research, taken in its broadest sense; a scientific paper should make an original contribution to its field. Authors are advised to keep in mind that SILLIMAN JOURNAL has a general and international readership, and to structure their papers accordingly.

SILLIMAN JOURNAL also welcomes the submission of "Notes," which generally are briefer and more tentative than full-length articles. Reports on work in progress, queries, updates, reports of impressions rather than research, responses to the works of others, even reminiscences are appropriate here. Book reviews and review articles will also be considered for publication.

Manuscripts should conform to the conventions of format and style exemplified in this issue. Whenever possible, citations should appear in the body of the paper, holding footnotes to a minimum. Documentation of sources should be discipline-based. Pictures or illustrations will be accepted only when absolutely necessary. All articles must be accompanied by an abstract and must use gender fair language. All authors must submit their manuscripts in duplicate, word-processed double-space on good quality paper. A diskette copy of the paper, formatted in MSWord 6.0 should accompany the submitted hard copy.

The Editorial Board will endeavor to acknowledge all submissions, consider them promptly, and notify authors of its decision as soon as possible. Each author of a full-length article is entitled to 20 off-print copies of his/her submitted paper. Additional copies are available by arrangement with the Editor or Circulation Manager before the issue goes to press.

EDITOR'S NOTES



Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

—Margaret Mead

Those of us who attempt to act and do things for others or for the world without deepening our own self-understanding, freedom, integrity, and capacity to love, will not have anything to give others. We will communicate to them nothing but the contagion of our own obsessions, our aggressivity, our ego-centered ambitions, our delusions about ends and means.

—Thomas Merton

I don't want to be someone who enters communities solely to get things done, I want to be part of a sustaining, connected, and interdependent set of communities.

—Peter Hocking

IN THIS ISSUE: While still in place, the traditional practice of placing students either in non-profit organizations to get a taste of volunteerism, in established institutions through an organized internship arrangement, or in a community as a form of outreach program or field education has been giving way, for the past several years, to service by students designed to enrich their academic course work. For administrators this requires new considerations for student placements, a design in which both the students and those being served are equally enriched. Often considered a

paradigm shift, Service-Learning, as this approach is known, has been defined in as many ways by the different educational institutions that have adopted it. One of the most widely known definitions says:

“Service-learning is a process through which students are involved in community work that contributes significantly: 1) to positive change in individuals, organizations, neighborhoods, and/or larger systems in a community; and 2) to students’ academic understanding, civic development, personal or career growth, and/or understanding of larger social issues. This process always includes an intentional and structured educational/developmental component for students, and may be employed in curricular or co-curricular settings. Even with an expanded vision for the field, Service-Learning will undoubtedly continue to play a critical role in campus-community collaboration.”¹

Another definition sees Service-Learning as an “instructional methodology that integrates community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility.”² But one of the best, most concise, and encompassing definitions of Service-Learning is from Goodwin Liu, himself a Service-Learning educator:

“With this new paradigm [where Service-Learning is integral to the mission and practice of higher education]...we would see students not as empty vessels to be filled with knowledge but as active learners who build meaning through context. We would see the campus not as an ivory tower, but as a socially engaged institution. We would see community service not as charity, but as reciprocal process with reciprocal benefits. We would see teaching and research not only

¹ From *Charity to Change*, by *Minnesota Campus Compact*

² *The American Association of Community Colleges* (1991, p.1)

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as the domain of faculty, but also as the work of students and community partners...we would see education not as a value-free venture, but as a directional process cultivating public virtues and meeting public needs.”

From these few representative sample definitions, it is possible to glean some of the distinctive characteristics of Service-Learning. First, that it is a teaching tool in which students apply classroom skills to solve real life problems in their communities. Second, it is a form of experiential learning which enhances learning by placing it in the context of real life situations. Third, it is more than discrete acts of community service; community service becomes service learning when it is connected to classroom learning and contains opportunities for students to reflect upon their experiences. And fourth, Service-Learning creates the opening to develop a sense of compassion and citizenship.

Social engagement has always been at the core of Silliman University's continuing pursuit of excellence. In its one hundred years of exemplary existence as a Christian institution of higher learning, Silliman University has always occupied a leading role in the community, making sustainable community development and environmental stewardship a defining quality of its mission and vision. Its organized extension and outreach program offers a wide range of educational partnerships and resources aimed at fostering a deep respect for the dignity of all persons, especially the materially, culturally, and spiritually deprived, and instilling in its students a dedication of service to others.

Introduced in the school year 2001, the Silliman University Service Learning experiment represents the University's keen interest in promoting the integration of extension and engagement across academic disciplines and administrative units and in strengthening its links with its external partners. This project aims not only to increase the University's connectedness to community institutions but also to deepen the students' academic performance through exposure in community work. The goal of this project is to enable students to respond to today's complex social realities by reaching out to the community, especially the poor, through

specifically designed programs that fuse the University's commitment to academic integrity with civic engagement. Within this framework, students and faculty alike are encouraged to combine rigorous intellectual analysis with collaborative learning and community involvement. This approach is premised on the assumption that reciprocal learning results in significant benefits to the community, the students, the faculty, and the University when teaching is integrated with social action. The very character of this project helps to structure the contribution of the University to social change.

The distinguishing characteristic of the articles in this issue is that they are records of the experiences of the team that carried out the implementation of Silliman University Service Learning pilot program. The contributors are members of the faculty who participated in the Service-Learning pilot project. Although they came from varied disciplinary contexts, they were all focused towards making Service-Learning work. Across this volume, their experiential essays illuminate issues of general importance to educators interested in Service-Learning such as the design, implementation, and outcomes of the specific Service-Learning programs undertaken on a partner community.

As the results of this first year of implementation indicate, there are valuable lessons to be learned. It is noteworthy to mention that the program started in the right direction with a baseline survey of the needs of the partner community. In designing the program, the proponents have considered the needs and readiness of the community, the participating units of the University, and the students. As well, critical reflection opportunities for students to reflect on their service and some form of evaluation have been included in the program design.

Nevertheless, the program is still pretty much in an embryonic stage. Of obvious urgency is the need for the proponents of this program to have, first and foremost, a complete and thorough understanding of the philosophical and theoretical underpinnings of Service-Learning as an academic program and a pedagogical approach. While pondering on these concerns, it would be in the best interest of the program for the proponents to heed the words of Harold A. Berry of the International Partnership for Service-

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Learning: "Students are not in the Service-Learning situation to bring the benefits of their expertise to benighted communities and social conditions they only dimly understand at the point of service. They are there to learn from, as well as about." And then again, to reflect on the reminder from Emerson, King, and Peck: "Service is not selfless. Unless there is a self to be able to give there is no real service. Service is a mutuality, a two-way experience, and to have students approach it as selflessness is misleading to them and a disservice to the communities they are in."

Of equal importance is the need to formulate specific learning objectives and specific learning outcomes that take cognizant of both the cognitive and affective aspects of learning. In other words, clear, demonstrable objectives for Service-Learning activities must be established at the outset and integrated into the syllabus with a clear sense of how to structure the service component including a rationale for its inclusion in the course. Such objectives are necessary for assessing student performance if fair evaluation of the learning outcomes from the service experience is to be expected. Consequently, the next important consideration is designing appropriate assessment tools for evaluating student and community outcomes. Particularly in evaluating student's learning, Jeffrey Howard, in the "Principles of Good Practice for Service-Learning Pedagogy", writes: "Academic Credit is for Learning, Not for Service." According to this first principle, "academic credit is not awarded for doing service or for the quality of the service, but rather for the student's demonstration of academic and civic learning". As the proponents of the program prepare to start the next phase of Community-Based Service Learning project, they would do well to ponder on these important points while addressing issues of personal and community empowerment, critical knowledge, ethical values, and the realization of participatory democracy.

Another important consideration is the establishment of a set of well-defined performance expectations and guidelines for students as well as for the community. And corollary to this is the formulation of an effective mechanism for evaluation which will enable both the students and the partner community to evaluate the program and its outcomes. Finally, as the Silliman University Service-Learning Program is intended ultimately to spread across the disciplines, there

is a need for program implementors to explore diverse perspectives on the concepts and practices of community-engaged learning and teaching from the different academic units in order to come up with a common set of criteria for Service-Learning courses.

Needless to mention, the implementation of the Silliman University Service-Learning Program opens up exciting research possibilities, among these, in the area of scholarship of engagement, the development of context-appropriate Service-Learning pedagogy, the development of an evaluation tool for Service-Learning courses, and the outcomes of the Service-Learning courses, to mention only a few.

For this wonderful initiative to integrate university learning and teaching within community setting, the proponents of this program, in particular Prof. Enrique G. Oracion, the moving spirit behind this endeavor, deserve to be commended. Propelled mainly by their desire to promote the belief that with service and assistance, people can realize their own abilities to resolve issues that they thought themselves incapable of overcoming, the program proponents managed to hurdle some of the most formidable challenges of the implementation phase. Thus, in envisioning an intellectual and social environment which respects, understands, encourages, and appreciates a plurality of world views, cultures, and value systems, and one which empowers students and community to become active participants in shaping a more equitable, egalitarian, and livable world, the initiators of the Silliman University Service-Learning Program ought to be congratulated. Their example of dedication and commitment finds echoes in this inspiring story:

“One night a tremendous storm swept over an island. The whole night long wind and rain and the waves crashed on the beach. And so in the morning, there were all these starfish, hundreds and thousands of starfish lining the beach, washed up from the night’s storm. And there was this old man on the beach and he was throwing the starfish, one by one, back into the ocean. A young man came along and saw what this old man was doing and said to him, “Hey, old man, forget it. You can’t save all those starfish.

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There's way too many of them. They're all gonna die. The old man ignored him, picked up a starfish and tossed it back into the ocean. The young man continued, "You're wasting your time. It's not going to make any difference." The old man reached down and picked up another starfish and tossed it back into the ocean and said to this man, "It makes a difference for that one."³

According to the eminent civil rights crusader and social justice advocate, Cesar E. Chavez, "the greatest tragedy is not to live and die, as we all must. The greatest tragedy is for a person to live and die without knowing the satisfaction of giving life to others". Professor Oracion and his colleagues knew this only too well.

In devoting this issue to the Silliman University Service-Learning Program, Silliman Journal is happy to concretize its support of this laudable endeavor and wishes the proponents all the best as they work to refine the integration of teaching with community engagement. Silliman Journal thanks the United Board for Christian Higher Education in Asia and the International Partnership for Service-Learning for funding the publication of this issue.

Ceres E. Pioquinto

³ Dass, Ram, and Gorman, Paul. "How Can I Help: Stories and Reflections on Service," New York: Alfred A. Knopf. 1988.

FOREWORD

When confined within the walls of the classroom, learning does not adequately prepare learners to handle complex realities of life. To be relevant and meaningful, learning must acknowledge the day-to-day affairs in the community and utilize these phenomena as means to understand the world, grounds to test theories and principles, and bases for drawing generalizations and conclusions.

As an institution of higher learning, Silliman University is at the forefront of efforts to develop social awareness and community consciousness among its students. In consonance with its vision as a leading Christian institution committed to total human development and environmental conservation, Silliman University has made social engagement central to its academic curriculum. One of the recent projects it has established in this direction is the service learning approach to education.

As a tool, service-learning has application in a variety of disciplines. Community organization and mobilization, in terms of process and content, took on a local face as Social Work students interacted with people in the community. The elderly forged partnerships with Sociology and Anthropology students in exploring ways to build personal capability in handling their affairs. Food processing and product marketing by mothers offered valuable lessons to students in Business Administration. The identification of health-related needs as well as prevention and control of health threats in the community provided avenues for learning among students in Nursing, Physical Therapy and Medical Technology. The local schools served as learning situations for skills and value enhancement among Education students. The partner community benefited not only from the provision of volunteer services but also from cultivated friendships, and instilled mutual respect.

A project assessment showed some strengths and weaknesses. One of the difficulties identified is the formation of a

structural mechanism that will facilitate the flow of practical knowledge from the community to the theoretical discussions in the classroom. On the whole, however, perceived learning gains outweigh perceived learning difficulties. Service-learning stimulates reflective thinking, develops positive affective qualities such as commitment and social responsibility, and influences behavioral tendencies to act in ways that are consonant with the ideals of Christian faith. At the individual level, students think well and feel good about the experience. Opportunities within the campus to make private experiences of learners public will redound to a meaningful educative process that will truly put flesh to the oft-cited definition of education as life itself.

The Silliman experience in service-learning as an educational strategy affirms the concept that learning cannot be assumed to take place in a social vacuum. Learning cannot be dissociated from what goes around us.

Betty C. Abregana, Ph.D.

THE SILLIMAN UNIVERSITY SERVICE-LEARNING PROGRAM

An Introduction

A strategic planning workshop conducted by a consultant group for Silliman University was held in October 2000 and was attended by various academic units. The objective of the workshop was to assess the present status of the extension program of the university. The workshop received funding support from the Evangelische Zentralstelle für Entwicklungshilfe (EZE) of Germany. A partner of Silliman University in extension work since the late 1960s, EZE has maintained a keen interest in the various extension programs of the university to this day.

Basically, the goal of the workshop was to develop a framework for a renewed and revitalized extension program for the university. In his welcome address, Dr. Agustin A. Pulido, Silliman University President, underscored the need for the university to reexamine its extension program. According to him, the university must "learn new ways of seeing and doing things". Expressing the importance of relating the internal context to the external environment, he highlighted the importance of understanding globalization, advancement in computerization, and other global and local developments and their impact on the university's extension program.

At the end of the workshop, the Silliman University Center for Extension and Development (SUCED) was formed. Still awaiting a mandate from the Board of Trustees, SUCED aims to realize the challenge of the university president for a re-orientation of its community program to make it more responsive to the pressing need of empowering the community. This view is a departure from the dole-out type and the top-down approach in extension work that was practiced in the

past. The participants of the workshop collectively formulated the vision and mission statements of SUCED.

How is the service-learning program related to SUCED? At the time that SUCED was preparing for its formal launching, a service-learning project proposal prepared by Prof. Enrique G. Oracion was approved by the United Board for Christian Higher Education in Asia (UBCHEA) through the International Partnership for Service-Learning (IPSL). Consequently, this community-based service-learning project was chosen to be the test case of the interdisciplinary approach in learning and serving the community envisioned by SUCED. Expected to guarantee more active involvement from students and the faculty, the program was implemented at the start of the school year 2001-2002.

The vision and mission of the service-learning program of Silliman University is patterned after that of the revitalized SUCED. Its vision is to have "transformed, empowered and self-reliant communities living in harmony with the environment". Its mission is "to serve as a catalyst in the sustainable development and empowerment of disadvantaged communities, primarily in Negros Island, through multidisciplinary and participatory approaches...". In clarifying the vision and mission of service-learning, the program aims to have a unified direction of the extension or community work of the university in order to produce more tangible impact. Therefore, the role of the service-learning program of the university is to reinforce the university's pure extension program in working toward the same vision.

The coordinators of the various academic units that implemented specific projects under the service-learning program agreed upon the following scheme for coordination. A general plan of activities was plotted based on the plans of action submitted by each of the participating academic units of the program. Monthly meetings were held to report what has been done in the community and also to plan for the

succeeding month. This procedure avoided overlapping of activities. The social work students living in the community acted as the clearing body for all the activities of the participating academic units.

This report contains the results of the first year of implementation of the service-learning program of Silliman University. As a whole, it reflects the program framework that guided student and community activities, outlines the profile of the partner community which served as the basis in designing specific intervention projects, illustrates the activities undertaken by participating students and cooperating residents and their experiences, provides the quantitative and community evaluation of the program for year one, and furnishes the synthesis of the lessons learned in the implementation of the program. Each of the individual reports of the faculty coordinators also contains the reflections of the experiences and the values realized or internalized by the participating students of various academic training.

Ester C. Delfin

AN INTERDISCIPLINARY APPROACH TO COMMUNITY-BASED SERVICE-LEARNING: THE PROGRAM FRAMEWORK

Enrique G. Oracion

ABSTRACT

Service-learning is not designed to be a substitute for classroom teaching but to reinforce the latter by providing practical meanings to the theoretical knowledge acquired by students. As a teaching-learning strategy, it pursues the growth of students' intellectual capacity along their chosen career paths and aims to promote their sense of social responsibility by providing them the opportunity to serve the community. But the need for a holistic approach to community problems makes it imperative for the different academic units to pool resources—human, technical, and material—and to work together in the same community as co-equals. The interdisciplinary framework of the service-learning program of Silliman University guided the design and implementation of the community projects of the participating academic units. Within this framework, students and faculty coordinators involved in the service-learning program served the same community but individually addressed specific problem areas according to their expertise in a coordinated manner.

Introduction

As a teaching strategy, service-learning is not designed to be a substitute for classroom teaching but to reinforce the latter by providing practical meanings to the theoretical knowledge acquired by students (Dickson 1989). Moreover, service-learning is offered as a tool to mold students to become good citizens (Berry and Chisholm 1999) and as a venue for them to reflect on the impact of community service on the career path they have chosen to pursue and the significance of such experience on their own lives (Whitehead 2001).

The importance of providing students the opportunity to experience working in the community for at least a brief period of their academic life cannot be overstressed. This experience gives

them an initial taste of what they could contribute to social transformation without considering personal gains.

Service-learning brings the students out of the the academic realm to the real world. In the traditional mode of instruction, learning is contained within the halls of an academic institution with the teacher as the main source of knowledge. The changing notions of pedagogy, however, have challenged the traditional image of teachers as the sole authority on knowledge. As a consequence, teachers are still accorded respect but they are no longer considered as infallible beings. Students who have been exposed to real life situations during the course of their studies gain new knowledge from the field work experience which emboldens them to question either the things they have learned in class or the teachings of their teachers.

These circumstances have led us to re-examine our traditional notion of a teacher. Rather than an all-out provider of knowledge, a teacher is now considered more as a facilitator for students to gain more knowledge through the provision of situations and events where they could best learn. According to the critical pedagogy espoused by Freire, a teacher's responsibility is to train students to be inquisitive, critical, and analytical individuals, not to make them mere reservoirs of information and ideas handed to them.

Beyond Off-campus Learning

Long before service-learning was formally known at Silliman University, a number of academic units have been pursuing strategies such as field trips, internship, practicum, or outreach activities which bring students outside of the university campus to visit or work in a community where they could put into practice what they have learned in their respective academic programs. The main concern of such projects is to enable students to apply the theories, concepts, or principles they have acquired in school in real life situations. They are also expected to satisfactorily meet a certain number of hours and get credit for their involvement without much concern for the impact of their activity on the community. In effect,

what has been stressed in this community work is mainly academic in nature. Field exposure or fieldwork has been justified in terms of how it enhances learning of students but it remains very much grounded on their desire to earn a degree. Because the community is regarded more as a social laboratory and the people as subjects, the positive impact of community work on the people with whom the students relate is a secondary concern on the students' agenda, although it is often used to justify their entry into a community.

It has to be pointed out, however, that community work per se is not necessarily self-serving and biased in favor of the students. This strategy can become mutually beneficial to the students and the community if only designed and managed in such a way that the students' desire to learn more and the values of service to others are equally emphasized. Berry says that when community service is linked to intentional and coherent learning, the value of experiences becomes exponential (2001: 2). Therefore, community work should be more than accomplishing the required number of hours or getting the highest mark in school. It is along this argument that service-learning deviates from off-campus learning which is academically centered.

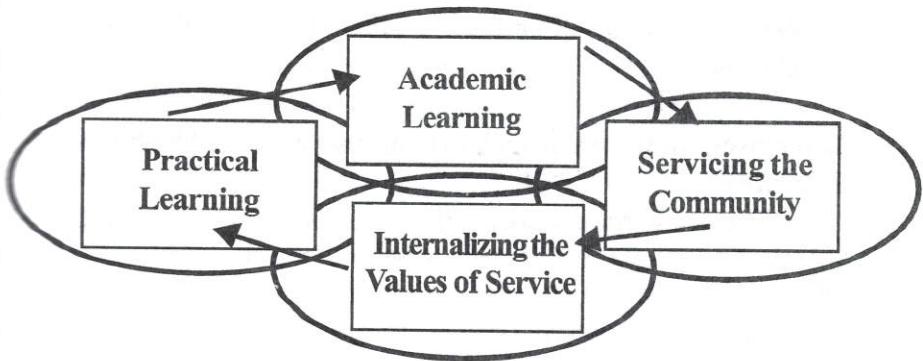
Service-learning as an Innovation in Teaching

As a teaching strategy, service-learning pursues the growth of students' intellectual capacity along their chosen career path and aims to promote among them a sense of social responsibility (Dickson 1989:2). Within this framework, the students are exposed to social realities before they finally confront them as part of the country's labor force. It also aims to inculcate in them the positive notion that work as a way of earning a financial reward has to be coupled with the genuine desire to serve others. It is argued that if this value is upheld by the majority, it will lead toward social transformation of one degree. The transformative impact or reconstructive significance of service-learning may be measured not only by how it has improved the intellectual capability of students and enhanced their desire to serve others but

also by the way it has empowered the partner community and its citizens to improve themselves.

The primary aim of service-learning is to produce not intellectual robots but compassionate professionals who are concerned with the welfare of the less privileged. It is basically anchored on the principle of experiential learning (Whitehead 2001: 6). This involves the interplay of the acquisition of knowledge through research or instruction in the classroom, the application of this knowledge through service to the community, the internalization of the value of service through reflections, and the appreciation of practical learning which the students bring back to the classroom for discussion (see Fig. 1).

Fig. 1. The Guiding Principles of Service-Learning



The kind of education Silliman University provides to its graduates is geared towards making them not only skillful and competitive in the labor market but compassionate and humane as well. The past graduates who now work in the country and overseas have earned the reputation of being good workers not only professionally but also socially and spiritually. This kind of graduates who are adaptable to all classes of people and circumstances is what Silliman University always aims to produce. Towards this goal, the curricula of several academic programs of the university provide opportunities for students to be exposed to community work before they graduate. For this reason, integrating service-learning in the academic program of Silliman University has been largely easy. What remains to be done is revitalizing the existing community work program along the principles of a service-learning program.

The succeeding articles in this issue describe the processes and initial achievements of the Silliman University's pilot community-based service-learning program. Together they demonstrate that despite their disciplinary differences, the various academic units can effectively work together in the same community.

Interdisciplinary Approach to Community-based Service-Learning

The academic units of Silliman University involved in piloting the principles of service-learning include Nursing, Physical Therapy, Medical Technology, Education, Business Administration, Social Work, and Sociology and Anthropology. The students and the faculty coordinators of these academic units handled specific projects for the residents of Maluay, the partner community. In applying the principles of service-learning, the various academic units were guided by the interdisciplinary framework which facilitated their collaboration despite obvious disciplinary differences.

The need for a holistic treatment of community problems made it imperative for the different academic units to pool resources—human, technical and material—and work together in the same community as co-equals. This is the ideal situation if an integrated community development program which relies on the interdisciplinary approach in the design and implementation of service-learning were to succeed. Within this framework, a particular discipline tackles a particular need of the community with consideration of how this will also impact or contribute to the other needs tackled by the other units. In general practice, an interdisciplinary approach in community development program breaks academic barriers in order for a team, for instance, of physical or medical and social scientists to work together on interrelated issues, such as environmental problems, according to their respective expertise (Milton 1996: 219).

Thus, in the design of the service-learning program of Silliman University, those in the medical and health fields such as the College of Nursing, the Department of Medical Technology, and the Physical Therapy Program addressed their activities towards the improvement of the bio-physical well-being of mothers and children. However, this could only be done when the participants have first been organized in order to ensure their sustained participation in the project activities. In this regard, the expertise of Social Work students in community organizing was of immense importance. Meanwhile, the Sociology and Anthropology students provided the survey data to the Social Work students for use in their community organizing work. They also helped in building the capability of the organized groups in the community to pursue their objectives.

A corollary assumption was that the chance of success of projects designed to improve the bio-physical well-being of people was greater if the households had enough food resources and if those resources were of the best quality to meet body needs. For this reason, the Entrepreneurship students of the College of Business Administration or were tapped to provide technical

services to the community in diversifying their income sources while those in Nutrition and Dietetics and Education disseminated information aimed at raising the people's awareness on proper nutrition and sanitation as essential to improved health.

In order to ensure coordinated efforts, however, one of the academic units involved in this undertaking had to assume the lead role. Its functions were to direct all efforts to prevent overlaps and contradictions, to synchronize field activities, and to properly manage available resources including time, energy, and money in order to gain better results. Because of their continuous contact with the people and the significant role they play in community organizing, Social Work students were in the best position to assume the responsibility of coordinating the activities of the various academic units in the community. Moreover, it was important for all the participating academic units to sit down together to draw plans and strategies before they engaged in actual community work.

Implementation of the Pilot Program

This program demonstrates how service-learning strategy allows students to work directly with the people without their project becoming a mere component of an existing government or non-government organization in the community program. With the exception of the student-teachers of the College of Education who were assigned to and supervised by designated teachers of a high school and elementary school in the community, the students who served in the community were not under the supervision of other individuals besides the faculty coordinators of their respective academic units.

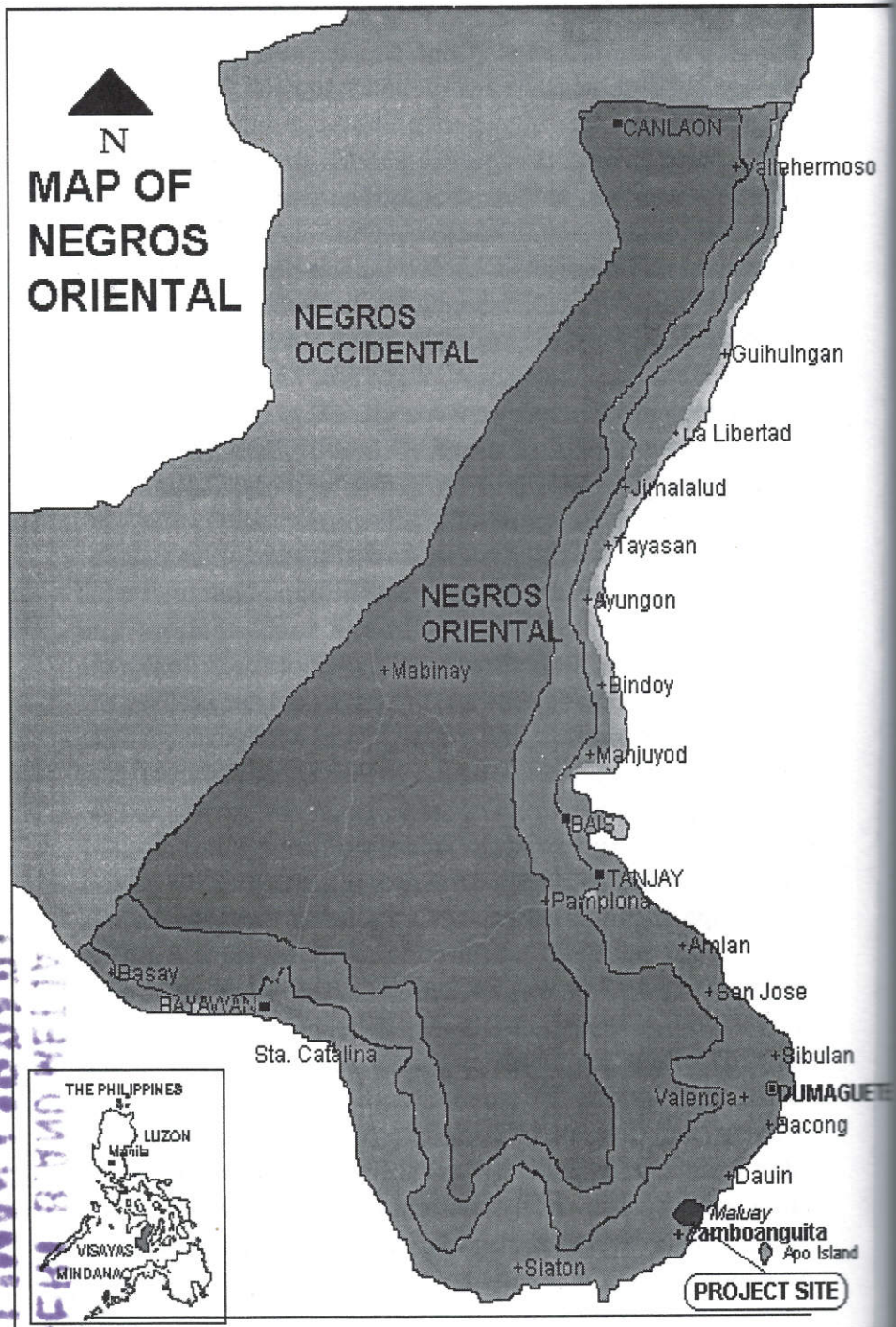
The general activities described below reflect Silliman University's version of service-learning. The program is site specific and adaptive to existing social and cultural dynamics of the community and natural conditions. It is possible that given Silliman University's own peculiar social and cultural condition, its approach to service-learning deviates from the practices in other countries. Nevertheless, as results of this program indicate, Silliman University

service learning program is rooted on the basic philosophy of service-learning, which is to serve and to learn.

Establishing Partnership with a Community for Service-Learning. At the start of the first semester of SY 2001-2002, the program identified an economically depressed though accessible community which was willing to become a partner of Silliman University in community development. After other sites were considered and subsequently visited, Maluay was the final choice. The selection was based on the following criteria: (a) that the community has contiguous coastal and upland areas; (b) has both elementary and high schools; (c) has not been a project site of Silliman University or by other schools; (d) and has demonstrated willingness to be a partner community.

As soon as Maluay was formally chosen as partner for the service-learning program of Silliman University, the faculty coordinators met with the local leaders and government officials to discuss its implementation during the school year. A resolution to this effect was passed by the Barangay Council to show the formal acceptance of the community as a partner of Silliman University in the service-learning program.

This was followed by a baseline survey conducted by twelve student-volunteers majoring in Sociology and Anthropology and supervised by a faculty coordinator to identify the felt needs of the community residents. During the baseline survey, two Social Work students were already fielded to immerse themselves in the community. They also helped in the baseline survey as they went around interacting with the residents. The students subsequently presented the survey results to the community. The local leaders who attended the presentation also validated the data and helped in the prioritization of possible projects identified. A profile of Maluay is discussed in another article (Oracion, this issue of SJ).



Piloting the Interdisciplinary Framework of Service-Learning. Meetings were conducted with the faculty coordinators of outreach or practicum programs of the various academic units in the university to discuss the community-based service-learning program in Maluay and to solicit their support of the project and their commitment to participate. A session was also held for the design of specific intervention projects by academic units. The group made sure that specific project plans were responsive to the felt needs identified by the people and according to the data generated by the baseline survey.

By the second semester of SY 2001-2002, the approved specific intervention projects of the participating academic units were implemented. Because they were implemented simultaneously, activities had to be coordinated to avoid contradictions and overlaps. The assigned Social Work students (Marilyn Baldado and Jennifer Navarro), who broke existing barriers of social indifference by living in the community, were responsible for the proper scheduling together with the cooperating residents for the conduct of the various project activities during the semester. Although the pilot projects were specific to their respective areas of specialization, they had to reinforce each other in the implementation.

The academic units undertaking specific projects, the number of students (a total of 102) who participated, and the responsible faculty coordinators are listed below. These are classified as capacitating and health services provision projects based on their major objectives:

Capacitating projects aim to empower the cooperating residents through organization, capability building, and skills training:

Organizing of Women, Men and the Youth (Department of Social Work- Community Program with 9 students under Prof. Merlinda C. Cepeda)

Capability Building (Department of Sociology and Anthropology-Community Studies with 20 students under Dr. Solomon C. Apla-on)

Livelihood Development (College of Business Administration-Entrepreneurship with 21 students under Mr. Roberto A. Estoconing)

Literacy Enhancement (Teacher Training Program- College of Education with 5 Students under Dr. Jesusa L.P. Corazon Gonzales)

Health services provision projects aim to provide health care services specific to the needs of cooperating residents:

Health Project for Mothers (College of Nursing- Community Health with 11 student-volunteers under Prof. Grace A. Gloria)

Prevention and Control for Better Health Project (Medical Technology Department with 18 students wherein nine were also volunteers under Prof. Joel M. Rodriguez)

Health Project for Elderly Men and Women (Outreach Program-Physical Therapy Department with 18 students under Ms. Michelle T. Banogon)

Involving Students in the Service-Learning Program.

The students were presumed to be equipped with the basic knowledge and skills related to their fields when they were brought to the community. These basic knowledge and skills were then shared with the cooperating residents of Maluay either in casual discussions, in lectures, or in actual rendering of services to them. As shown earlier, the students were either required by their courses to serve the community or did their work on a voluntary basis. The profile of students who were involved in the program in terms of age, sex, courses, academic levels, and nature of participation is discussed in another article (Oracion, this issue of SJ).

Aside from the four Social Work and five Education students who lived in the community as designed by their

programs, the other participating students regularly visited and served in the community depending on the needs of the intervention projects they were undertaking. As part of their outputs, the students were required to submit to their faculty coordinators journals of their experiences in service-learning. To process their experiences, they held regular post-activity reflections and post-project reflections. According to Whitehead (2001: 6), values reflection is a very important component activity of service-learning and must be emphasized. This makes it different from any practicum or internship program where skills are the major measures of learning.

Aside from the project monitoring of the individual projects, the faculty coordinators also submitted monthly reports of the implementation and progress of their respective intervention projects to the program coordinator. At the close of the second semester, student volunteers of the Department of Sociology and Anthropology again assisted in conducting a community survey to evaluate the program.

The final outcomes of the program as a whole contained in this report highlight the experiences of the participating students involved and how the cooperating residents perceived the importance of the service-learning program to their well-being after a year. It also reveals the lessons to be learned from the strong and weak points of the program after a year of its implementation. It is hoped that these lessons will inspire the other academic units of Silliman University and the other institutions of higher learning to integrate service-learning in their existing curriculum.

Dissemination of the Experiences in Service-Learning

Before the first year of the project was about to end, two public presentations were conducted to disseminate the relevance of service-learning to a wider audience. Prof. Ester C. Delfin,

Program Coordinator, delivered an orientation lecture among the students and faculty of Silliman University on February 2002. This coincided with the celebration of the College of Arts and Sciences Week. Meanwhile, Prof. Enrique G. Oracion used the experiences of the program as a discussant during the 11th Regional Convention of the Psychological Association of the Philippines in Cebu City on March 2002. The topic was Service-Learning as a Teaching Strategy.

On March 11-12, 2002, Dr. Florence McCarthy, Vice President of the International Partnership for Service-Learning for Asia, visited Silliman University to monitor the status of its program. She had already visited Silliman the previous year when she lectured about the program in a forum with students and faculty and made a tour of selected project sites of the Silliman University Extension Program. During her second visit, she held a dialogue with the participating students and the faculty coordinators of the service-learning program, the organized women under the program, and the barangay officials of Maluay.

One international exposition of the community-based service-learning program of Silliman University was realized through the presentation of Dr. Quintin G. Doromal, Jr on May 31, 2002 during the Virginia Campus Compact Symposium with the theme, Service Focused-Learning Centered, held in Northern Virginia Community College- Manassas Campus, USA. Dr. Doromal, a graduate in Psychology from Silliman himself, was on a Rotary Foundation University Teaching Grant at Silliman University for a semester. This also gave him the opportunity to participate and observe its service-learning program. The title of his presentation was An Interdisciplinary Community Service Project in the Rural Philippines: The Results of Year One.

The visit of Dr. McCarthy and the lecture of Dr. Doromal provided them the chance also to compare the service-learning program as practiced in Silliman University and at other institutions of higher learning in Asia and the USA. Although it is to be expected that other institutions have their own style of interpreting and

implementing the program according to their respective conditions, they are anchored on the same principle of learning while extending service. It is envisioned that the experience of Silliman University will add to the growing interest in and development of service-learning in this part of the region.



Faculty coordinators and students in group discussion with community residents



Students who assisted in the community survey taking a break in the tabu center

Acknowledgment

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PROFILE OF THE PARTNER COMMUNITY
OF THE SERVICE-LEARNING PROGRAM:
MALUAY, ZAMBOANGUITA, NEGROS ORIENTAL

Enrique G. Oracion

ABSTRACT

This article presents the profile of the partner community of the Silliman University service-learning program. The information for this profile comes from the survey conducted by the faculty coordinator and student-volunteers majoring in Sociology and Anthropology. The data gathered include household demographic profile, socioeconomic characteristics, educational status, health conditions, community and political participation, community problems, and needed intervention programs. The data also include the perception of the community about the capability of Silliman University to work with them and the possible barriers. This information served as the basis for the design of specific projects to be implemented by the participating academic units. At the same time, the gathering of the baseline data was also intended to allow the student to experience the rigors of conducting a sample survey while getting first hand information about life in a rural community from which they could reflect their own condition. The students found the experience academically as well as socially enhancing.

Introduction

This article describes the profile of the partner community of the Silliman University service-learning program. The data presented here are results of the baseline survey carried out as an initial activity of the program before the implementation of specific projects in the community. Twelve student-volunteers majoring in Sociology and Anthropology gathered these data. Covering a period of six weekends, the survey was done during the months of July to September 2001. As a faculty coordinator, I went with the students throughout the period of the baseline survey and closely supervised their work.

Prior to the conduct of the survey, the student volunteers were briefed about the objectives of the activity and its relevance

to the service-learning program which will be initiated in the community. They were specifically informed that the data would serve as basis for the design of specific projects to be implemented by the other participating academic units of the university. Although not all of the student-volunteers had taken Social Research as a subject, their willingness to spare some time during weekends to go to the field and to learn the research process in a practical way sustained their involvement in the baseline survey.

The learning expectation of the baseline survey was for the student volunteers to experience the rigors of field work involving locating randomly sampled households and conducting a successful interview using a structured questionnaire. During the orientation, they were also given tips on avoiding problems in conducting the actual field survey. The questions in the interview schedule were likewise discussed with them to make them aware of the kind of information they were expected to generate. Any vague questions were immediately clarified at the outset to avoid misinterpretations. To maximize their contribution to the project, students who have already taken the research course were paired with those without background in the subject.

Initial Contact and Immersion

To enhance their mobility once they were in the community, the students were shown a map of the relative location of households in the community to be surveyed, as well as the boundaries and the existing roads and trails during the orientation. Their community immersion began with a formal visit to the Barangay Captain who introduced them to the community.

The paired student volunteers were given lists of randomly sampled households to be interviewed. As part of their learning task was to get directions from the residents, the students were provided the names of the households but not their exact locations. At the initial fieldwork, the

students only managed to interview a small number of households. Part of the reason is that, first, the sample households were so scattered that paired student volunteers had to go from one corner of the community to the other side, which took much of their time. Second, since they had no prior experience in asking questions from actual respondents, apart from the simulations done at the orientation, they needed time to read each question carefully to avoid committing errors and this also caused some delay. Lastly, they required more time to establish rapport with the residents before doing the actual interview.

The second visit was more productive and the problems experienced during the initial survey were resolved. This time the paired student volunteers were assigned to sample households located in the same cluster. As they had by this time become more familiar with the questions, they were able to ask them faster and clearer. As well, the local residents had already become used to the presence of the students and were helpful in providing directions to locations of particular household-respondents. Moreover, the residents were aware of the significance of the survey for the proposed service-learning program in their community. This made the conduct of the baseline survey more fruitful during the succeeding weekends.

Preliminary Information About the Community and the Households

Maluay, the partner community, is located about 25 km southwest of Dumaguete City. It has a total population of 2,589 or a total number of households of 555 as of the year 2000 census. The average household size is 4.66. A total of 73 households covering both coastal and upland areas were interviewed. These households were identified from a list through simple random sampling with a random start and a sampling interval with 0.10 margin of error.

Barangay Maluay has a barangay health station, a day care center, a high school, an elementary school, and a barangay hall. This barangay hosts the regular Wednesday market (*tabu*), which draws together many farmers, fishers, and buyers from the different towns in the province. Malatapay, the *sitio* of Maluay where the market is held is also the take-off point to Apo Island, a favorite destination of diving tourists. Two beach resorts and several small restaurants operate in Malatapay serving both foreign tourists and the locals who trade in the *tabu*.

Table 1. Some Basic Information about the Community and the Baseline Survey

Specific Sites Covered by the Survey	Sitios of Mag-abo and Mojon
Institutional Services Located in the Sites Covered by the Baseline Survey	Barangay Health Station, Day Care Center, Elementary School, High School, Barangay Hall
Total Population of Barangay Maluay (NCSO 2000)	2,589
Total Number of Households of Barangay Maluay (NCSO 2000)	555
Average Household Size of Barangay Maluay	4.66
Total Number of Households Interviewed	73

The respondents of the baseline survey were either the husbands or the wives who were alternately identified. In their absence, any adult member of the household present at the time of the visit was interviewed. The females (60.27%) comprised a larger proportion of the sample compared to the males (39.73%). However, there were more males (82.76%) who were married than the females (72.73%). The widowers and widows comprised about 11 percent of the total number of respondents with a one to seven ratio, which means there were more widows than widowers.

Table 2. Basic Information about the Respondents Classified by Sex

Basic Information About the Respondents	Male	Female	Total
Civil Status			
Married	24 (82.76%)	32 (72.73%)	56 (76.71%)
Widower/Widow	1 (3.44%)	7 (15.91%)	8 (10.96%)
Separated	2 (6.90%)	2 (4.54%)	4 (5.48%)
Single/Single Mother	2 (6.90%)	3 (6.82%)	5 (6.85%)
Age			
Average	48.58 years	48.00 years	48.29 years
Range	18- 69 years	21- 88 years	18- 88 years
Religion			
Catholic	70 (95.89%)	48 (92.31%)	118 (94.40%)
United Church of Christ in the Philippines	2 (2.74%)	1 (1.92%)	3 (2.40%)
Christian	0	2 (3.85%)	2 (1.60%)
Pentecostal	1 (1.37%)	0	1 (0.80%)
Iglesia ni Cristo	0	1 (1.92%)	1 (0.80%)
Educational attainment			
None	2 (2.74%)	0	2 (16.00%)
Elementary level	26 (35.62%)	18 (24.66%)	44 (35.20%)
Elementary graduate	17 (23.29%)	9(12.32%)	26 (20.80%)
High school level	13 (17.81%)	10 (19.23%)	23 (18.40%)
High school graduate	6 (8.22%)	5 (6.85%)	11 (8.80%)
College level	4 (5.48%)	3 (4.11%)	7 (5.60%)
College graduate	4 (5.48%)	5 (6.85%)	9 (7.20%)
Vocational	1 (1.37%)	1 (1.37%)	2 (1.60%)
No data	0	1 (1.37%)	1 (0.80%)

The mean age of all the respondents was 48.25 years with a slight difference between the males and the females. The youngest respondents were males (18 years old) while the oldest (88 years old) were females. Majority of the respondents were Catholic (94.40%) as to be expected in a predominantly Catholic country such as the Philippines. Since Maluay is a rural community, it did not come as a surprise that majority (56.00%) of the total respondents only reached or finished elementary education. Meanwhile, those who reached or finished high school and college comprised only 27 percent and 14 percent, respectively.

Since most of the respondents were females, the data show that 35 percent were housewives while 20 percent were farmers. Only about 11 percent of the households were engaged in some business venture. Nonetheless, the data show the spread of livelihood activities that the household pursued. The types of occupation the respondents reported demonstrate the heavy reliance of the community on agriculture.

Table 3. Current Occupations of Respondents and Their Spouses (Multiple Response)

Occupations	Respondents	Spouses	Total
Housewife	29 (39.72%)	16 (28.57%)	45 (34.88%)
Farmer	16 (21.92%)	10 (17.85%)	26 (20.15%)
Business Person	9 (12.33%)	5 (8.92%)	14 (10.85%)
Fisher	4 (5.48%)	3 (5.36%)	7 (5.43%)
Carpenter	4 (5.48%)	3 (5.36%)	7 (5.43%)
Driver		6 (10.71%)	6 (4.65%)
Teacher	1 (1.37%)	2 (3.57%)	3 (2.33%)
Manicurist		2 (3.57%)	2 (1.56%)
Electrician		2 (3.57%)	2 (1.56%)

Bus/Jeep Conductor		2 (3.57%)	2 (1.56%)
Manager/Supervisor	1 (1.37%)	1 (1.79%)	2 (1.56%)
Retired	2 (2.74%)		2 (1.56%)
Nipa Roof (Thatch) Making	2 (2.74%)		2 (1.56%)
Barangay Kagawad	1 (1.37%)		1 (0.77%)
Barber	1 (1.37%)		1 (0.77%)
Tuba Gatherer	1 (1.37%)		1 (0.77%)
Firewood Gatherer	1 (1.37%)		1 (0.77%)
Barangay Health Worker	1 (1.37%)		1 (0.77%)
House Helper		1 (1.79%)	1 (0.77%)
Painter		1 (1.79%)	1 (0.77%)
Construction Worker		1 (1.79%)	1 (0.77%)
Farm Worker		1 (1.79%)	1 (0.77%)
Total	73 (100.00%)	56 (100.00%)	129 (100.00%)

The agricultural character of the community is also further described by the sources of income of households. Aside from fishing, sixty-eight percent of the reported income sources came from agricultural products such as corn, livestock, root crops, fruits, vegetables. The households also processed some farm products for sale in the form of cooked food, handicraft, *tuba*, and firewood.

Table 4. Major Sources of Income of Respondents and Their Spouses (Multiple Response)

Sources of Income	Respondents	Spouses	Total
Corn	18 (31.03%)	9 (24.32%)	27 (28.42%)
Livestock	8 (13.79%)	6 (16.22%)	14 (14.74%)
Rootcrops/Fruits/Vegetables	8 (13.79%)	5 (13.51%)	13 (13.69%)
Store	6 (10.34%)	3 (8.11%)	9 (9.47%)
Fish	5 (8.62%)	2 (5.41%)	7 (7.37%)
Cooked Food	3 (5.17%)	3 (8.11%)	6 (6.32%)

Table 4, continued

Sources of Income	Respondents	Spouses	Total
Handicrafts	3 (5.17%)	1 (2.70%)	4 (4.21%)
Driving Tricycle	2 (3.44%)		2 (2.11%)
Tuba	1 (1.73%)	1 (2.70%)	2 (2.11%)
Remittance	1 (1.73%)		1 (1.05%)
Firewood	1 (1.73%)		1 (1.05%)
Coconut	1 (1.73%)		1 (1.05%)
Buy and Sell (any goods)	1 (1.73%)		1 (1.05%)
Pension		1 (2.70%)	1 (1.05%)
Making Fish Hooks		1 (2.70%)	1 (1.05%)
No Response		5 (13.51%)	5 (5.26%)
Total	58 (100.00%)	37 (100.00%)	95 (100.00)

Despite the variety of economic activities which the households engaged in, the data show that 81 percent received only an average income of less than PhP 3,000 per month. Only about 14 percent earned on the average between PhP 3,001 to 6,000 per month. Those who had more money received either a salary as a professional or remittances from household members working abroad.

Table 5. Estimated Average Monthly Income of Respondents and Their Spouses

Estimated Income in Pesos	Respondents	Spouses	Total
Up to 3,000	41 (87.23%)	25 (73.53%)	66 (81.48%)
3,001- 6,000	5 (10.64%)	6 (17.65%)	11 (13.58%)
6,001- 9,000	0	1 (2.94%)	1 (1.23%)
9,001- 12,000	1 (2.13%)	0	1 (1.23%)
12,001- 15,000	0	1 (2.94%)	1 (1.23%)
15,001- 20,000	0	1 (2.94%)	1 (1.23%)
Total	47 (100.00%)	34 (100.00%)	81 (99.98%)*

*Round-off Error

Child and Maternal Health

Only nine or 12 percent of the total households at the time of the survey had pregnant or lactating mothers. Of the nine households, five received iron or iodine supplement and tetanus toxoid given by the government health centers.

Table 6. Data on the Condition of Child and Maternal Health

· Percentage of households with pregnant or lactating mothers (n= 73)	12.33% (9)
· Number of households with pregnant or lactating mothers who received iron or iodine supplement (n= 9)	5
· Number of households with pregnant or lactating mothers who received tetanus toxoid (n=9)	5
· Percentage of households which has children 0 to five years old (n=73)	28.77% (21)
<Sex of children 0 to 5 years old of 21 households	
Male	52.25% (18)
Female	43.75% (14)
· Number of households with couples of reproductive age which have newly born (n=20)	8
· Number of households with newly born that weigh not less than 2.5 kilos at birth (n= 8)	7
· Number of households with female member whose child delivery was assisted by trained personnel (n= 8)	7
<Qualifications of who assisted in the child delivery:	
Midwife	5
Trained Hilot	2
Do not know	1
· Number of households which breastfeed a newly born up to four months (n= 8)	6
<Reasons why breastfeeding was not practiced by two households:	
Mother has no milk	1
Mixed feeding after three months	1

Table 6, continued

· Number of households which has given immunization to children up one year old (n= 12)	11
· Percentage of households which has children five years old and below who are underweight according to the health center personnel (n= 73)	17.81% (13)
· Percentage of households Percentage of households which has children five years old and below who had diarrhea episode (n= 73)	4.11% (3)
<Sex of children five years old and below of the three households who had diarrhea episode:	
Male	3
Female	2

About 29 percent of the households surveyed had children aged 0 to five years, of which 52.25% were males and 43.75% were females. Of the same number of households, 20 had members who were still of reproductive age. At the time of the survey, eight members had newly born babies, seven of whom weighed no less than 2.5 kilos at birth.

About 63 percent of the households reported having been assisted by a midwife during child delivery while two resorted to trained *hilots*. Of the eight households with babies up to four months, six practiced full breastfeeding. In two households in which breastfeeding was not reported, the mothers had either no milk or had decided to use mixed feeding after the baby was three months old. The high incidence of breastfeeding may have also contributed to a reduced percentage of underweight children among those five years old and below by the standard of the health center. Only about 18 percent of the 73 households interviewed had underweight children. Similarly, the incidence of children five years old and below who had diarrhea episode was very low (4.11%). Of the five cases reported, three were males and two were females.

Education of Children and Literacy

Children of early childhood school age in four of the 25 households were enrolled in the day care center of the barangay, a greater number of whom were females. Meanwhile, about 33 percent of the households surveyed had children 6 to 12 years old of elementary school age. Of these, 63.64% were males and 36.36% were females.

Unfortunately, not all households with children in this age bracket were able to send them to elementary school. Only 19 of the 24 households sent their children to the elementary school in the community. Twelve of the out-of-school children were females while only two were males. The reasons given for the failure of five households surveyed to send their children to the elementary school are the following: late to enroll, no money, delinquency, and the child is mentally retarded.

Thirty-eight percent of all households surveyed had children 13 to 16 years old, 51.35% of whom were males and 48.65% were females. Nineteen of the 28 households who had children in this age group sent all their children to the high school in the community. The number of males in high school was again greater than the number of females reflecting the same trend in the elementary school. The reasons given for the failure of the nine households to send all their children to high school are the following: the child is not interested, the distance of the high school from home, inability to get a scholarship, and lack of money.

Table 7a. Data on Education of Children and Literacy

Number of households which have children who enroll in a day care center, nursery or kindergarten (n= 25)	4
<Sex of children who are enrolled in four households:	
Male	2
Female	3
Percentage of households which have children six to 12 years old (n= 73)	32.88% (24)
<Sex of children six to 12 years old of 24 households:	
Male	63.64% (21)
Female	36.36% (12)

Table 7a. continued

Number of households which have children six to 12 years old who are all in elementary school (n= 24)	19
<Sex of children who are not enrolled if nine households: Male Female	2 12
<Reasons why not all children six to 12 years old are not enrolled: Late to enroll No money Delinquency Mentally retarded	2 1 1 1
Percentage of households which have children 13 to 16 years old (n= 73) <Sex of children 13 to 16 years of 28 households: Male Female	38.36% (28) 51.35% (19) 48.65% (18)
Number of households which have children 13 to 16 years old who are all in high school (n= 28) <Sex of children 13 to 16 years not enrolled: Male Female <Reasons why not all children 13 to 16 years old are not enrolled: Not interested Far distance of school No money Late to get scholarship	19 2 4 2 2 1 1
Percentage of households which said that all of their members 10 years old and above are literate (n=73)	79.45% (58)

As a whole, 79 percent of all households claimed that all their members aged 10 years and above were literate. As such, the literacy rate in the community reflects the low literacy rate in most rural communities in the Philippines. This is particularly true among the elderly members of the population.

Child Welfare and Domestic Violence

Eight per cent of households had children seven years old and below who were left at home by themselves when parents were away. This suggests that parents in general saw to it that one of them stayed home to take care of the young children. Otherwise, grandparents, as well as other relatives or household members, usually looked after the children when their parents were away.

Although it was observed during the survey that children below 18 years old were involved in farm work, this was not viewed as a form of child labor. In rural communities, small children are traditionally considered part of the household labor force and contribute to the earning of the household. Only 4 percent of the household reported having children below 18 years old who work. The proportion of the sexes of the children reported is equal. The kind of work they were engaged in includes harvesting corn, working in other households, and gathering firewood for sale. The children below 18 years old were reported to have limited skills.

Only 10 percent of the households reported having observed some forms of domestic violence in the neighborhood. This minimal observation may reflect the limited awareness of households for what may be considered as domestic violence, some incidents of it being considered normal. The common forms of domestic violence reported included those which were obviously physically destructive such as exchange of heated words, slapping, and throwing of things. Drunkenness of the male member of the household, jealousy, and petty misunderstanding were identified as common causes of violent behavior.

Table 7b. Data on Child Welfare and Domestic Violence

Percentage of households which have children seven years old and below who are neglected when parents are out or away from home (n=73) <Who usually watched children (multiple response): Mother/grandmother Niece/nephew Any household member	8.22% (6) 8 1 1
Percentage of households which have children below 18 years old who have works (n= 73) <Sex of children below 18 years old of three households: Male Female <Works engaged by children (multiple response): Help harvest corn Food server Food Server Gather firewood for sale	4.11% (3) 2 2 2 1 1 1
Skills possessed by children below 18 years old which could be income generating (multiple response): Cooking Plowing Thatch making Academic excellence Harvesting corn Gathering firewood	 2 1 1 1 1
Percentage of households which have observed some forms of domestic violence in the neighborhood (n= 73) <Forms of domestic violence observed in the neighborhood: Family feud (verbal) Slapping Throwing of things No response <Common causes of domestic violence observed: Drunkenness Jealousy Petty misunderstanding No response	9.59% (7) 2 2 1 2 3 1 1 2

Household Health Status and Services Perceived

Household mortality during the past six months was very low. Only 4 percent of the households reported a death allegedly of preventable ailments during the period. Those household members who died were males whose deaths were due to asthma complications. One female died of lung ailment. About 55% of the households reported having members who got sick in the past six months from related respiratory problems. The first three ailments reported were cough, cold, and fever. Incidentally, these morbidity cases are also symptomatic of the causes of reported household morbidity.

Table 8. Household Health Status and Services Received

Percentage of households which have members who died in the past 6 months by preventable ailments (n= 73)	4.11 (3)
<Sex of members of three households who died:	
Male	2
Female	1
<Reported causes of mortality in the household:	
Asthma complications	2
Lung ailment	1
Percentage of households which have members who experienced morbidity in the past six months (n= 73)	54.79% (40)
< Sex of members of 40 households who experienced morbidity:	
Male	54.41% (37)
Female	45.59% (31)
<Reported causes of morbidity (multiple response):	
Cough	27.45% (14)
Cold	23.53% (12)
Fever	23.53% (12)
Bruises	3.92% (2)
Sprain	1.96% (1)
High blood pressure	1.96% (1)
Dysmenorrhea	1.96% (1)
Pneumonia	1.96% (1)
Acute ulcer	1.96% (1)

Table 8. continued

Headache	1.96% (1)
Menopausal problem	1.96% (1)
Urinary tract infection	1.96% (1)
Relapse	1.96% (1)
Asthma	1.96% (1)
Skin ulcer	1.96% (1)
Percentage of households which have members who have received health services for ailment in the past six months (n= 40)	75.00% (30)
<Sources of health services received :	31.58% (12)
Traditional healer	28.95% (11)
Barangay Health Station	10.53% (4)
Rural Health Unit	15.79% (6)
Medical Mission	13.16% (5)
Government Hospital	

Among households which reported having members who were sick in the past six months, only 75 percent received some health services. Close to 32 percent resorted to the services of the traditional healer while 29 percent received some services from the barangay health station located in the community. There were also some who availed of the services of the medical mission, the government hospital in Dumaguete City, and the rural health unit in the *poblacion*.

In addition to the foregoing discussion on the health condition of the residents in the community, the data taken from the barangay health stations indicate acute respiratory infection and pneumonia followed by influenza, diarrhea, tuberculosis, hypertension, parasitism, wounds, skin problems, chicken pox, and eye problem as the leading causes of morbidity. Pneumonia also rated high in the ten leading causes of mortality. This is followed by cancer, pulmonary tuberculosis, congestive heart failure, cardio-vascular incident, cardio-respiratory arrest, still birth, bleeding peptic ulcer,

congenital anomaly, and a combination of myocardial ailments, infection, renal failure, and bronchial asthma.

Meanwhile, the prevalence rate of family planning among households with women of reproductive age (15 to 45 years old) is 32 percent. Although there was a reported use of multiple methods, pills were more widely used by women closely followed by rhythm method, intrauterine device, and injectable contraceptives. Withdrawal, abstinence, and ligation were also reported. Family planning services were generally available at the barangay health station and the rural health unit.

Table 9. Family Planning Prevalence and Services Received

Percentage of households which have couples of reproductive age who practice family planning (n= 44)	31.82% (14)
<Methods of family planning used (multiple response):	
Pills	4
Rhythm	3
Intrauterine device	3
Injectable	3
Withdrawal	2
Abstinence	1
Ligation	1
<Sources of family planning methods used:	
Barangay Health Station	8
Rural Health Unit	3
Traditional Healer	1
Government Hospital	1
Medical Mission	1

Conditions of the Elderly

Almost half of the households surveyed had members aged 60 years and above (49.32%). The proportion of the elderly males (48.98%) compared to the females (50.68%) is also slightly lower. But not all these households which have elderly reported having received some health services during the past six months. Only less than half of these

households (41.67%) have been to the health center for consultation and medication (73.08%). Others went to see a health care provider for blood monitoring, reproductive medical check-up, and to request for vitamin supplements. They generally went to the barangay health station or the traditional healer. Thirteen percent went directly to the rural health unit in the poblacion while those who could afford it went to a private clinic or hospital.

Table 10. Conditions of the Elderly Household Members

Percentage of households which have members 60 years old and above (n= 73) <Sex of members of 36 households 60 years old and above:	49.32% (36)
Male	48.98% (24)
Female	50.68% (25)
Percentage of households which have members 60 years old and above who received health services in the past 6 months (n= 36) <For what are the health services received (multiple response):	41.67% (15)
Consultation and medication	19
Blood pressure monitoring	4
Regular medical check-up	2
Request for vitamin supplement	1
<Sources of health services received:	
Barangay Health Station	6
Traditional Healer	5
Rural Health Unit	2
Private Clinic/Hospital	2

Household Economic Indicators

About 77 percent of the households surveyed owned the house and lot they were occupying. Those who did not own their abodes had nevertheless free use of these. Majority (41.09%) had houses made of combined materials like wood, bamboo, *nipa*

shingles, cement, and hollow blocks. About 32 percent used light materials while only 23 percent had houses made of concrete materials.

About half (49.32%) of the households were engaged in farming. About 42 percent owned the farm they cultivated while the same percentage were tenants. Eleven percent leased the farm they cultivated. In general, all farming households cultivated on the average 42.39 hectares or 1.62 hectares per household. Forty-three percent of the crops these households planted were corn, followed by coconut (13.43%), banana (8.96%), cassava (7.46%), mango (7.46%), and others such as vegetables, bamboo, and a variety of other fruit trees.

Table 11. Type of Abode, Land Ownership and Crops Planted

Percentage of households which own house and lot (n= 73) <Mode of occupancy for those which do not own house and lot (n=17)	76.71% (56)
Percentage of households with particular abode based on materials for house construction (n= 73)	41.09%(30)
Combined	
Light materials	31.51% (23)
Concrete	23.39% (17)
No data	4.11% (3)
Percentage of households which are into farming (n= 73) <Farm tenure of households which farm:	49.32% (36)
Owned	41.67% (15)
Tenanted	41.67% (15)
Leased	11.11% (4)
No data	5.55% (2)
<Size of farm (hectare) cultivated by households:	
Total for all households	42.29 ha
Average per household	1.62 ha
<Crops cultivated by households (multiple response):	
Corn	43.28% (29)
Coconut	13.43% (9)
Banana	8.96% (6)

Table 11. Continued

Cassava	7.46% (5)
Mango	7.46% (5)
Vegetables	7.46% (5)
Bamboo	4.48% (3)
Sirguwelas	4.48% (3)
Jackfruit	1.49% (1)
Starapple	1.49% (1)
<Farm tenure problems experienced by three households:	
Land is not yet legally subdivided among sibling	
Agreement was not realized about being able to buy the lot where house is erected after several years .	1
The lot is a public land and cannot be owned	1

As shown above, only three households had land tenure problems. The nature of the problem includes the following: the farm is not yet legally subdivided among siblings, the agreement about buying rights was not realized, and the land occupied is a public land and cannot be privately owned.

Meanwhile, about 25 percent of the household members were engaged in fishing either as actual fishers or as financiers. The data also show that majority of those into fishing were small-scale who used hook and line as their usual fishing gear. Other fishing gears reported were the beach seiner, fish trap, spear gun, and gill net.

Table 12. Households Involved in Fishing and the Common Gears Used

Percentage of households which are into fishing (n= 73)	24.66% (15)
<Modes of involvement in fishing (multiple response):	
Actual fishing	15
Finance fishing	12
No data	11
<Fishing gears used by households (multiple response):	
Hook and line	
Beach seiner	3
Fish trap	1
Spear gun	1
Gill net	1
no data	2

Forty-five percent of the households reported having members aged 18 years and above other than the respondents and their spouses. Of these members, 54 percent were males while 46 percent were females. Only 33 percent were gainfully employed at the time of the survey particularly in farming (23.09%). Babysitting was also reported while others were store helpers, vendor, junk dealer, food server, fish-hook maker, security guard, electrician, and domestic help. They work either in the *poblacion* or in Dumaguete City.

Despite the fact that other household members helped to augment the family income, about 47 percent considered their income insufficient to meet their needs. Proper budgeting of their meager income as a strategy to make ends meet was reported by 54 percent of these households. Others were assisted by their children working in other locations (11.43%) and by their relatives (11.43%). Other households resorted to various sources of income (11.43%); others reported that borrowing money and opening credit lines in store (5.21%) somehow helped them. Others resorted to pawning their jewelry to neighbors or subsisting more on vegetables as staple diet rather than on rice and viand.

Table 13. Household Members Aside from the Respondents and Their Spouses Gainfully Employed and Management of Meager Income.

Percentage of households which have members 18 years old and above other than respondents and their spouses (n= 73) <Sex of members of 33 households 18 years old and above:	45.21% (33)
Male	53.85% (33)
Female	46.15% (30)
Percentage of households which have members 18 years old and above who are gainfully employed other than respondents and spouse (n= 33) <Works engaged in by household members:	33.33% (11)
Farmer	3
Baby sitter	2
Store helper	1
Vendor	1

Table 13. continued

Junk dealer	1
Fish hook maker	1
Security guard	1
Electrician	1
House helper	1
Percentage of households which consider that their income is not enough to support its members (n= 73)	46.58% (34)
How households manage their meager income to meet needs (multiple response):	
Budget meager income	54.28% (19)
Assisted by children	11.43% (4)
Assisted by relatives	11.43% (4)
Resorted to various sources of income	11.43% (4)
Borrow or open credit	5.71% (2)
Pawned jewelry to neighbors	2.86% (1)
Have more vegetables for food than cereal and viand	2.86% (1)

The economic difficulties experienced by these households have understandably made them aspire for a better future for their children. Majority of their aspirations include seeing their children finish school even only up to secondary level (42.72%), have a stable source of income or livelihood (27.09%), good health, and free from accidents or dangers (14.99%). Others just aspired to be able to feed and clothe them (5.21%). The rest of their aspirations were geared toward their children growing up as good individuals, socially, religiously, and economically. One household just hoped the children will be able to help in the family farm.

Table 14. Aspirations of Respondents for Their Children

Aspirations of respondents for their children (multiple response):	
To finish school even only secondary level	42.71% (41)
To have stable source of income or livelihood	27.09% (26)
To have good health and free from accidents or dangers	14.59% (14)
To be able to feed and clothe them	5.21% (5)
To marry and have responsible and loving partner	2.08% (2)
To go abroad and be successful	2.08% (2)
To be respectful of elders particularly to them	2.08% (2)
To grow up as Christians	1.04% (1)
To be treated fairly by people	1.04% (1)
To get well along among family members	1.04% (1)
To be able to help them (parents) in the farm	1.04% (1)

Household Amenities

Almost 14 percent of the households surveyed did not have their own toilets. Of the 86 percent who had toilets, about 89 percent owned a water sealed type, 6 percent had the flush type, and 5 percent had the antipolo type. Meanwhile, 52 percent had deep well or artesian well as their source of potable water. Of those who had their water source from a faucet, about 22 percent used the communal type while only 16 percent had their own. One household got its water from a spring. Incidentally, only 64 percent of these households said their source of potable water was tested safe.

Clay stove and firewood comprised 87 percent of the reported type of cooking facilities used by all households surveyed. The other cooking facilities reported include petroleum gas (7.89%), kerosene and firewood (2.63%), and LPG and firewood (2.63%). Generally, respondents did not consider fuel a problem as they live in a rural community where firewood from coconut palms and tree branches is abundant.

Table 15. Toilets Owned, Water Sources, and Cooking Facilities of Households

Percentage of households which have toilets (n= 73)	
<Types of toilet owned:	86.30% (63)
Water sealed	88.89% (56)
Flush type	6.35% (4)
Antipolo	4.76% (3)
Percentage of households which have the following sources of potable water (n= 73):	
Deep well (artesian)	52.05% (38)
Communal faucet	21.92% (16)
Own faucet	16.44% (12)
Shalow well (jetmatic)	8.22% (6)
Spring	1.37% (1)

Table 15. Continued

Percentage of households which said that their source of potable water was tested safe (N= 72)	63.89% (46)
Percentage of households with the following types of cooking facilities (multiple response):	
Clay stove and firewood	86.84% (66)
Liquefied petroleum gas (LPG)	7.89% (6)
Kerosene and firewood	2.63% (2)
LPG and firewood	2.63% (2)

Community and Political Participation

Survey results show the community involvement of households as insignificant. Only 45 percent of household reported having members who were active in a legitimate community organization. The proportion of male and female household members who are members of these organizations is equal. Majority were members of organizations that help each other when a member dies (33.33%).

Those who received health insurance benefits for hospitalization were members of the Philippine Health Insurance Association (12.12%). This is organized through the initiative of the barangay government which paid for their health insurance premiums. Others were members of a church organization (9.09%), youth (6.06%), barangay council (6.06%), *purok* (6.06%), rural improvement club (6.06%), farmers (6.06%), barangay *tanod* (3.23%) and coconut farmers (3.03%). Majority were ordinary members (84.85%) of these organizations while 9 percent were officers.

Table 16. Membership in Community Organizations of Household Members

Percentage of households which have members who are members of legitimate community organization (n=73)	45.21% (33)
<Sex of members of 33 households who are members:	
Male	50.00% (21)
Female	50.00% (21)
<Types of community organization they are members:	
Kapunungan sa Kasakit	33.33% (11)
Philippine Health Association	12.12% (4)
Church Organization	9.09% (3)
Sanguniang Kabataan	6.06% (2)
Barangay Council	6.06% (2)
Purok Organization	6.06% (2)
Rural Improvement Club	6.06% (2)
Samayang Nayon (Farmers Association)	6.06% (2)
Barangay Tanod	3.03% (1)
Coconut Farmers Association	3.03% (1)
<Positions of household members in these organizations:	
Members	84.85% (28)
Officers	9.09% (3)
No data	6.06% (2)

The political involvement of these households was measured by the number of their members who voted during the local election. Almost 77 percent of the household members aged 18 years and above voted while 23 percent did not vote during the last election. Of the 47 households who had members who did not vote, eight failed to register which is a legal requirement for voting, three lost interest, while others were either suffering from a physical disability, were too old to go to the voting precinct, or had a job out of town. More male household members did not vote compared to the females.

Tables 17. Electoral Participation of Household Members

Percentage of households which have members 18 years old and above who have not voted during the last election (n= 73)	23.29% (17)
<Reasons why not all have voted:	
Not Registered	8
Lost Interest	3
Physical disability	2
Old age	1
Had a job out of town	1
No data	2
<Sex of members of 17 households who have not voted:	
Male	10
Female	7

Community Violence and Problems

Only one out of ten households or 10 percent reported having members who became victims of crime during the past six months. Six of these members were victims of robbery or thievery while one was a hold-up victim. More male household members were victims than the females. Three households (4.11%) reported having male members who were violently attacked resulting in serious physical injuries.

Meanwhile, 63 percent reported having observed instances of conflict among members in the community. Thirty-seven percent said that these conflicts resulted from drunkenness. Other conflicts were caused by land or property problems (14.81%), misunderstanding with neighbors (14.81%), gossip (11.11%), and family feuds or domestic quarrel (9.36%). Other causes include enviousness among neighbors, unpaid debts, and misunderstanding during a basketball game.

Table 18. Crimes Committed Against Household Members

Percentage of households which have members who became victims of a certain crime in the past six months (n= 73) <Types of crimes committed to members of the seven households: Hold-up Robbery/Thievery <Sex of members of seven households who were victims of certain crime: Male Female	9.59% (7) 1 6 5 4
Percentage of households which have members who became victims of violent attacks in the community (n= 73) <Type of violent attacks: Serious physical injuries <Sex of household members who were victims: Male	4.11% (3) 3 3
Percentage of households which noticed some conflicts among members in the community (n= 73) Causes of conflicts noticed by households: Drunkenness Land or property problem Misunderstanding with neighbors Gossip Family feud/domestic quarrel Envy (igi-igi) of what neighbors achieved Unpaid debts Due to misunderstanding in basketball game No data	63.01% (46) 37.04% (20) 14.81% (8) 14.81% (8) 11.11% (6) 9.26% (5) 3.71% (2) 1.85% (1) 1.85% (1) 5.56% (3)

Unemployment and absence of a stable source of income (39%) were considered by the respondents as a major community problem. This is followed by the poor supply of potable water (19.91%) and the lack of medicine and facilities at the health center (11.30%).

Other problems mentioned were poor infrastructures in the community, relational problems among community members, presence of anti-social behavior, poor community leadership, and other related causes. These problems which the respondents enumerated reinforced the data presented earlier about the social and economic conditions of the community.

Table 19. Perceived Problems in the Community

Community problems noticed by respondents (multiple response)	
Unemployment and no source of stable income	39.13% (45)
Poor supply of potable water	13.91% (16)
Health center lacks medicine and facilities	11.30% (13)
Electricity (low voltage)	6.08% (7)
Poor interior road condition	5.22% (6)
Distance to school for interior/upland households	2.61% (3)
Lack of telephone facilities	2.61% (3)
Conflict over property rights and boundaries	2.61% (3)
Too much politicking/no unity	2.61% (3)
Drunkenness	1.74% (2)
Dengue fever	0.87% (1)
Illegal gambling	0.87% (1)
Envy among neighbors	0.87% (1)
Irresponsible leaders	0.87% (1)
Stealing of animals	0.87% (1)
None	7.83% (9)

Identified Priority Areas for Interventions

Needless to mention, the baseline survey provided a closer understanding of the condition of the partner community. As a result, several concerns had become apparent which needed to be addressed. However, given the limitations of the service-learning program in terms of financial resources and the capabilities of participating students and the faculty coordinators, it was not possible to respond to all these concerns.

Hence, it was important to prioritize the needs of the community in order to address them more effectively. This was made possible through the assistance of the local leaders. Interestingly, among the priority concerns identified by the local leaders was the dole-out mentality among the residents and the need to counter it. In addition, catering to the needs of the youth, improving the capacity of the community peacekeepers, and addressing the health needs of children, the mothers, and the elderly were equally stressed.

Consequently, the importance of raising the awareness of the local residents about the negative impact of dole-out mentality was emphasized in the community service learning program. The faculty coordinators and participating students were thus reminded to abide by the principle that the aim of a community program was not to give out material things but to help by teaching people how to get these things themselves.

Following this principle, the community service learning designed programs aimed at assisting children and the youth who have no chance of getting higher education acquire skills such as electronics, electricity, engine troubleshooting, among others, which will enable them to get employment and earn a living. Drug abuse awareness seminar and workshops were also provided to school children, particularly those in high school, to draw them away from socially unacceptable behavior and enable them to pursue productive activities instead of causing trouble.

Seminars on para-legal matters, gender sensitivity, and domestic violence prevention were also designed for *barangay tanod* (community peacekeepers) the community council members, *purok* leaders, and other community organizations to make them more effective.

Given the growing incidence of dengue fever, community service learning set up seminars providing residents basic information about its prevention and control. Similarly, follow-up seminars on family planning and proper nutrition for mothers and children were among the priority projects. So they could help

provide the food needs of their children, mothers were given access to programs which will assist them in locating other sources of income.

Finally, the community service learning initiative included special programs for the elderly designed to maximize their productive use of time as well as serve a therapeutic function. Health care services to improve their physical well-being was an important thrust of this program.

Perceived Capability of Silliman University and Local Barriers

As partners in community development projects, the local leaders were also asked about their perception of the capability of Silliman University to share with them whatever resources it has. This is necessary to gain their trust as a cooperating community in the service-learning program. It is believed that their positive perception of the capability of Silliman University will drive them to support project activities which will be undertaken in the community. A summary of their perceptions shows that they have positive regard of the capability of Silliman University to work with them. According to them, Silliman University has:

- .. human, technical, and material resources to initiate community programs;
- .. sufficient knowledge and skills to undertake seminars and trainings on various concerns to realize such programs; and
- .. wide experience in soliciting financial support or linkages with outside organizations.

Yet, it would be difficult for this program to carry out any project in the community if its internal social dynamics are not well understood at the beginning. For this reason, the local leaders were again asked about possible barriers in the introduction of

intervention projects in the community so that the participating academic units and students could very well deal with the cooperating residents. Knowledge of these barriers will facilitate the development of mechanisms or strategies to overcome them or transform these barriers into facilitating rather than hindering factors. The following observations were made by the local leaders themselves when interviewed about what they perceived as barriers:

- “ The dole-out mentality among residents, i.e. there are those who are willing to participate in a program only when they can gain something materially, especially for free.
- “ The *ningas cogon* attitude of residents, i.e. there are those who show much willingness and enthusiasm at the start of the program, but are unable to sustain their interest long enough to see the project through its successful implementation.
- “ The preference for immediate versus long-term program impact, i.e. there are those who prefer a program which offers immediate benefits with less effort.
- “ The political faction in the community, i.e. those who belong to or identify with the other party usually will not support the programs of the current administration.

Reflections of Student Volunteers of the Baseline Survey

Not only were the student volunteers involved in the field interview, they were also given some experiences in processing the data and in obtaining feedback on the results from the community. As faculty coordinator responsible for the baseline survey, however, I did more of the technical work of putting all the data together in table form. The processed data in tables were then presented to the community by the student volunteers themselves. It was a first experience for the majority of them. The

purpose of the presentation was to solicit feedback to correct questionable data and to clarify wrong impressions.

The student volunteers were assigned to present particular data sets and were also tasked to answer questions from the attending *barangay* officials. The provision of data that made them aware of their condition in a more systematic manner was the service that these students have extended to the community. Their contribution to this activity as students, although not direct, made them realize that they had contributed something to community development while also learning the process of doing field interviews.

Indeed the reflections they wrote on their journals after experiencing the baseline survey manifest other types of learning beyond what they had expected to achieve, i.e. to be capable field interviewers. There were values realized which were sometimes overlooked and not discussed in pure academic field activities. This is where the reflection principle of service-learning makes a difference. Learning in actual field activity should not only focus on enhancing the skills of students but to make them better persons after internalizing the values of working and serving the community. As a way to summarize the potentials of service-learning as an educational strategy to enhance student learning, some of the reflections of volunteer students who were involved in the baseline survey are presented here.

On learned skills and traits needed for a good field interviewer:

- “ *The field interviewer should be a good speaker, not hot tempered, and must have great patience.*
- “ *The field interviewer must be approachable and friendly, be broad and open-minded, have good rapport, and is trustworthy, confident but sensitive to the situation or the feelings of others.*

- “ *The field interviewer should present himself or herself as being of equal status with the respondent in order to make the latter feel comfortable.*
- “ *Since there is a person-to-person contact, an interviewer must be patient and have control of his emotions to be able to deal with different personalities in different situations especially in difficult cases.*
- “ *An interviewer must have the passion for adventure because on some days one goes to the field and unexpected things could happen. An easy-going nature is helpful. Patience is a virtue one must possess or learn in the field. And a good sense of direction is also helpful in finding the way in unfamiliar terrain.*
- “ *The field interviewer should be patient in undertaking the interview process because one talks to someone he or she does not know. One must also be creative in asking sensitive questions because it might affect the interview process as well as the data. He or she must also be observant of the environment to generate some information that cannot be asked but may be observed.*

On the values and insights realized and reflected upon

- “ *Interacting with rural people has been part of my long experience. Talking with them is generally a happy reminder of the Filipino good trait of hospitality and of being trusted despite the absence of any material incentive for them. It also reminds me that in many ways, I have more than enough that I need to share and do more for the less fortunate.*
- “ *It made me more sensitive to the differing needs of each*

household and the problems faced by multiple families who rely on a meager income of one person.

- “ *In rural areas one could easily interact with people because many of them are eager to please and one can easily establish close ties with them. Because of this one can compare the life between rural areas and in the city. The traditional Filipino values that are getting eroded in the cities are still there in the rural areas and I was touched because this is how Filipinos should be.*

- “ *One of my experiences in this field survey is that theory that is not applied in practice floats and learning is weak or shallow. Students can also understand better the practical significance of Sociology and sociological studies in real life experiences.*

- “ *It made me see that most of the time, it really pays to finish school; that although it is not a guarantee to a better future, it guarantees a more stable job than just the making of fish hooks everyday of the week and earning only a few hundred pesos each month. Service-learning is another way of viewing human condition—it does not only make you visualize what other people's lives look like but actually gives you a chance to come into contact with them firsthand.*

COMMUNITY ORGANIZATION AND MOBILIZATION EXPERIENCES OF SOCIAL WORK STUDENTS

Merlinda C. Cepeda

ABSTRACT

This article describes the community organizing and mobilizing efforts of students with the community residents who participated in the service-learning program. Results of these efforts showed that community work was not only an academic requirement but an opportunity for students to enrich their values of service. Working with various sectors in the community which included women, men, and the youth contributed to their feelings of satisfaction and personality enhancement. Following a set of activities that included community entry and integration, informal community study, core group formation, problem assessment, and planning of community activities, they implemented various activities with the community residents together with students from other disciplines. As their journals reveal, the students learned many significant lessons from these collective endeavors with the community which enhanced their values to serve and work with the common people.

Introduction

The Department of Social Work implements the block placement scheme in its community work program. This scheme requires senior Social Work students to enrol in only one 15-unit subject, which then allows them to live and integrate in the community and engage in a full-time development work with the residents for a period of at least five months. With the various community sectors, the students conduct community assessment, planning, implementation, and evaluation activities in relation to the identified concerns and problems of individuals, groups, and the community in general. The faculty coordinators supervise the students. It is in the supervisory sessions that the students share their process recordings, case studies, and journal entries detailing the experiences they had in their community work. Their academic skills are further developed and enhanced in these discussions. The sharing also leads to a reflection on the satisfaction derived

from the community work, personality enhancement, and the value of civic participation. As the results of this program indicate, the partnership established between the students and the people in the community enriches the values for service and change on the part of the students and the community, respectively.

Under the current service-learning program, the community organization team was composed of two graduating students placed in the first semester and another two in the second semester of the same school year. This workforce was later reinforced by six community organization students composed of four engineering students and two junior Social Work students.

Barangay Maluay which has seven *puroks* was taken as a heterogeneous grouping of people with different concerns and interests. As such, the organizing work was conceptualized to be based on sectoral interests. Thus, the effort was towards organizing the women, men and youth sectors in the community. The women group was composed of the married women who were unemployed and had desires to develop their economic productivity. The men group was composed of the small scale fishermen in the barangay who expressed the need to improve the volume of their fish production. The youth group was composed of the out of school youth who also expressed desire to learn skills in income generation to augment the family income.

Activities

Community Entry and Integration. The students were formally introduced to the barangay council members through the Barangay Captain who, together with the council members, served as "gate keepers" of the community. The courtesy call was made to present the academic goals of the field placement and to introduce to the community the development goals that will result out of the partnership. Mutual agreement and support was generated through this activity. The community assisted the students in looking for the host family where the students could stay for the duration of their community work.

Informal Community Study. The community integration of the students was made easy by their living in the community. They conducted house to house visits to establish rapport and professional relationship with the community and to get to know and understand the conditions of the people, their problems, concerns, dreams, and aspirations. The informal interaction with the people facilitated the acceptance of the students by the community. The informal community study was conducted by sectors, resulting in three sectoral profiles — women, fishermen, and the youth.

The study, through informal interviews, focus group discussions, and observations revealed that all sectors shared the same assessment of their community problems as lack of income, lack of income-generating skills, poor health situation, lack of resources for education, lack of cooperation, and special needs of their children and the elderly. The informal interaction created the desire and will on the part of the sectors to organize and carry out collective action in relation to their community problems.

Core group formation. The students identified potential leaders in the process of interacting informally and integrating with the people during the community study phase. The contact persons identified served as the key persons in motivating others to join in the community mobilization to deal with their problems. The contact persons were those who were very receptive to the inputs of the students, displayed positive attitude, and believed that they can make changes in their situation through community action.

Community Problem Assessment. The students conducted organizational meetings with the core group of women, men, and youth who were willing to formally organize. The students initiated the sessions and obtained feedback on the results of the community study and the deeper experience of problem analysis through the “problem tree” exercise. The exercise provided the different sectors the opportunity to analyze the community problems through the identification of the “cause” problems and the “effect” problems.

Both the women and the youth groups identified their main problem as the need to develop their income generating capabilities in order to augment the income of their husbands/fathers, enhance their capabilities for cooperation and participation, and improve their health conditions. For their part, the fishermen group identified the presence of commercial fishing boats in their municipal waters as one of the major reasons for the depletion of the marine resources thus contributing to their low fish production.

Community Planning Activities. With the help of the students, the sectors conducted community-planning sessions based on the results of the community problem assessment made by the women, men, and youth sectors. The sectors identified the projects and set activities that were feasible for them to pursue given the available internal and external resources. The basic plan of action identified by the sectors was related to improving their skills in income-generation through skills training, actual operation of the income-generating project, and health-related activities. Through these sessions, the community experienced deeper and closer working relationship.

Community Implementation Activities. A number of planned activities were implemented by the sectors. The women group participated in the training and making of *pulvoron* and coconut jam. This is the result of their brainstorming on the possible skills the women can learn in order to generate income. *Pulvoron* and coconut jam making were readily identified by the women considering the presence of a woman member who can train them on the skills needed for cooperative production. This member, who learned this skill in Manila, became the resource person in the training for both productions. The women successfully produced delicious *pulvoron* through the demonstration training.

The women group decided to raise funds for their actual production of *pulvoron* and coconut jam. The source for their initial production was their membership fee, which

they decided to use as the capital for this venture. They were able to produce and distribute the finished products within the community and earned their first profit then.

Through the assistance of the Social Work students, the women group was able to establish a market for their products outside their community, such the Silliman University Cooperative Store and at university related activities like trade fairs in campus which are sponsored by the different student organizations. Meanwhile, the women secured a permit from the Department of Trade and Industry (DTI) to officially distribute their food products to a wider market like Dumaguete City. This permit is required for food products which are commercially produced and distributed.

In another development, in order to strengthen their associations, the women, men, and youth groups participated in a series of training such as the self-awareness, and team-building training. These were carried out in coordination with the different departments that provided the technical expertise, such as the Department of Sociology and Anthropology for the team building and the Guidance and Counseling Office for the self-awareness raising seminar. The activities involved the participants in structured exercises and activities that allowed them to interact with each other and reflect on this experience particularly in assessing what they have achieved for themselves and each other. For many of the participants, this was their first experience of its kind.

Meanwhile, the students worked out with the association leaders the registration of their association with the Department of Labor and Employment (DOLE) in order to achieve a legal personality which will enable them to gain access to more organized services provided by agencies to accredited associations. An organization needs to be registered before it can be accredited as a people's organization. Once accredited, it is qualified to sit in the local government unit planning council. This is power in the hands of the community people.

The association is also getting recognition and support from the local government unit in the barangay and municipal levels. It is considered a partner in the implementation of government programs like the Technical Education and Skills Development Administration (TESDA) for further training in other income generating projects. The Department of Trade and Industry (DTI) was also approached for the registration of their *pulvoron* and coconut jam products for distribution to the general public as a food product.

Meanwhile, the Department of Health (DOH) was tapped for what services they could provide to infants and mothers. The Department of Welfare and Development (DSWD) was also approached for possible capital assistance and other technical training. All of these linkages are over and above the partnership provided by the different academic units from Silliman University implementing appropriate projects and activities in the community.

Problems Encountered and Mitigations

The problem solving process conducted by the community sectors with the assistance of the students had the goal of bringing about change and development in the community and enhancing the competencies of its members. However, this process did not prosper without problems. The problems the students encountered are relative to the community and inherent to themselves.

Problems Relative to the Community. Foremost, there was reluctance on the part of the community to participate in the initial activities. This is understandable due to the past experiences they had with previous agencies that came in and out of the community without achieving their expectations. The students observed that this initial difficulty was reinforced by the nature and value of rural people, that is their "wait and see" attitude. They would like to see first what the partnership will bring to them before really committing to it. It was noted that this attitude only changed with the local government's approval, support, and endorsement of the partnership first. It is also a fact in social

work practice that the acceptance and cooperation from the people have to be earned by the community organizers as they integrate and relate to the people. The students did not easily achieve this.

The other problem the students encountered was the people's lack of will power and confidence in their individual capabilities. This also explained their lack of spontaneity in problem analysis and community planning. The years of living in underdeveloped conditions have made people accept the situation as their lot which could no longer be changed. As a consequence, they had poor opinion of themselves, which constitutes a rationale for the need to build their capabilities at the early stage of community work.

Moreover, the people were mainly preoccupied with activities that pertained to the satisfaction of immediate family needs. Such concerns often got in conflict with the community activities for assessment, planning, training, and implementation. This is the usual "egg and hen issue" in development work. The potential solution that may be gained from community meetings and mobilization is often overshadowed by the priority given to the pursuit of the satisfaction of basic needs. This vicious cycle can be broken with intensive legwork and education inputs to enable the community to see in perspective the place and value of community mobilization in the attainment of future quality of life.

Their pessimistic attitude in achieving their dreams and aspirations due to the belief in their destiny and acceptance of their fate is one of the obstacles for mobilization. They needed to see even small victories in the attainment of some of the goals they set before they would be inspired to move.

Problems Inherent to the Students. Understandably, many of the students lacked self-confidence for engaging in a beginning professional practice. Basically, their reluctance was due to their fears and anxieties about their initial practice. Still trying to gain confidence in applying the theories learned in class in the community, they were often times too cautious in relating with the community people. Moreover, they needed more determination and persuasive skill in undertaking the different activities. This

was the reason why they were not able to achieve results in a given span of time.

Lacking in professional skills in the beginning practice especially in the use of principles, techniques, and strategies, they had to make conscious efforts to apply the theories into practice because they were aware that this was not the case of hit and miss or trial and error. There was then the need for regular supervisory discussion with the faculty supervisor in processing their experiences and learning from their practice. The students failed to produce the needed process recording, case studies, journals for the supervisory sessions which hampered the integration of learning.

The students also tended to be more task-oriented in their community mobilization work. More concerned with finishing the activities even if the people were not ready to do them by themselves, they often ended up doing things for the people rather than making the people do things for themselves. In their impatience to make community people do the activities they need to do and to appreciate the value of the activities for their own good, development workers often succumb to the temptation doing the things themselves. On the other hand, what should be emphasized in development work is the experience of growth and change in the individuals as they undertake the collective and cooperative efforts in order to achieve some concrete outputs. The service learning laboratory is the best place to weigh the pros and cons of the process versus the task goal achievement.

Finally, the students failed to install within themselves the discipline to regularly document their experiences in community work. Needless to stress, this regular documentation of the events in the community and reflecting on them through role recordings and analysis is immensely important as basis for future and consequent actions. As an essential aspect of academic training, this makes the practice very scientific and professional. However, the documentation was more historical than actual. This was fine for reflecting on the insights and learning in relation to the service

objective but more was needed in relation to the achievement of the academic objectives.

Accomplishments

Although these are not ultimate indicators of the success of the community organization and mobilization works of the Social Work students, the accomplishments achieved to date need to be further pursued and sustained. Foremost, the courtesy call which resulted in the granting of permission by the local leaders for the students to proceed to do community organization work and their commitment of support in the future mobilizations by the students and the people is noteworthy because everything starts here. In fact, this resulted in the establishment of a professional partnership between Silliman University Service-Learning Program and the leaders and residents of Maluay.

This partnership was further enhanced by the informal study which led to the establishment of a closer working relationship with the people, the development of initial trust and confidence, the development of a community profile as the basis for their development planning in the areas of livelihood, health, education, and the elderly needs. It led to the decision to organize sectors like the women, men, and youth.

The community problem assessment phase also established among the sectors deeper understanding of their problems and concerns. As a result, they were able to prioritize their needs in relation to the needs' interrelationship with each other. For example, they were able to identify their priority problem as economic which is related to the improvement of their health and education status. It established community consciousness of their problems and provided them with the opportunity to come together and collectively discuss their concerns. This experience of collective discussion of community problems led to the establishment of a wider community involvement in the planning and implementation of plans related to their problems.

Meanwhile, the community planning activities resulted in the formulation of a community development plan which became the basis for the development of the appropriate plan of action of other disciplines like the College of Nursing, Department of Medical Technology, Department of Physical Therapy, College of Business Administration, and the Department of Sociology and Anthropology. The community plan included the need for community organization capability building inputs, the inputs on the development of income-generating skills and income-generating activities such as *pulvoron* and coconut jam production and marketing, health education and interventions especially in the areas of dengue epidemic and parasite control and family planning, and the inputs on cooperative development in relation to their income-generating activities.

The training resulted in the mobilization of a local talent as the trainer, showing the possibility of internal resource mobilization that makes implementation faster. It provided them the chance to work together, which is the discipline and value that must be developed in order for the groups to achieve their goals.

Furthermore, the implementation of the income-generating planned activities resulted in the experience of collective mobilization between the women and the community organizers, which further strengthened their trust and partnership. It developed in the women group the confidence to relate to external people and organizations, which is the source of their empowerment to pursue and sustain the activity. It also raised the needed amount which they got as their share from the profit generated based on the policies they established.

The series of training exposed the participants to group dynamics and interactions, which is the way in making their association achieve the goals of sustainability. They experienced fear and overcoming such fear, experienced lack of self-confidence and the realization of being able to make things happen as they cooperated and participated in the activities. It also provided the students the opportunity to process the experience with the actual

participants and strengthen their confidence in their capabilities to facilitate. In doing so, they developed a commitment to the methodology of training.

The formalization of the organization in the community resulted in further empowerment of the community in asserting their right to access what is available and accessible to them in the form of support services provided by government and non-government agencies. In all these, the students realized that community work is a serious task that demanded their patience, commitment, and expertise. It led them to realize that the achievement of the academic goals required the application of a body of knowledge which they had to consciously apply and learn from. They saw that the community service objective was easier achieved and could be the source of inspiration to achieve the other. Finally, as the results of this program show, the integration of the different disciplines in the university in responding to the expressed need of the community is an initiative worth sustaining and expanding.

Analysis of the Reflections of Students

The one year experience of students under the service-learning program of the Department of Social Work in community organizing and mobilization in Maluay made them realize some vital issues in community work. The experience taught them more lessons in dealing with community people for collective endeavors. The enhancement of their values to serve and work with common people were also evident in their reflections. From their journals and the discussions during the regular processing sessions of their experiences, the following observations with regards to how their service-learning have affected them are analyzed here.

Specifically, the students realized that:

- ◆ The value of sharing time, talents, and expertise in dealing

with the concern of improving the quality of life of the people, albeit difficult, is challenging and very self-fulfilling.

- ◆ Students must overcome their inhibitions and fears in order to establish initial relationship and develop meaningful partnership. Their fear of rejection should be balanced by their desire to contribute their expertise in helping people help themselves thus giving them the impetus to commit themselves to the job.
- ◆ For community work to yield significant impacts demands application of theories, principles, and value systems which should be consciously applied. Furthermore, results should be studied and reflected for adjustments and flexibility. In the application of the methodologies, open-mindedness on the part of the students is a must.
- ◆ Documentation of community work, indicating the lessons, insights, roles, and the reflections derived from the experience, is important in comprehending the process of change in the person (student and community) and in their relationships as they aspire to create changes in their socio-economic life. This is one aspect for which the students must develop the necessary skills and the corresponding discipline to do them at the right time.
- ◆ Resources for mobilization in relation to the community priorities may not be enough especially in rural communities. However, this should not hamper the enthusiasm of the community and the students. The creativity and imagination of the students and the community can play a vital role in expanding these opportunities. It is one of the values that can be developed among the students and the community people.
- ◆ Mobilization of internal resources and starting small can be the initial strategy for use in the community to develop the

attitude of internal reliance and direct control of the processes. There should be a constant belief in the capabilities and potentials of the community people.

- ◆ Leaders are developed and the ways to develop them involve giving them the actual opportunities to do things with minimum assistance from the change agent, if possible. This develops their sense of responsibility and their capability in doing them.

One of the most valuable lessons students involved in this field work learned is that only when the motive to do community work comes from the heart, rather than from external factors like grades, will the use of strategies and approaches become spontaneous, creative, and imaginative. In this case, students reported that their field work time had passed quickly and productively without their knowing it.

CAPABILITY BUILDING INITIATIVES FOR THE ELDERLY OF THE SOCIOLOGY AND ANTHROPOLOGY STUDENTS

Solomon C. Apla-on

ABSTRACT

This article describes the one semester community immersion and capability building experiences with the elderly of the Sociology and Anthropology students. From this activity, the students gained a clear strategic direction and heightened social commitment to serve the people in their needs. The vision of "... a peaceful, meaningful, healthful, and productive life of the elderly" enabled the service-learning participants to become aware of the need to instill among the elderly a sense of their own usefulness; to organize and assist the elderly in sustaining their significant role, collective strength, sense of community, and respect and concern for one another; and, to mobilize the elderly in some forms of peace-promoting, health-sustaining, meaning-giving, and productively fulfilling individual and community life. These experiential and collective discoveries were end-results of the planned activities undertaken, problems encountered and their mitigation, accomplishments, and lessons learned during the semester.

Introduction

"A more peaceful, meaningful, healthful, and productive life of the elderly in Maluay, Zamboanguita, Negros Oriental, Philippines." This was the collective conclusion and vision of the Sociology and Anthropology students after their community immersion under the service-learning program. Their experiences in the program led these young men and women to declare as their mission:

- ◆ To make the community aware of the elderly's capabilities to lead a peaceful, meaningful, healthful, and productive life with the other sectors in the community;
- ◆ To organize and assist the elderly in sustaining their significant role, their collective strengths, their sense of community, their

respect and concern for one another; and

- ◆ To engage the elderly, individually and collectively, in some forms of peace-promoting, health-promoting, meaning-giving, and productively fulfilling activities geared toward the establishment of a community-managed development initiative.

The strategic direction and social commitment of the students were geared towards the attainment of the following goals with and for the elderly:

- ◆ Self, group, and community awareness sessions were held to instill among the elderly a sense of their own usefulness and capabilities to lead a peaceful, meaningful, healthful, and productive life with the other sectors in the community.
- ◆ Establishment in the community of a senior citizens organization aimed at supporting the elderly's collective efforts to sustain their significant role, their sense of community with the other sectors, their respect and concern for one .
- ◆ Provision of sustainable social services to improve living conditions and other alternatives for peaceful, meaningful, healthful, and productive activities leading toward the establishment of community-managed development initiatives.

Twenty three students, six of them in the fourth year of their studies, participated in the project as a course requirement. Of these, 10 were males and 13 were females. A culturally diverse group, it included two Japanese females (one of whom was blind), a Korean male, and Filipino students, all of whom were enrolled in Sociology 74. A class in Community Studies, Sociology 74 assigns students, as a form of field exposure, to government and private organizations engaged in community work related to social, economic, and environmental programs. The purpose of such field exposure is to enable students to find areas of application and realization of the theories they have learned in school. During their service-learning exposure in Maluay, the students were under the supervision of a faculty member who provided practical guidance during the course of the field work.

This paper discusses the factors that brought about the strategic direction and social commitment of the students for the elderly in Maluay. In discussing these factors, this paper will examine the activities undertaken, problems and mitigation, accomplishments, and the lessons learned.

Activities

The thrust of the service-learning program of the Department of Sociology and Anthropology was conceptualized and implemented to provide capability building services with the various sectors, particularly the elderly in the community. This program aimed to provide the students with guided community exposure, focusing on serving the felt-needs of the elderly people and the other sectors. At the same time, the community exposure was envisioned to be the forum for the practical application of development theories in enhancing human capabilities and in building a community-managed development program. Guided by the set goals and objectives and the corresponding requirements of the course, the activities discussed here were undertaken.

Community Preparation and Entry. Following the framework of the service-learning concept, the faculty coordinator conducted a number of regular class sessions in the first two weeks of the semester to orient the students to the program. The orientation stressed the practical dimensions of the course and introduced the concept of service-learning as an opportunity to come face-to-face with concrete social realities. The students were also acquainted with the notion that genuine service and effective learning are two desirable products of shared experiences. This means that to effectively learn is to genuinely serve the people, and to genuinely serve the people is to effectively learn. In this approach, the community becomes the classroom and the life situation of the people the textbook of the students. Thus, it was emphasized to the students that the amount of time they were willing to give in order to become integrated into the life situation

of the people in the community determined to a certain degree the quantity and quality of services that they were going to perform and the learning that they expected to derive from it.

Using the data obtained from the baseline study for the service-learning program in the community, the students were divided into six work groups. Each work group was assigned to a *purok* or geographical unit as their area of responsibility in the community. A collectively designed interview schedule, based on Abraham H. Maslow's hierarchy of human needs, was drafted and used to determine the felt-needs of the elderly and the corresponding services needed by them and the other sectors. Through a letter sent to the Barangay Captain of Maluay, the students formally sought permission to carry out field work in the community. Their community entry was made during the Garden Day Celebration of the municipality. From then on, the individual work groups were on their own with the faculty in-charge providing field visits and guidance along the way. To enhance teamwork, the faculty in-charge conducted a two-day live-in session on team building.

Felt-Needs Analysis. The felt-needs interviews mobilized the work groups to personally visit the homes of the elderly and this enabled them to experience the process of soliciting information through informal, person-to-person interaction. To ensure teamwork in each work group, one member was tasked as a facilitator of the interviews, another as a recorder of the information, and the others, for those groups which had more than three members, served as process observers. This phase of the community work was able to reach out to a total of 30 elderly persons. In terms of age, the elderly respondents were aged between 60-84 years, 14 (46.6%) of which were males and 16 (53.4%) were females.

The elderly respondents identified 26 problems or needs. Based on Maslow's classifications of human needs, eight were answers to the questions on *safety*, which refers to the need

to be free from actual danger, as well as the need for psychological assurance of security. Six were on the need for food, warmth, sleep, sex, and other bodily or *physiological* satisfactions. Another six were answers to questions related to self-actualization or the need to realize one's potential fully, to become what one is capable of becoming, and to realize one's real self. Four were on love and belonging needs, which refer to the basic need for other people, social acceptance, group membership, as well as to the need to give and to receive love and affection. Two were answers to the questions on the need to have the respect and esteem of others, as well as the need for self-esteem. These problems or needs are reflected in Table 1.

Table 1. The Physiological, Safety, Belonging And Love, Esteem, And Self-actualization Needs Of The Elderly In Maluay, Zamboanguita, Negros Oriental (N=30)

Hierarchy of Human Needs	Particular Needs of the Elderly
Physiological needs	Poor housing; poor sleep; physical disability; inadequate water supply; insufficient medicine and health care; lack of regular meals
Safety needs	Peace and order in the community; fear of death; worry on the health of family members; lack of electric light in homes and streets; unsafe drinking water; lack of old age insurance or money; lack of privacy; lack of wholesome recreational activities
Love and belonging needs	Children are away from home; alone at home; internal family conflicts; interpersonal relationship
Esteem needs	Feeling of uselessness; low respect from other
Self-actualization needs	Lack of awareness of one's capacities; lack of peaceful and healthy life; children; lack of security in their jobs; not well-furnished homes; loss of ambitions in life; uncertainty of family's continuit

The application of network analysis on the identified problems or needs enabled the students to determine the *physiological* and *safety* dimensions as the root causes, and *self-actualization* and *love/belonging* as the aspects of the elderly's life to receive the greatest impact. Their basic need for food, shelter, and medical services were identified as the fundamental explanation for their physical deterioration and low level of capacity. These were reinforced by some environmental and social factors, as well as by psychological constraints in the life situation of the elderly. Consequently, these problems or needs affected their sense of meaning, direction, and purpose in life. The feelings of uselessness and low self-esteem were manifested in their wrinkled faces, gloomy eyes, feeble bodies, bent shoulders, and stuttering speech. Loneliness and living alone, or with only the company of small grandchildren whose parents were working away from home drove some of them into a number of vices. In short, the deteriorating physical condition of the elderly is connected with the absence of peace, meaning, good health, and productivity in their lives. The lack of support services to help them fully realize their aspirations for the remaining years of their life only contributes to make life even more difficult for the elderly.

Support Services. As may be noted, the foregoing activities were designed principally for the elderly. Nevertheless, some activities, such as capability building services, were also undertaken for the other members of the community—the men, women, and youth sectors. One of these was on team building attended by 35 participants. This one-day activity was designed to enable the men, women, and youth sectoral leaders to become aware of their self-perceptions as well as their perceptions of the other members of their organizations, to realize the importance of team building, and experience the benefits of teamwork.

With the guidance of the faculty coordinator, four selected students facilitated this particular activity using the experiential approach to awareness building, or the action-reflection method

advanced by Paulo Freire in his book *Pedagogy of the Oppressed*. This method effectively stimulated active participation and interaction among the participants. The synthesis and reflections on the activities enabled the participants to appreciate and value the importance of self-disclosure as a necessary element in building a helping relationship and in creating solidarity, solidity, cooperation, harmony and, consequently, organizational health.

Coordination and Networking. The other activity conducted in the community was program coordination and networking. As results of the initial survey indicated, one of the serious problems of the elderly of Maluay was related to health. A number of the elderly contacts suffered from various physical disabilities. Because of this need, the service-learning program of the Department of Sociology and Anthropology linked up with the Physical Therapy Program.

Through this collaboration, the elderly with whom the Sociology and Anthropology students were working were introduced to the Physical Therapy students. Such coordination and linkage provided the students from the two departments of Silliman University the opportunity to interact, share common concerns, and forge a synergistic response to a concrete health situation from the Social Science and the Physical Therapy perspectives, which is almost impossible to take place in a regular classroom setting. In other words, the collaboration provided the technology of Physical Therapy a human-social dimension in dealing with health problems on the community level.

Assessment-Reflections of the Experiences of Students. Human development, the basic element and value base of service-learning, is a movement from physical, mental, and emotional constraints to freedom and self-fulfillment. It is a process of improving the quality of human life and raising the level of human capabilities to a desirable level. Thus, it is a means to ensure the transformation of the prevailing human realities from the *what is*

(the reality) and directing it towards the attainment of the *what should be* (the ideal). These concepts become clear in the assessment and reflections section of this paper.

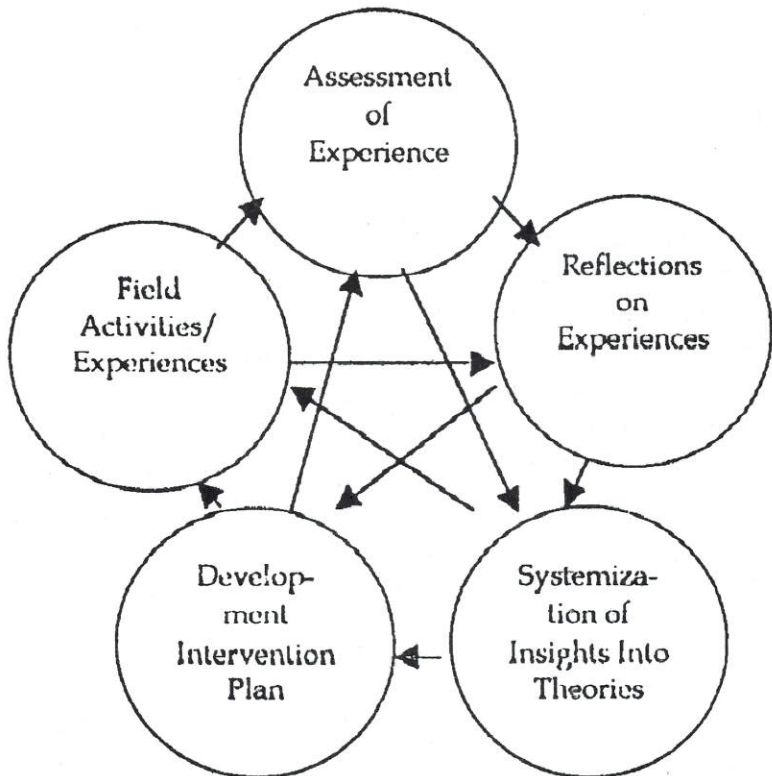
The assessment-reflection activity consisted of two phases. The first was a required mid-term paper, and the second was a required final report for the course. The assessments attempted to determine whether the activities set and undertaken during the period in review contributed to the attainment of the students' individual expectations and class learning objectives and whether they truly served the felt-needs of the people in the community. Thus the mid-term assessment report looked into the preparatory activities, the drafting of the needs-interview schedule, the community entry, the actual community immersion, and the person-to-person interaction with the elderly people in their homes and localities.

The reflection dimension of the reports articulated the students' insights, discoveries, realizations, lessons learned, as well as certain actions that needed to be given immediate and long-term attention and focus. The reflection aspect of the experience was significant. To a certain degree, it determined the students' level of social consciousness as a result of their encounter with concrete community issues. Such level of consciousness manifested itself in their behavior, in their language, in the manner they related with others, as well as in their critical attitudes towards people, institutions, and the course itself. The behavioral dimensions of individual changes were more evident among the Japanese and Korean members of the class. The blind Japanese girl whose condition initially posed a challenge to the group survived the demands of the field work, coming out of the experience even more productive than her classmates.

As an important ingredient in the service-learning process, the assessment-reflection activity helped to determine the worthiness or unworthiness of the field activities and experiences. Moreover, it determined the nature and quality of insights which may be used as significant materials in the formulation of theory which is

necessary in planning development interventions and in designing guides for future field activities. The life-energy derived from the field activities and experiences may be sustained when: (a) enough time is given for reflections and processing of insights; (b) such insights or learnings provide a clear basis for the development of an intervention plan; (c) such plan includes a specific guide to be used in assessing experience; (d) such assessment of experience provides the necessary materials in building a theory; and, (e) such theory provides a dependable direction in the implementation of the field activities.

The whole process, consisting of five inter-related and interactive elements, is shown and illustrated in the following figure.



Problems and Mitigations

Problems are blessings. They tell us where we are now and where we must be going. They tell us why we are at a particular point in time and how we get to where we want to go. They tell us what resources are needed, where they are found, and how much is required to sustain us in the process of attaining our set goals and objectives. They tell us the correct path to follow and those that we need to avoid. They tell us that balance and harmony are the natural way while the disruption of the inter-relatedness, interconnectedness, inter-supporting, inter-controlling, and inter-transformation of all things is detrimental to life. In short, problems help to mitigate the situation and allow us to survive, to sustain ourselves, and to grow towards what we want to become.

One of the problems related to the implementation of the programs for the elderly was the quality of integration of the students among the elderly and into the whole community. In the rural Philippines, outsiders or newcomers are to a certain degree looked upon with suspicion. It takes time and personal efforts to overcome these barriers and reach out to individual persons. This is done through informal interaction, sharing of ideas and concerns, participation in community activities, celebrating with the people in their joyful occasions, empathizing with them in their sorrows. Unfortunately, geographical distance, conflicting schedules of classes, language, and other cultural factors prevented the students from reaching a ripened interpersonal relationship with the community people.

Despite these problems, the students never abandoned their good intentions. Notwithstanding the limitations that beclouded the social integration process, the students' willingness to reach out was sustained by the challenging issues that they discovered. Moreover, the participation of the other groups from Silliman University provided a continuous presence of students in the community. The community organization students from the Department of Social Work, who served as the coordination link of the service-learning program, enabled the other students to work productively and harmoniously with the partner community.

Other related problems worth mentioning include the failure to orient the students with the service-learning activities of the other departments. Because of this failure, the students were not prepared to design more specific service activities which would have addressed particular problems or needs in the community. Corollary to this limitation, the needed *interpersonal relationship* among all the students from the different departments who participated in the community service program was also neglected. Compounding this problem was that some of the faculty members themselves did not consider this issue a significant parameter in the successful implementation of the service-learning program.

Consequently, the delivery of certain services to the community was merely played by ear, or based on "*pakiramdam*" and not carried out in a planned and systematic manner. Nevertheless, this lack of departmental coordination in community service was minimized by the regular sharing of field updates among the faculty involved. For their

part, students only learned about the service-learning activities of their counterparts from the other departments while informally interacting with each other during a service activity. The best consequence of these informal interactions among students while performing certain services in the community was the development of a certain level of interpersonal and working relationship among them.

Accomplishments

On the basis of the designed action program and in the light of the activities undertaken, it is possible to assess some of the results of the service-learning experiences of the Sociology and Anthropology students. The felt-needs analysis of the elderly enabled the students with their faculty coordinator to determine the strategic direction of the service-learning program of the Department of Sociology and Anthropology in Maluay.

Through the process of coordination and networking, a working relationship with the Physical Therapy Program of the University had been established. As experienced, the Sociology and Anthropology students served as the forerunner that prepared the coming of the Physical Therapy students who provided therapy services to the elderly. Through the services of the Physical Therapy students, ten more elderly people were identified and became participants of the program. Where the Sociology and Anthropology students failed to reach, the Physical Therapy students provided additional links that further enhanced the services and the learning process with the elderly and the other sectors in the community.

Meanwhile, a volunteer group of students facilitated a team building workshop with the leaders of the women, men, and youth organizations in Maluay. The experiential method used enabled the participants to discover that team building is a process that requires courage in opening oneself to others and reaching out to them. The participants discovered that self-disclosure enabled them to gain understanding of themselves and others. Understanding in turn enabled them to see cooperation, organizational unity, and teamwork evolve effortlessly.

Reflections of Students: Insights and Lessons Learned

The following insights, lessons learned, and foresights from their social immersion experience were culled from the mid-term and final assessment-reflection reports of the Community Studies-Service Learning students. For comparison this section consists of two categories, i. e. the perspectives of the foreign and the Filipino students in terms of the community, the people, the potentials for development, and the social immersion itself.

Perspective of the Foreign Students. The Korean and Japanese students pointed out that although the community was not urbanized, it was blessed with natural resources. They observed that the mountains and beaches, and the various crops grown—coconuts, corn, bananas and other fruit bearing plants, root crops, livestock, and others—may be further developed to provide sustainable ways of earning a living from farming, fishing,

tourism, marketing, among others.

These foreign students considered highly significant the people's understanding of, cooperation with, and commitment to the development of their community. They found that most of the elderly participants had positive attitudes toward the possibility of attaining an improved living condition. They noted that the receptive attitude of the Barangay Captain to the services made available by the service-learning programs of the participating departments of Silliman University indicated that the government in Barangay Maluay is ready to engage in some form of partnership in development.

However, these students also stressed that such partnership must address the seeming passivity of some people. For example, they found that while some of their contacts complained of lack of water, medication, available materials for house repairs, and other needs, many of them appeared either unwilling or uninterested in helping to solve the problems themselves. According to these foreign students, these contacts only talked about the problems or needs expecting that someone would come to solve these for them. Proceeding from that observation, these students asked what factors were responsible for this particular attitude of some people in the community? According to these students, their long immersion and increasing number of personal contacts in the community enabled them to catch a glimpse of the possible root causes of this sense of apathy.

Looking at the results of the the needs analysis survey among the elderly, these foreign students saw that poverty and health problems were the

most obvious explanation for the prevailing social immobility in the community. Aware that food, clothing, and shelter are basic requirements for a desirable and meaningful life, these students observed that these needs for physical survival continue to be the nagging priority concerns in the people's day-to-day experience. They reported that as foreigners, they felt that the more contacts they made and came to know well, the more they felt uneasy and emotional about the latter's situation. At the same time, they became more closely drawn to them despite their knowledge that they can do only very little for them. Pointing out that although they came from another culture and different economic condition, they acquired significant insights, discoveries, and realizations from the social immersion experience with the people.

First, these foreign students considered the friendliness and hospitality of the people a transforming experience. Second, from working closely with their elderly contacts, they came to realize that being old is not and does not mean reaching a state of helplessness and hopelessness in life. They learned that if someone sees life positively, the physical health conditions and hardship do not matter. In fact, they pointed out that the best things in life are the consequences of difficulties turned upside down. Third, from their fieldwork immersion, these students came to know that service-learning is not something which has certain pre-set instructions and goals, except those which they had to find, to see, to examine, and to learn from. "To go through negative experiences," recalled the blind Japanese student in the class, "or to realize my own limitations, are very

hard experiences; however, they often teach more than the positive ones.”

Perspective of the Filipino Students. Like most rural communities in the province, Barangay Maluay is endowed with fertile lands and sufficient supply of water. Its people grow some crops for their livelihood. The students observed that the residents were peace-loving and worked together as one community. They also noted that while many of the residents lived below poverty level, they were not discouraged by this condition. On the other hand, the students saw that these people were even optimistic about their future.

From their contacts, the students concluded that the quest for a better life was the basic driving force of the people, many of whom were born in this community. According to the students, these people had the desire to stay and to make the best out of what they had in order to sustain their hopes for progress in their own community. The students noted that to continue living with their loved ones was for the people the greatest motivation for attaining an improved living condition. However, the students also found out that the restraining force in the community was mainly political in nature. From their survey, the students found out that those who refused to follow the wishes of those in powers were not in the priority list of support services. According to them, this was the reason the community suffered from lack of basic social services. From their survey, the students also saw that the lack of knowledge in sustainable farming techniques was the other obstacle to progress. They have observed that farm-

ers in this locality continue to practice farming techniques that were detrimental to the health of the people, the natural resources, and the total environment.

From the community integration, particularly through the needs analysis survey, the Filipino students discovered the high rate of illiteracy in the community. They also gleaned from the responses to the queries that the greatest concern of the people was their economic well-being. According to the students, the person-to-person interaction with the people gave them the opportunity to understand the frame of mind of the elderly, the value of time, and patience. Although physically exhausting, field work immersion allowed these students to witness many memorable moments including the deplorable situation of the people. To them, the most depressing spectacle was men, women, young people, children, and the elderly going about in tattered clothes, barefoot, and eating with bare hands their meager meals of rice and dried fish.

Before their field immersion, the students were familiarized with the people's living conditions and problems through lectures in their Sociology 63 (Current Issues and Social Problems in the Philippines). They had therefore some prior knowledge of the situation they were going to face during their community work. But as the students themselves discovered, nothing could have prepared them for the depressing reality they had personally confronted. The close and intimate encounter with this reality was for many of them a wake up call. Reflecting on their field work, they pointed out that to them, such an experience meant

that they “[didn’t have to walk a long] distance to discover and to value the need to serve and to learn from the people.” In conclusion, they said:

The living conditions of the very poor sector in society will continue to haunt us, especially the case of the elderly in Maluay. The basic needs for food, clothing, shelter, appropriate medical health care, security, respect, acceptance, and love were very much wanting in the community. These are real human needs, the importance and significance of which can never be appreciated except through a living encounter with these people in their daily life. Through the social immersion, however, these social realities touched our hearts and opened our eyes to the value of education in the context of serving the people in their need.

THE SKILL AND VALUE ENRICHMENT OF STUDENT-TEACHERS THROUGH THE COMMUNITY SCHOOLS

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ABSTRACT

The mission of the College of Education Teacher Training Program is to develop future teachers who are adept in their profession and adaptive to social realities. Within the framework of the service-learning program, the College of Education Teacher Training Program emphasizes the importance of helping the student-teachers learn and improve the academic standing of the school beyond classroom instruction. While enhancing their teaching skill, the program also aims to inculcate among the student-teachers the sense of service to the community school in which they are assigned and to their students. Thus, among their various activities in the community are participating in any school activities and interacting with the parents. It is envisioned that the experience these student-teachers gain from their interaction with the community will improve their self-esteem as future teachers.

Introduction

The mission of the College of Education-Teacher Training Program of Silliman University is to develop future teachers who are adept in their profession and adaptive to social realities. Upon reaching their senior year, students enrolled in teacher education are called student teachers. It is at this level that they take the subject entitled Student Teaching as a form of experiential education. During this time, they are assigned to teach in the laboratory schools of the university, such as the high school and the elementary school, and according to their major field of specialization under the supervision of a critic teacher.

Since these future teachers will not always be employed in private schools located in the city, they have to be exposed to community or public schools under the Department of

Education, Culture and Sports (DECS). In the Philippines, public schools are often plagued with problems of limited teaching materials like textbooks, visual aids, and multi-media equipment used to enhance student learning. Although there is a great need for teachers in the public schools, budgetary problems prevent the hiring of additional teachers. As a consequence, a huge number of teachers remain unemployed although many places, particularly remote barangay, are in great need of teachers. The lack of teachers becomes a perennial problem amidst increasing enrollment which in turn also creates another problem of lack of classrooms. Public school teachers are burdened by these problems which are made worse by their teaching overloads.

Practice-Teaching for Real

As part of the education curriculum, practice-teaching exposes student-teachers to real teaching for one year. Their first exposure is in the laboratory school at Silliman University and is followed by exposure in the community school. The situation at the laboratory schools is far different from the community schools not only in terms of the quality of its facilities but also in terms of the profile of its students who generally come from middle to upper class families. The experiences of student-teachers at the laboratory school of the university are often far different from what they encounter in community schools. It is presumed that if the teaching experience of student-teachers is confined only to the kind of teaching situation at the laboratory schools of Silliman University, they will be unprepared for teaching in the public school system where the community schools are often without adequate learning facilities and the students come from lower income groups.

The foregoing discussion provides the rationale why the student-teachers of the College of Education of Silliman University have to undergo two semesters of practice-teaching, i.e. one in-campus and another off-campus or in the community schools. In-campus practice-teaching is scheduled during the first semester while off-campus teaching is in the second semester. Assigning

students to their respective schools is basically the task of the faculty coordinator. So that the students could experience and overcome the inevitable rigors of being teachers to places designated by the DECS if they later choose the public school system as professional teachers, they are not assigned in their own community.

Forging Service-Learning and Practice-Learning

Practice teaching has a set of expectations that student-teachers have to satisfy at the end of the semester. Besides obtaining a passing grade for their final teaching demonstration which will qualify them for graduation, student-teachers are also required to focus on classroom activities and meet a certain number of days in their assigned schools.

For some, practice-teaching is a difficult part of being a student in teacher education. For others, it is the final test of their ability to teach and be worthy to become real teachers at the end. Depending on their preparation, practice teaching is therefore both an exciting and a challenging experience for students. But on the whole, the main aim of practice teaching is to make it a fulfilling experience for the student-teachers so they will greatly value their career as molders of future leaders.

It is not difficult to integrate service-learning in the practice-teaching program. Because the teaching skill enhancement is already inherent in this program, what is left to be integrated is values education which will inculcate among student-teachers the sense of service to the school and the students. Within the framework of the service learning strategy, among the tasks of the faculty coordinator of practice-teaching is to emphasize among student-teachers the importance of valuing their contribution in teaching their students and in improving the quality of education provided by the school. In other words, the student-teachers are advised to give priority not only to improving their teaching skills for the sake of earning good grades but also to contributing to the academic upliftment of the students. Under the guidance of critic

teachers assigned to them, the student-teachers also perform other work beyond the classroom.

Service-learning encourages student-teachers to provide assistance to individual students with their personal and academic problems and assist the Parents, Teachers and Community Association (PTCA) in enhancing the quality of education in the school to which they are assigned. The integration of service-learning in practice-teaching makes the latter more meaningful to the student-teachers and broadens their participation in the school community. Similarly, being treated by regular teachers as co-equals rather than as student-teachers enhances the student-teachers' personality and self-esteem as well as boosts their morale in the teaching profession. This is particularly important since the teaching profession in this country is not as financially rewarding as other careers.

Activities

Of the total of 29 student-teachers enrolled in practice-teaching, five were assigned in Maluay, the service-learning partner community of the program. One was assigned in the elementary school while four were assigned in the high school in the community. Other student-teachers were assigned in other municipalities within and outside of the province.

For the purpose of this report on the pilot community-based serving-learning program, only the experiences of these five student-teachers are included. The following were the activities during the period the student-teachers lived in the community and taught in the elementary and high schools.

Preparation. To prepare the student-teachers for their off-campus work in Maluay, the student teaching supervisor briefed them on the concept of service learning, the principles that governed it, the role of the student-teachers under the program, and the planned activities which they had to undertake for the duration of their practice-teaching.

As a matter of procedure, the College of Education first sought the permission of the Schools Division Superintendent of the Province of DECS to assign student-teachers in both schools in the community. Colleges and universities which field student-teachers in all schools under the DECS jurisdiction are required to coordinate with the Division Superintendent of the Province for monitoring purposes and to prevent legal and technical problems.

Upon receipt of the approval from the Office of the Schools Division Superintendent, the student-teachers immediately reported to the respective principals where they were assigned to teach, accompanied by the faculty coordinator. At this meeting, the student-teachers were briefed of the expectations of the schools to which they were assigned to guide their day-to-day activities.

For the kind of community work they will perform, student-teachers practically live in the community as this would allow them to be involved in other school or community activities beyond class schedules. For this reason, the student-teachers assigned in Maluay also had to look for a place where they could stay throughout the period of their stay in the community.

Initial Consultation and Assessment. During their first two weeks, the student-teachers observed the classes where they were assigned. This allowed them to assess the students' behavior and performance in the class which will guide them in preparing the appropriate teaching strategies and teaching materials. They also needed to learn the classroom management style and teaching strategies of their critic teachers. As part of their training, the student-teachers were expected to be innovative in their response to the particular needs of students and classroom situations. What they have learned in college served as basis for such innovations.

During their practice teaching and field work experience, the student-teachers were required to attend other school activities as well as other activities in the community being coordinated by the school. Their participation in community activities promoted a closer relationship not only with the with the school children but with the parents of the children as well. Thus, for the practice

teaching strategy, these were occasions used for measuring their community involvement.

Academic and Extra-curricular Activities. During the practice teaching, the student-teachers are assigned to teach a particular subject to two or three sections in different year levels. In Maluay, the student-teachers handled Mathematics, Biology, English, and Filipino. In each of these subjects, they were assigned a critic teacher appointed by the school principal to guide them in handling their respective classes.

Since the student-teachers were also assigned to specific sections and classrooms which they were to advise and maintain, they were practically considered as real teachers in the community. Besides preparing their teaching materials, they also took care of classroom arrangement, set up bulletin board displays, organized variety shows, joined the choir during the mass in school, and attended the regular meetings of the PTCA. They also prepared the grades of students in their classes and helped in the distribution of cards.

Problems and Mitigations

Off-campus practice-teaching, however, is not as easy as it sounds. The preparation it takes to get the student-teachers finally to their assigned community is horrendous. Since no community school will accept any student-teacher without the approval of the Schools Division Office, an official permission from the said office must be sought first and this often takes time. This explains why the fielding of student teachers in Maluay was delayed for a month because the request was not approved on time. From that experience, it was realized that the request for the next school year has to be done many months ahead during the next school year to prevent the delay in starting the practice teaching and to give the student-teachers more opportunities for undertaking this assignment.

Another problem is the availability of appropriate and quality teaching materials. It is a sad fact that when the instructional

materials of a particular school are limited, the learning of students is bound to be adversely affected. In anticipation of this unfavorable situation, the student-teachers produced their own teaching devices using cartolina, colored papers, adhesive, and other materials provided by the school. In this activity, the student-teachers relied on their creativity to put into practice the lesson they have learned in visual materials production in college. The instructional materials they produced were consistent with the topics they handled.

In addition to normal classroom instruction, the student-teachers also organized tutorial classes for slow learners who needed help with their classroom performance and these sessions were usually held after classes in the afternoon. Unfortunately, not all slow learners could attend the after-class tutorial sessions because they lived far away from the school. Nor could they come for the Saturday sessions because their parents usually required them to do all household chores or help at the farm. To mitigate these problems, the student-teachers rescheduled the tutorial classes during their students' vacant period in the school. Unfortunately, this allowed only too short a time for tutorial classes.

Another problem faced by the student-teachers was the effect of household chores on the academic performance of the students. Because children in rural communities are expected, even at a young age, to perform household chores after school, they have either only limited time for school assignments or are too tired to do them for the following school day. This is particularly the case since majority of the students come from poor families. A study conducted by two student-teachers showing the connection between students' housework and their academic performance validated this observation. Because the poor students had no time to review their lessons at home, the student-teachers were forced to review and recall every meeting the previous lesson taken up in class. This delayed the teaching process and reduced the number of expected lessons to be covered within a given period. Nevertheless, this teaching strategy helped the students to learn at their own pace.

Accomplishments

Completion of the Practice-Teaching Requirement.

Towards the end of their program, the student-teachers conducted final teaching demonstrations attended by their critic teachers and the faculty of the College of Education. This was one of the basis for their grades in addition to their regular attendance in the sessions with their faculty coordinators who processed their experiences in community teaching. Although the teaching demonstration did not mean the end of their work in the elementary and high schools in Maluay, the student-teachers had to return to Silliman University to attend their graduation which took place earlier than the closing of classes in the public school. After their graduation, they went back to Maluay and continued handling their classes. At the end of the school term, they helped prepare the school documents of the students assigned to them.

The five student-teachers assigned in Maluay completed their school year. Although, they taught and served the schools in Maluay only for a total of four months, they were able to contribute to the academic well-being of the students. At the end of their program, the principal and the critic teachers assigned to them expressed appreciation for the student-teachers and commended them for their performance. For their part, the students expressed their gratitude to their student-teachers for their help not only in classroom instructions and in their tutorial classes, but in personal matters as well.

Tutorial Classes. The student teachers organized tutorial classes for slow learners in their respective classes. Although there were problems encountered, the slow learners were helped to cope with their lessons. Unfortunately, no follow-up study was conducted to measure the effect of this tutorial session.

Conducting a Study on the Effect of Homework on the Performance of Students. As mentioned earlier, two student-teachers also conducted a study on the effect of homework on the academic performance of first year high school students in Maluay. This results of this study, conducted as part of a requirement

in Educational Research, were shared with the teachers and parents through the school principal. This student-teachers also presented and defended the results of their study in the school before the principal and the teachers from the college. A copy was given to the school to help the principal design mechanisms to academically assist students who are burdened with house work.

Final Teaching Demonstration. In order to measure how much they have learned in practice teaching, the student-teachers were required to conduct a teaching demonstration in the presence of their critic teachers and faculty of the College of Education. They were expected to demonstrate improvement in their teaching skills based on the guidelines used in rating them.

Some Experiences and Reflections of Students

In addition to the regularly scheduled processing of their problems and experiences during the whole semester in the College, student-teachers were expected to complete a set of evaluation questions given them after their practice teaching. Results of this evaluation showed changes not only in the grades of the students the student-teachers taught but also in the values of the student teachers themselves. In addition, they evidenced a noticeable development of expertise in their fields of specialization. The following experiences and reflections of the five student-teachers taken from their responses to those evaluation questions reveal the significance of their exposure in community school and how this has enriched their skills in teaching and their values in life.

Valued Experiences

- “ I considered my stay in this school as my most significant experience. I felt very much fulfilled when my students, most especially, reminded me not to give up no matter what problems may arise.
- “ I valued the time I acted as a real teacher and a second mother

to them, especially helping them with their problem in school and their family. I really appreciated the way they respected me.

- “ I realized the value of cooperation among fellow teachers.
- “ Promptness is a very important trait that a teacher should possess.
- “ I believe that becoming a regular teacher in a particular school has to be coupled with honor and responsibility.
- “ I was able to touch the lives of my students and see the true essence of teaching. In assessing the academic performance of this group of students, I had to consider the connection between their status and their academic performance.

How the Experience Improved the Student-Teachers

- “ Experience is the best way to enhance the skills of a particular person especially in this professional field. Interacting with the students even in a short span of time, 5 days a week, 8 hours a day, is beneficial if we are to develop ourselves as student teachers.
- “ Yes, I think I did improve not only in my teaching style but also on the way I view life now.
- “ Practice-teaching helped me a lot in dealing with varied kinds of students especially in a rural community.
- “ Practice-teaching made me always alert and taught me to come to class prepared.

Contribution to the Academic Improvement of Students

- “ I think the students became exposed to teaching strategies that they have never encountered before in this school.

- “ I was probably able to develop their self-confidence necessary for them to excel in any endeavor. Similarly, they helped me improve mine.

THE EXPERIENCES OF BUSINESS STUDENTS WITH MOTHERS IN FOOD PROCESSING AND MARKETING

Roberto A. Estoconing

ABSTRACT

This article describes how the primary goal of the community activities of the Business students was realized, i.e. to promote self-help among the residents by teaching some ways by which they could improve their income. They first conducted a community resource inventory to identify available and existing resources which was used as basis for the development of a livelihood project. The students worked directly with mothers who decided to engage in food processing and marketing considering the available resources and skills in the community. The mothers were also organized into an association and eventually into a cooperative with the help of the Social Work students. This field work experience with the mothers taught the business students the values of developing will and perseverance, learning to socially adjust, understanding social realities, cultivating a positive attitude, and gaining a sense of satisfaction from their social engagement.

Introduction

The College of Business Administration conducted a community resource inventory with the help of students enrolled in the Economic Development course. The said community resource inventory identified available and existing resources which was then used as basis for the development of the livelihood project. The results of the inventory showed that the community of Maluay is rich in coconuts and that these constitute the main source of income of the residents. But the drop in the price of copra in the market has made it less economically attractive at present. Other sources of income of the community include banana and root crops that people consume or sell as raw products in the market. Incidentally, the survey also found that a large number of men, women, and young adults were not engaged in any productive endeavor, thus constituting wasted human resources.

The major problems in the community were low income and inadequacy of food supply. After considering available local skills and resources, enthusiasm, and the economic role of mothers in the home, the business students chose food processing as the possible livelihood project for the mothers. The students conducted a research on food processing in school and presented their final output in the class for critiquing. After some improvements made on the procedure, they conducted a community demonstration attended by the mothers. This demonstration became the basis for what the mothers are now doing: processing and marketing of food products using local resources.

Activities to Prepare the Involvement of Mothers

A number of interventions were made to break the idleness of mothers who decided to join the program. The faculty coordinator together with some students went to the community to conduct an inventory of resources as basis for the livelihood project. It took the group three hours to extract in a group session the needed information and at the same time awaken the mothers to the rich potentials in the area if harnessed for their benefit. This was followed by a lecture on work values and the economic benefits of work. Such a lecture gave the mothers a clear picture of the need for them to love work and take pride in doing it.

It was also an opportunity for the business students to share their knowledge of the products that they had produced utilizing the resources available in the community which they gathered earlier. Such activity provided a rich opportunity for interaction between the students and the mothers. To prepare them for the actual conduct of food processing, a lecture-seminar on capital and savings mobilization was conducted. Consequently, many were enlightened on the economic impact of capital and savings mobilization in relation to their future economic security. As a result, some of them began saving at a rate of PhP10 per month.

Finally, a sample session on planning and programming of activities was held with the Business students together with the

faculty coordinator. Outcomes of the said activities were to be realized during the two months of the summer period. Meanwhile, the mothers had fully realized the impact of the livelihood project when they were given the opportunity to implement all their plans. This project was geared to economically empower the mothers to become significant contributors to household income.

Problems and Accomplishments

Although there were problems encountered during the implementation of the livelihood project for the mothers by the College of Business Administration, these were easily managed with the assistance of the Social Work students who handled the organization of these mothers. As a result of this collaboration, the report of the accomplishments of the Department of Social Work may also reflect what the Business students had contributed to their community activities.

One of these problems was the availability of mothers who could be actively involved in the project when it started; the other was the needed capital to buy the necessary materials for food processing. This report will focus on the modest accomplishments of the Business students. But it might be appropriate to mention also that the Social Work students helped the mothers accumulate the necessary capital through solicitation.

Among other things, the most evident accomplishment that the project has done for the community is the realization among the cooperating mothers of work values and the need to mobilize savings for productive ends which they have started doing. At that time their capital outlay was still very small considering their rate of contribution and their very limited daily earnings from the existing income generating activities of their households. However, they realized that in due time this small amount will grow and will be of great help to them in bigger productive endeavors as well as in times of need.

The daily production of *tocino* made from pork, chicken, and hotdog, grilled banana, *torta* (local bread), ice candy and ice

water, *buko* juice, and peanuts for the summer term will give them a daily combined sales (all mothers involved) which range from PhP1,500 to PhP3,000. Meanwhile, the weekly production of rice stick and cocoa is equivalent to the amount of ten kilos of rice (about PhP200).

At the time the field work was conducted, the Social Work students were in the process of completing the requirements for the mothers to convert their association into a fully registered cooperative. Meanwhile, the Economic Development course whose students were involved in the service-learning program is now offered every semester including the summer term. This will allow the college to field Business students in community work to continue what was started and to monitor and assist the mothers until their livelihood project has become self-sustaining.

Experiences and Reflections of Students

As a whole, the reactions of participating students relative to their experiences under the service-learning program vary. A total of 21 students in the Economic Development course actually participated in community work for manageability. The rest of the students enrolled in the course were given other tasks but still related to the activities in the community. In order to capture what the participating students really felt when they interacted and worked with the women, excerpts of their journal of reflections submitted to the faculty coordinated are presented here according to themes.

Developing will and perseverance

- .. "This (program) is great because the bottom line is to help the people. I learned a lot... Yeah, burdens will be lighter if we try to lighten it together. We must have the will and we should not give up quickly. It's not the result that counts but the experience we gained from what we have done. Things will not be done overnight... but through a lot of nights which we call practice."

- “I’m glad I’ve been there and know a lot... I know its hard to go to the barrios (rural areas) ... to teach them or let them understand unfamiliar things or to change their lifestyle. But having perseverance, patience, and determination to be of service to others will surely help After all, the fruits of suffering are so much more rewarding and refreshing than not having done anything at all.”

Learning to socially adjust

- “I learned how to adjust and interact with different kinds of people. Frankly speaking, I did not expect an interactive kind of demonstration since I thought most of them were illiterate. But then, I was surprised by how they reacted to the whole situation. It was fun and full of learning experiences. The idea of demonstrating and teaching them... serves as an inspiration for me to share what I have learned in order for them to be productive to improve their means of earning.”

Understanding social realities

- “It is a rare opportunity for me to help others who are in need... It taught me, made me understand, and even made me a better student in facing my problems and trials.”
- “I learned to be thankful when I saw their situation that I’m living a comfortable life. I can eat more than three times a day. I also realize that there are people, who really need our help in our simple way. For them it’s a big help. I learned to save especially in our resources and everything that we have because there are people who don’t have.”
- “On our way home, I though of the people we met and the place we saw. I may forget their faces sooner or later, but I

will never forget the hope in their eyes in helping their families, neighbors and their community.”

Having positive attitude

- “I learned a lot of things... Instead of making non-sense conversations with their neighbors... they could engage themselves in small time business. I do believe there are a lot of possible things we can do to help other people enhance their living. I hope they will really apply those things... and make their time productive. As a Business student, the project made me proud of myself. We were able to give our best only to help other people.”

Gaining a sense of satisfaction

- “I’ve been in some community programs before because my father has some projects in my hometown. But this is one of my most successful activities because the people whom I helped are gaining lessons from what we shared them.”
- “I felt a sense of relief seeing them [the people] so happy. It made me so happy also. This activity was very appropriate for me because I really want to help our less fortunate brothers and sisters. This activity also motivated us to reach out to people who need help.”
- “I’ve learned that we can help other people in our own simple but unique way. I want to thank them for their hospitality and kindness. I would like to thank our teacher for giving us such a great opportunity to help the mothers in Maluay and to my group mates who made the presentation successful. For me, it was a great experience.”

Looking Ahead

The continuity of the program is a pressing challenge not only for the service-learning program but for the mothers as well. To be more realistic about any community intervention, it takes time to let go of a partner community knowing their level of maturity, the kind of intervention given to them, and the leadership roles assumed by some of them.

In order to ensure the continuity of their livelihood project, the mothers, upon the approval of the high school principal in the community, were to start to operate a canteen inside the campus in the opening of the school year June 2002. With the help of the students, a school community cooperative to support the activities of the mothers has been planned by the College of Business Administration. Moreover, the mothers themselves hoped to set up a cooperative store in the community that would centralize the marketing of the materials they needed in food processing and in the marketing of their products. As the results of this service-learning project reveal, these are obviously the areas in future community work in which the assistance of the Business students will be more significant.



Housewives having a hands-on in food processing

THE COMMUNITY WORK OF THE PHYSICAL THERAPY STUDENTS FOR THE ELDERLY

Mitchelle T. Banogon

ABSTRACT

The community work of the Physical Therapy students not only provided health care services to rural people, but also increased their understanding of the significance of physical therapy. Their community activities included assessing the baseline vital signs and physical capability of the elderly, providing low impact aerobic exercises, conducting disability survey, and initiating community-based rehabilitation of disabled persons along with their family members. Results of this community work showed changes in the attitude and values of the students and the development of expertise among them despite the short period of their work with the community.

Introduction

Because they are currently hospital-based and concentrated in the urban areas, physical therapists are not so popularly known in the Philippines. Particularly in the rural communities, neighborhood traditional bonesetters are called upon to alleviate musculoskeletal problems. Compared to the hefty amount of money required by hospitals, traditional bonesetters usually ask only for a donation or a minimal amount for the treatment they render. Depending on the skill of the bonesetter or the seriousness of the musculoskeletal disorder, the outcome is either complete healing or consequent complications, i.e. deformity.

In most cases rural people learn about physical rehabilitation and physical therapy only when they have serious injuries such as a complete fracture that requires them to go to the hospital for medical intervention and then a referral to physical therapy. The last is usually an additional expenses which they could ill afford. But physical therapy is not limited to the hospital setting. It can also be a community-based program empowering people, particularly the disabled and their families, with knowledge and

skills in dealing with the disability, and inspiring in them a changed attitude in viewing disability.

The community work of the Physical Therapy students was aimed at increasing the understanding of the community about physical therapy, what it can do, and how it can be learned. More significantly, the students' participation in the service-learning program allowed them to realize their roles beyond hospital work. This brief report outlines the experiences of the Physical Therapy Service-Learning Project during a semester.

Activities

The participation of the fourth year Physical Therapy students in the Service Learning Program was a response to the priority areas of concern identified in the baseline survey results conducted by the Department of Sociology and Anthropology in Maluay. The following were the activities formulated and implemented to respond to the needs of the elderly and the disabled in particular.

Preparation. The faculty coordinator briefed the participating fourth year students on the concept of service-learning, the role of the Physical Therapy Program in the interdisciplinary approach to service-learning, and the scheduled activities of the community work. Prof. Merlinda Cepeda, faculty coordinator of the Department of Social Work, oriented the students about the community and the principles of community organizing to prepare them for real fieldwork.

The Physical Therapy Program also coordinated with the Department of Sociology and Anthropology through its faculty coordinator, Dr. Solomon Apla-on, whose class was responsible for preparing and organizing the elderly individuals for the community entry of the Physical Therapy students. Upon community entry, the Director of the Physical Therapy Program and a physiatrist, Dr. Lynn Olegario, the faculty coordinator for service-learning, Ms. Michelle T. Banogon, and Clinical Instructors, Mr. Cyflor Puton and Mrs. Sharon Vidal, paid a courtesy call to the Barangay

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Captain. They also met with the Barangay Midwife and the two Barangay Health Workers for information and coordination of their field activities.

Initial Consultation and Assessment. Supervised by the faculty coordinator and clinical instructors, the students assessed the baseline vital signs and physical capability of the elderly through muscle strength and endurance evaluation. The physiatrist also rendered free medical consultation for the elderly individuals who had physical complaints such as symptoms of arthritis, post-stroke problem, spinal cord injury, and others.

A total of 20 clients underwent medical consultation. Of these, 10 were more than 60 years old, nine had age range from 50-59 years old, and one was less than 50 years old.

Low Impact Aerobic Exercise for the Elderly. The rationale, effects, and advantages of exercise were explained to the elderly prior to the exercises. Only the elderly individuals who were cleared in the initial consultation qualified to join the exercises. The 45-minute exercises consisted of a warm up, a low impact exercise proper, and a cool down. The objective was to improve the physical fitness of the participants in terms of muscle strength, endurance, and ability to do work. The activity also provided the target group with the much-needed social interaction.

To monitor the response of the elderly to the exercises, vital signs were taken at the start, during, and after exercises. There were only two exercise sessions and to assure that the elderly will perform the exercises at home, an exercise hand-out in an easy-to-understand form was distributed. Although there were thirteen participants in the first session, only four turned up at the second meeting.

Disability Survey. This survey was done to identify the persons with disability in Maluay so that appropriate Physical Therapy services can be provided based on the result. The survey instrument was a modification of Form 1 of the National Registration for the Persons With Disability 1997 of the Department of Health.

In order to make the process easier, faster, and safer, the survey was conducted with the assistance of a barangay councilor assigned to a specific *purok*. This is so because each *purok* is under the jurisdiction of one councilor who knows everybody and everything that happens in his or her area of responsibility.

At this survey, 23 persons were identified with a disability, of which seven had neuromusculoskeletal impairment, five had mental impairment, and two had hearing and speech impairment, respectively. Meanwhile, nine had a combination of two or three impairments mentioned above. Ten of the persons with a disability were less than 50 years old, two were between 50-59 years old, and eleven were more than 60 years old.

The 14 persons identified as having neuromusculoskeletal impairment were given home instructions to alleviate their physical problems which usually come in the form of pain in the joints and the back and are indications of osteoarthritis, common in old age.

Community-Based Rehabilitation. In this primary health care approach in rehabilitation services, the concerned disabled persons, along with their family members, are trained on basic skills in treating and dealing with their impairment or disability to improve their functional capacity and thus, the quality of life.

During this program, seven persons with disability, the medical conditions of which were post-stroke, fracture, spinal cord injury, and delayed milestone development, and their respective family members were instructed in the basic conservative skills in physical rehabilitation.

The students conducted the community-based rehabilitation with the supervision of the faculty coordinator and the clinical instructors who went with them to the project site.

Problems and Mitigations

Community work particularly among the elderly with limited physical mobility was not easy. The following discussions enu-

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merate the problems encountered by the students during a total of six visits to the community. The corresponding mitigations were carried out to ease the problems encountered and to pursue the objectives of the field activities.

The first of the problems that confronted the students was the dole-out mentality of some of the residents. They expected the Physical Therapy students to provide free medical consultation and medications. During the initial consultation, there were residents below the 60 year old bracket for the elderly who showed up for consultation.

To ease the situation, the physiatrist who went with the students accommodated these residents and conducted medical consultation. During the succeeding sessions, she also brought free medications as starter dose for patient with arthritis as well as multivitamins. This was done with the hope that they will come back next time for the scheduled activity, i.e. the aerobic exercise for the elderly. As a result, many came. The presence of a large number residents was an opportunity to discuss the objectives of the activity of the Physical Therapy students, the rationale, and the effects of the said activities.

However, there was a poor turn out of elderly participants and low attendance in the remaining three sessions. This was partly because the Sociology and Anthropology students, burdened by their own academic load, did not have adequate time to carry out community organizing of the elderly sector. And once the Physical Therapy students also once failed to show up in the community when an unexpected in campus activity required their attendance. As a consequence, the elderly group could not be informed of the change of schedule ahead of time and this further added to the confusion.

In order to mitigate the poor attendance, the elderly people were encouraged to bring with them on the next session their elderly friends who did not know about this activity. The students also informed them that they would soon

be visiting them at home for the disability survey and encouraged them to come to the barangay hall for the aerobic exercise for the elderly.

Unfortunately, only two sessions of aerobic exercise for the elderly were conducted and these were not enough to increase the physical ability of the elderly. In order to make sure that those who joined the aerobic exercises will go on with the activity, an exercise hand out in an easy-to-understand form was distributed to the elderly to assure proper performance of the exercises at home as well as to encourage them to perform the activity.

Accomplishments

Treating the Elderly and Others. The Physical Therapy students performed physical assessment not only for the elderly but also accommodated other persons who came even if they did not qualify in the target group. The procedure was supervised by the clinical instructors. The medical consultation was done for the same group by a psychiatrist. Patients diagnosed with arthritis were given medicine as a starter dose while others received multivitamins.

The exercise regimen was then implemented among elderly individuals who were cleared or qualified to perform it. The students facilitated the exercises. In the process, the vital signs of the elderly were monitored at the start, during, and after the exercises. To assure compliance or performance of the correct technique of exercises at home, an easy-to-understand hand out was distributed to the participants.

Conducting a Disability Survey. Furthermore, a disability survey of the entire community was conducted, collated, and interpreted, the result of which was used as a basis to plan a community-based rehabilitation program. A copy of the result was also presented to the barangay health station by the students through the midwife. From the survey result, seven persons with disability were identified to benefit from the community-based rehabilitation program

while nine were given home instructions right after the interview to deal with their present physical symptoms.

Initiating a Community-Based Rehabilitation. Patients and their relatives were taught the skills necessary to pursue the community-based rehabilitation. These skills were specific to the condition of the individual patients and were geared to the improvement of their functional ability. Under the supervision of the clinical instructors, the students carried out the physical therapy evaluation and assessment. They likewise formulated and implemented the physical therapy management and reevaluated the patients' response to the intervention. The patients' relatives were also assessed to see if they can perform the skills taught. Some of the skills imparted by the students included range of motion of the joints, strengthening exercises, transfers from bed to chair and back, sit to stand and back, improving sitting and standing balance, and ambulation activities.

Processing the Experiences of Students in Community Work. In order to gauge the significance of their field experiences, the Physical Therapy students processed the learning and reflection aspects of the service-learning program after every activity right at the service site. This made easy recall of experiences possible and allowed the faculty coordinator to provide feedback on the performance of the students. This also provided the chance to answer clarifications and queries of students encountered in the activity. In addition, the students were also required to submit a journal after every activity based on a guide question provided by the faculty coordinator. The journal also contains the values they realized in dealing with their patients in the community.

Some Experiences and Reflections of Students

The following experiences and reflections are lifted from the students' respective journals. More than records of their individual activities, these sample entries show the changes in the attitude and values of the students as well as development of exper-

tise among them after six visits to the community.

- ◆ The service site was on the grounds of the *barangay* hall sheltered by trees. As the hall was located along the national highway, vehicles constantly passed by requiring us to fully concentrate while taking the patients' vital signs such as their blood pressure. The setting was quite informal, a far cry from our usual hospital setting. Although we were excited by the new set-up, we were at the same time apprehensive of our capability in dealing with the patients. After the first session, we realized that we had the skill to deal with people effectively, apparently because we cared.
- ◆ We noted that the clients, particularly the elderly, displayed positive attitude towards our group after an initial awkwardness. They were generally cooperative and responsive to the activities we presented and were willing to learn. During the exercises, the elderly were in high spirits, making us conclude that the activity did them good not only physically but also emotionally and psychologically. They even told us that they felt good after the exercises and that they now realized that the activity was good for them.
- ◆ Some people who showed up, however, expected free medical consultation and free medicine and were less interested in the physical exercises taught. Many of them expected instant relief of their symptoms. The physiatrist accommodated them and gave free medicine while we explained the rationale of the exercise so they would appreciate the activity fully.
- ◆ During the disability survey, we had to walk a couple of miles uphill in the heat of the sun. Nevertheless, it was still fun because the residents were hospitable and accommodating. They even offered us fresh "*buko*" (young coconut) to quench our thirst. At the outset, some of the respondents were initially suspicious of our presence and therefore hesitated to answer

our questions. However, after we explained our purpose they were very accommodating and grateful for the free blood pressure examination and for the fact that someone is checking their health conditions. We also encountered some difficulty in explaining to them in the vernacular, but still we were able to correct some prevailing misconceptions about physical therapy and its services. We noted that a number of people in this community had no access to medical care and were ignorant of proper health care mainly due to economic and geographic reasons. There were also persons with disability whose conditions could have been prevented had there been early intervention. It was saddening that some respondents were passive and complacent towards their present condition. Some respondents on the other hand were very open about the personal details of their life, probably because it was the only time when they had the chance to talk about their ailments and to be enlightened about their cause. How we wished that we could address them all, but we realized that we have our own limitations.

- ◆ Meanwhile, during the community-based rehabilitation, we were excited by the fact that we were going to really treat a patient in the community using innovations since we could not bring with us all our equipment. We had the opportunity to treat post stroke patients, retraining them in an upright position, standing balance, and gait training. One patient, however, looked so frail that we were afraid to treat him. Paralyzed on both legs for seven years because of a certain condition on his spinal cord, he was resigned to his disability. He had no self-motivation but we managed to teach him stretching and strengthening exercises. On our second visit, he already looked optimistic, apparently realizing that he can do something about his condition. He also asked questions about his condition and followed our home instructions. Through him we saw the application of the principles in dealing with

clients that we had learned in our Psychiatry subject. His family also became more concerned and supportive. We felt bad that we were leaving him when there were still a lot of things to be done for him. We also had a patient who fell from a tree and was bedridden for almost two months. He was seen by our physiatrist and we saw him four times. His condition prompted us to go back to our books and read everything about it so that we could do something to improve his functional ability. During our last session, we taught him how to walk using a cane.

- ◆ Among our group, we developed deeper friendship and accountability for each other's actions. Some also developed new friendships with students from other colleges, particularly the sociology and anthropology students, although it was awkward at first. We got to learn their goal and function in community service.
- ◆ Our community work under the service-learning program taught us the value of teamwork and open communication, focus, responsibility, confidence, patience, dedication, and sincerity. The patients' responses made us realize that even the little things we have done made an impact on their lives, making us value humility, kindness, empathy, and competence. Upon observing the financial difficulties of some of our clients, we were reminded to budget our own money wisely. Lastly, we learned that service can only be done with personal commitment and that service-learning is not only a pure physical therapy experience but a building of character.

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Some elderly who participated in the aerobic demonstration of the physical therapy students

HUBERT R. AND METT
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THE EXPERIENCES OF THE STUDENT-VOLUNTEERS OF THE COLLEGE OF NURSING IN RESPONDING TO THE HEALTH NEEDS OF MOTHERS

Grace A. Gloria

ABSTRACT

This article reports the work experience of students of the College of Nursing with the mothers in promoting primary health care. Participating in the service-learning program as volunteers and supervised by resource persons from the college, the students pursued a health education program with mothers regarding dengue fever prevention, reproductive health particularly on family planning, skills training on herbal medicine making, and management of common home emergencies. They also engaged in actual provision of health services. As reflected in their journals, the students did not only improve their skills but they also learned to value community work. Specifically, they learned the values of teamwork, application and learning new principles and strategies, enhancement of personal skills and attitudes, and developed the desire to further improve their professional knowledge and skills. The internal motivation to share and contribute in community development was a factor that facilitated learning.

Introduction

Meeting the health needs of individuals, families, groups, and communities is an integral part of development efforts. Health needs may vary from direct service provision, information and education, to skills training in the management of health problems. The results of the baseline survey revealed the need for priority intervention in the area of health information/programs which would benefit specific groups in considering the leading causes of morbidity and mortality in the barangay. Thus, the College of Nursing was one of the academic disciplines identified to address this need. A project proposal for the health component entitled, Strengthening Primary Health Care as an Approach to Attaining Health was submitted to the service-learning program coordinator.

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Among the organized groups in the barangay, the mothers' association was identified as the target group for the service-learning project of the College of Nursing. This decision was based on the premise that among Filipino families, mothers assume the role as care providers of sick family members as well as primary decision-makers in many aspects of family health. It was likewise important to have an organized group to facilitate the entry of the students of the College of Nursing for the provision of actual health service to the community.

Activities

Preparation. During this period, a group of student volunteers was gathered and given an orientation to the program. In coordination with the social work interns, an initial meeting with the mothers' association was made. As soon as the schedule of the the first activity was set, the students carried out the necessary preparations.

Provision of Specific Interventions. The following activities were planned with the mothers and implemented by the students and resource persons. These include health education on dengue fever and responsible parenthood focusing on reproductive health particularly family planning, health clinic (actual provision of health services), skills training on herbal medicine making, and management of common home emergencies. All sessions were done on Saturday afternoons. The Social Work students living in the community facilitated the scheduling of these activities within the available time of the mothers and the students.

Processing of Student Experiences. This activity enabled the students to verbally give their feedback after each activity. Besides the verbal feedback, students were also required to submit their personal reflections through the learning feedback diary guided by the following questions listed below. Processing of the verbal and written feedback is part of the monitoring of the service-learning program.

1. What did you feel about the activity?
2. What learnings or insights did you gain?
3. What factors facilitated or hindered your learning?
4. What are your recommendations to improve learning

Problems and Mitigations

The team was challenged by the demands of the regular course requirements while also meeting the expectations as student-volunteers. It was then important to schedule all activities and meet regularly as a team to discuss the plan of activities and delegate responsibilities.

Among the initial problems the team confronted was the inavailability of adequate space. In this community the barangay hall was small and often congested. But since this was the more accessible and acceptable venue for the mothers, the team made the necessary modifications to meet the space requirements for each activity. For this reason, some of the activities were held either on the barangay hall grounds or at the day care center. Another venue was used for the herbal medicine making. To ensure an environment conducive for learning, the team recommended a bigger venue for the succeeding activities.

Although the students expected more participants, they wanted the mothers to take the initiative of sharing with other mothers what they have learned in every session. Because they were not able to hold one particular session meant to create rapport with the mothers owing to time constraints, the students made an effort to establish a good working relationship with the mothers in every activity. Other than these concerns, the team did not encounter further difficulty.

Accomplishments

Orientation of Student-Volunteers. Considering the needs of the target group, it was decided that Level IV or senior students will be tapped to participate in the project. At this level, students have already gained the necessary knowledge, skills, and

attitudes for community work. Furthermore, since community health nursing experience was not part of the students' course offerings for the second semester, it had to be undertaken on a voluntary basis and not as part of a course requirement.

The College of Nursing Level IV Presiding Officer announced the invitation for student-volunteers to the project. Although there was an overwhelming response from the students at the start, after learning of the expectations of the program, only 11 students committed themselves to the project after learning of the expectations.

An orientation to the service-learning program and the proposed project was then conducted for the student-volunteers. At this session, they were informed that they would be working with students of the other participating academic units who have their own projects in the same community and that they will be reinforcing each other's work. In the same meeting, the schedule of activities, the submission of learning feedback diary, and other expectations were once more clarified. The forming of team and the assignment of duties (i.e., team leader, assistant team leader, and committees for program, documentation, food, physical set-up, and transportation) followed this. The assignments were considered necessary to facilitate the accomplishment of the planned activities.

Since the students were off for the Christmas break, the project coordinator scheduled an initial meeting with the mothers' association to establish rapport and to set the dates for the information, education, and communication (IEC) sessions. During this meeting, the mothers expressed their concern regarding the availability of specific health services from the barangay health center and requested for clarification. The coordinator addressed these concerns after clarifications were made with the Integrated Provincial Health Office. Upon the resumption of the classes, the team was activated for the first activity.

Part of the preparatory activity was to make a courtesy call to the barangay captain. This was accomplished after the first

session with the mothers. During the informal meeting with the barangay captain, the students introduced themselves and shared their planned activities.

Health Education Sessions. Two health education sessions were conducted on separate dates. The first topic was on dengue fever, focusing on what the condition is, the causative factor, predisposing factors, symptoms, management, and prevention. The discussion was facilitated by the students utilizing various teaching-learning strategies such as the use of visual aids, role play, and socialized discussion. Through these strategies, the mothers were motivated to actively participate in the discussion. The coordinator came in at various points in the discussion to supplement the information given by the students. Other than the main teaching activity, the students also included a program with forms of socialization designed to establish rapport with the mothers. This activity was accomplished in two hours.

The second topic was on responsible parenthood with a focus on reproductive health and family planning. A resource person from the College of Nursing facilitated the discussion. The students once again prepared a program for this activity. As a strategy used for this session, the resource person and the coordinator used small group activities facilitated by the students and followed by group sharing to ensure the involvement of the students as well as the active participation of the mothers. Using the mothers' own knowledge and practices on the concepts as starting point, misconceptions were corrected and desired behaviors were reinforced. The discussion generated much interest as evidenced by the kind of questions the mothers raised. The entire session consumed three hours. At the close of the session, the mothers suggested the possibility of undergoing pelvic and breast examinations. The resource person conducted this.

Conduct of Health Clinic. As requested by the mothers, a health clinic was conducted for the purpose of providing reproductive health checkup and counseling. Assisted by the students, the resource person performed the pelvic and breast

examination. Mothers who needed follow-up visits were referred to the Reproductive Health Training Center of the College of Nursing. The students also provided related services including blood pressure check, urinalysis to test for sugar and albumin, shiatsu or acupressure, and a demonstration on how to do breast self-examination. These were performed under the supervision of the coordinator. The students also took the opportunity to give incidental health teachings when deemed necessary. At this activity, many mothers came and all were given specific services within three and half-hours.

Skills Training on Herbal Medicine Preparation. The last activity was a skills training on herbal medicine preparation and the management of common home emergencies as suggested by the mothers. The students facilitated both topics. Given the limited time available for this activity, only one herbal medicine preparation (i.e., *lagundi* syrup) was demonstrated and small groupings followed by group sharing were used as a strategy for the topic on common emergencies. During the discussion of the latter, representatives from the youth organization were involved.

A herbal medicine, *lagundi* is indicated for cough accompanied by asthma, colds, and fever. Since *lagundi* trees (Chaste tree, *Vitex negundo L.*) abound in the barangay, mothers can easily avail of the raw material. Furthermore, the technology requirement for the preparation of *lagundi* syrup is relatively inexpensive and simple. The mothers expressed satisfaction with the finished product and considered the possibility of producing the herbal medicine for the consumption of families in the barangay.

The common home emergencies discussed by small groups included convulsions or seizures, open and closed wounds, choking, and poisoning. A demonstration of appropriate interventions such as wound dressing, bandaging, application of splints, and heimlich maneuver was shown and a discussion of steps to manage these conditions followed. A group representative demonstrated or shared the steps in the management of the common emergencies to the rest of the participants. Under the

supervision of the student facilitators, a return-demonstration was performed by the participants. The strategy allowed the students to validate their learning. Because these skills were considered important, formal skills training in first aid and emergency care was scheduled to be conducted specifically for the members of the barangay disaster coordinating council.

Processing the Experiences of Students

Except for the first activity, the sharing of students' experiences for the remaining activities was carried out during the regular meeting time with the students (a week after an activity) in the College of Nursing. This was done as a modification of the original plan because the sessions with the mothers usually ended late in the afternoon and the team had to travel back to Dumaguete. For the first activity, feedback was elicited right after the session. Feeling a general sense of satisfaction with what they had accomplished, the students were most especially pleased with what they perceived as the mothers' eagerness to learn.

During the regular meetings at the college, the students reflected on their past accomplishments and identified areas for improvement. They stressed the importance of teamwork in which each member strove to meet assigned tasks and showed willingness to accept new responsibilities. The faculty coordinator used this time to validate their reflections as written in the learning feedback diary. The students varied in their ability to express in writing their feelings, insights, and learnings and only a few were able to express in-depth insights pertinent to service-learning. Thus it was necessary to provide them the opportunity to verbalize what they could not express in writing.

Although there were no negative experiences, the students shared their thoughts about how they coped with the challenges posed in every activity. From these moments of sharing, it was clear that their academic lever as senior students (thus, more mature and

experienced) was a positive factor which enabled them to provide effective services while learning at the same time.

Experiences and Reflections of Students

These were the themes of the students' written and verbal reflections on their experiences as volunteers of the service-learning program handled by the College of Nursing.

Value of Teamwork. Other than merely accomplishing assigned tasks, the students learned to value each other through respect and understanding each other's ideas and feelings, and to appreciate the skills/talents of other members of the team. The students also appreciated the community organizing efforts of the Social Work students and the contributions of those in other allied health disciplines working in the community.

Application and Learning New Principles and Strategies. Principles of teaching and strategies in health education were applied and observed from the resource person. These were impressed on the students as factors which influence positive learning. Related principles in development work were identified such as starting from where the people are and what the people know and utilizing existing community resources.

Enhancement of Personal Skills and Attitudes. These include skills such as communication using the local dialect, ability to interact with other people, and ability to maximize limited time and resources. The students also developed attitudes such as respect for the beliefs of others, appreciation of other people's perspectives or attitudes towards an issue, the importance of providing privacy and maintaining confidentiality.

Opportunity to Further their Professional Knowledge and Skills. The various activities allowed the students to review the topics considered valuable for their future professional practice. As they reported, they gained deeper knowledge and competence with each activity accomplished.

Value of Community Service. Seeing the enthusiasm of

the participants and their eagerness to learn confirmed the assumption that people yearn for learning in order to know better ways of doing things, in this case those that contribute to health promotion. This is possible when there is a conscious effort by others to creatively share what they know. This is the difference between services given as a course requirement and services given voluntarily.

The internal motivation to share and contribute to community development was considered a factor which facilitated learning. For example, one student, given a choice to go out on a weekend trip, opted to remain and join the team for a scheduled activity since she considered her participation more important than her personal plans. Other factors which facilitated the students' involvement in the service-learning program were the mothers' cooperation and perceived unity in all the activities they handled.

PERIODICAL SERVICE

THE PREVENTION AND CONTROL INITIATIVES FOR BETTER HEALTH OF THE MEDICAL TECHNOLOGY STUDENTS

Joel M. Rodriguez

ABSTRACT

This article describes the involvement of the Medical Technology students as volunteers in the service-learning program which pursued the prevention and control of intestinal parasitic infection and dengue fever in the community. They conducted stool examination, de-worming, blood typing, and health education among the community residents. Their journals revealed that they were glad for the opportunity to practice their skills and extend their services without much thought of academic reward. What counted more to them was that the program provided them the avenue to practice, improve their skills, and make them aware of the value of cooperation and service above self. They likewise expressed the need to improve the dissemination of the health services available to them to encourage more residents to participate in the health project of the department.

Introduction

The Department of Medical Technology was identified as one of the units in the university to help address particular health concerns raised by the residents in the partner community of the service learning program of Silliman University. As can be gleaned from the results of the baseline survey and needs assessment conducted by the Department of Sociology and Anthropology, health, in particular, parasitism and dengue, came out as one of the priority concerns of the community members. Thus, the Medical Technology Department decided to embark on a program on prevention and control of intestinal parasitic infection and dengue.

The major components of the program design of the Department of Medical Technology included stool examination, de-worming, blood typing, and health education concerning intestinal parasitism, and dengue. Stool examination was carried out basically to identify individuals positive for intestinal parasites.

De-worming in the form of *anti-helminthics* orally administered was also provided. On the other hand, blood typing was performed not only for the residents to know their blood types but most importantly to come up with a list of possible blood donors in the area which will provide the community a guide when looking for potential blood donors. Furthermore, a lecture series was conducted to inform and make the people aware of the dangers, modes of transmission, prevention, and control of parasitism.

Activities

Prior to the conduct and implementation of the program, a series of talks and negotiations had to be made with key people in the partner community. The coordinator of the program visited the elementary school in the community and presented to the teachers and the school principal the proposed health program. Together with five Medical Technology students, the program was also introduced to the parents of the school children during the Parents-Teachers and Community Association (PTCA). Although at this stage the proposal received enthusiastic support, the implementation of the program could not proceed as scheduled due to time constraints and problems of securing approval from the Office of the Schools Division Superintendent of the province.

Instead of implementing the program at the elementary school, the team decided to introduce the program to the partner community through the mothers' association. Unlike in the elementary school, the community and the Barangay Captain granted the approval without difficulty. Moreover, many of them willingly pledged to materialize the proposal.

The Blood Type Activity. Although blood typing activity does not directly pertain to prevention and cure of parasitism and dengue, it basically helps during cases of emergency when one has to undergo blood transfusion or donate blood. In some ways, it will help prevent more health problem complications. Besides, free blood typing proved to be a come-on for the residents to participate in the other activities of the Medical Technology students

relative to the attainment of better health. In the process, they became aware of the importance of knowing one's own blood type and that of the members of their own household.

It was for the reasons cited above that the Department of Medical Technology embarked on this particular activity. It was planned primarily to establish a list of potential blood donors that the community could use as reference. It was a successful service delivery as many residents in the area willingly participated. The lack of blood donor listing was at least addressed by this particular undertaking since a copy of potential donors was already furnished to the Barangay Captain and that listing could already be made available at the barangay hall.

It should be noted that although blood typing is one of the most common tests, it has never been conducted in this community and many of the residents in this area only found out their blood type that day. This only suggests that if there was no blood typing service provided, they would never have known their individual blood types even to this day. The blood typing activity was held at the barangay hall and about 157 residents had their blood type examined. The Medical Technology team who provided the blood typing service was composed of 12 students and the faculty coordinator. The students who voluntarily participated were glad to have joined the activity and shared with the extension coordinator that it was a learning experience for them. On the other hand, the residents who were served also felt satisfied as the services were brought to their place.

Stool Specimen Examination and De-worming. Stool examination was another activity conducted by the students of the department of Medical Technology. Only about 40 stool samples were submitted by the residents in the area for examination. There could have been more specimens if more samples were available during the time of the collection.

The stools collected were brought from Maluay to the laboratory of the Department of Medical Technology, situated at the second floor of Angelo King Building at Silliman University,

where the examination was done. The examination was made possible in due time with the voluntary participation of 6 Medical Technology students. The faculty coordinator confirmed the test results.

The results of the examination revealed that about 24 percent (9 out of 40) tested positive for parasitic infection. Eggs of ascaris (large intestinal round worms) and trichuris (whipworms) were present in these stool samples submitted.

The results further revealed that children were not the only ones affected but mothers, too. This suggested that parasitic infection in the area was prevalent. With this result, individuals who came during the presentation of results were each given deworming medications (Antiox), irrespective of stool examination results. This is both for cure and prevention of parasitic infection.

Lectures on Parasitic Infection and Dengue. A lecture series was also conducted among the mothers and children in the area. The lecturers put emphasis on the effects, causes, modes of transmission, prevention, and control of parasitism. Discussions were made and led by 7 volunteer students with the assistance and close supervision of the extension coordinator. They took turns during the discussion and presented at most two topics each. Among others, the topics covered were ascariasis, trichuriasis, enterobiasis, hookworm infections, stroglyloidiasis, amoebiasis, tapeworm infections, elephantiasis, and dengue. Discussions were facilitated with the use of teaching aides such as posters, drawings, diagrams, and preserved parasites. There was a lively discussion that transpired during the lecture series. Several queries were raised and the students were also able to answer them adequately and correctly. Everyone participated animatedly in the discussions but some felt somewhat frightened looking at the preserved worms taken from real infected individuals.

Problems and Mitigations

Although the conduct and implementation of the health program in Maluay was a success, it was not completely free

from shortcomings and problems. The problems, however, were not serious and were mitigated once they occurred.

One major problem encountered during the course of program presentation and implementation was seeking the approval of the Schools Division Office. It was a learning experience on the part of the program coordinator to realize that activities such as this require proper communication, starting from the top management down the line, especially in institutions where bureaucratic procedures are followed. This problem was, however, addressed by simply changing the entry point from the elementary school community through the mothers' association. This was also carried out successfully with the approval and help of the Barangay Captain.

Accomplishments

Despite the hindrances that were noted and encountered during the initiation and implementation process, the service-learning program of the Department of Medical Technology also has several achievements. First, it successfully provided blood typing services to at least 157 residents. A list of residents and their blood type is now available at the barangay hall since a copy of it was furnished to the Barangay Captain. The residents in the area could use the list for reference in the future when looking for potential blood donors.

Second, stool examination was carried out when the infected individuals were identified and de-worming medication was administered. The good point was that all who participated in the program were benefited since they all were given Antiox as a form of prophylaxis, irrespective of their parasite status.

Third, a lecture series was conducted successfully with a positive response from the participants. The participants were able to elucidate the importance of protecting themselves from various common intestinal parasitic infections. All pledged to clean their surroundings and

practice proper personal hygiene always. The participants saw that control and prevention of parasitic infection is of greater import and has more cost benefit than treatment.

Lastly and most importantly, the students were able to gain confidence and good camaraderie with their classmates and community people as well. They also gained efficiency and skills in the line of work they had chosen to do while at the same time learning good values and right work attitudes.

Experiences and Reflections of Students

As results of this community work showed, the conduct and implementation of the program was a success. In general, the students who have voluntarily participated were glad and were filled with contentment and joy for being able to practice their skills and extend their services. Some of them found the service-learning program a meaningful experience. Representative quotations from the reflection journals of students who participated or volunteered can serve as an inspiration for other students in the department to pursue what they had started.

One student particularly recounted that "I did it with love and I am not waiting for something in return." Another student said, "I developed my skills in dealing with real clients. . . I was happy to have volunteered in the group." One wrote also that she learned things money cannot buy, like self-esteem and cooperation. Another one stressed, "It was a wonderful outreach because everyone was benefited, not only the people whom we served but also ourselves."

Indeed, the service-learning project of the Department of Medical Technology has provided the students an avenue in which to practice and hone their skills. It has also made them aware of the value of cooperation and service above self.

Although it would be premature to say that the program was indeed a good one, suffice to say that the program has at least succeeded in making the partner community aware of their basic responsibilities in preserving life and health. There is a need,

according to some students who have voluntarily participated in this endeavor, to widen the coverage of the program and involve a greater number of participating students from various departments and colleges of the university. Some students also expressed the importance of improving the dissemination of health services available to them so that more residents will be encouraged to participate in the health project of the Department of Medical Technology.

Lastly, the students pointed out the need to monitor the progress of the community in terms of health status. However, the team believed that the initiative for this effort must come not only from Silliman University but it must also emanate from the community themselves. After all, what is most important is for the people to become self-reliant and empowered to respond to their health problems and needs. Making them aware of their condition and teaching them how to manage their own resources for better health are imperative in the future undertakings of the Department of Medical Technology. As it has always been said, an ounce of prevention is better than a pound of cure.

QUANTITATIVE EVALUATION OF PARTICIPATING STUDENTS AND COOPERATING RESIDENTS OF THE SERVICE-LEARNING PROGRAM

Enrique G. Oracion

ABSTRACT

This article is a quantitative assessment of the experiences of students in the service-learning program. The evaluation supports the reflections they have written in their journals and incorporated in the reports of individual faculty coordinators. The evaluation of students shows that there exist positive or direct relationships among the following areas of their experiences: skills and knowledge from classroom instruction, services extended to the community, practical learning gained in community service, and value realization. Also included in this evaluation is the impact of the program on the community residents. Majority of the cooperating residents who availed of the program were females and the capacitating projects they ranked highest in terms of importance are training in food processing and teamwork building. Of the health projects introduced into the community, the lectures on family planning, breast cancer detection, and urinalys were considered of immense importance by the participating residents. The cooperating residents and the participating students recommended that the service-learning program should continue.

Introduction

While the experiences students gained from their participation in the service-learning program are narrated in the individual reports of the different academic units, this report quantitatively describes how they rated the quality of these experiences. This report also aims to validate the observations of the faculty coordinators on the impact of service-learning on the participating students and the cooperating residents of the partner community.

Only those students available at the time of the evaluation period were asked to participate in the process. Although the hectic schedule of students during the final examination period at

the end of school year made it impossible to gather all of them for this final task, nonetheless, almost 90 percent of the participating students of the service-learning program were able to give their evaluation. Meanwhile, because of limited time and resources, only representative samples of community residents who participated in the service-learning projects were asked to give an evaluation. A sample of 50 percent cooperating residents were also randomly identified and interviewed about the importance of their experiences with the program.

Evaluation Instrument

Aside from providing information about the basic profile of the community residents who participated in the projects under the service-learning program, the participating residents also enumerated and identified the projects that were introduced. They also rated the relative importance of these projects as well as the quality of their interaction with students who worked with them or provided them services. The mean scores of their rating were computed according to the projects in which they participated. These projects were categorized as capacitating projects and health services provision projects.

Meanwhile, the student evaluation also included the background of the students and their rating of experiences under the program. The experiences rated include the areas of skills and knowledge, service valuation, learning gained in interaction valuation, and value realization. The analysis done on these rating was similar to the community evaluation but the results were categorized according to the sex of the students and the projects in which they participated.

The Results of Evaluation of Cooperating Residents

Brief Profile. Of the 70 residents of Maluay who cooperated in the service-learning program as representatives of their households, 35 (50%) were interviewed for their evaluation. As expected, because of the livelihood activities of husbands and

other male members of households, a majority of the participants (about 88%) were women. Only three males who were on the average older (56.83 years old) than the females (45.50 years old) participated.

Majority (65.71%) of the females were housewives, while 11.43 percent were farmers. Two of the three males were also farmers. This shows that as housewives, many of the female participants were able to find time to get involved in the program.

Project Involvement. A total of 17 specific projects have been extended to the cooperating residents and implemented in the community by the students. Seven of these were categorized as capacitating projects designed to enhance the social and economic well-being of the cooperating residents. These ranged from organizational development, skills training, to capability building necessary for their empowerment toward community development, projects which required the close involvement of the participants. The capacitating projects were carried out by the students in Social Work, Sociology and Anthropology, Business Administration, and Education.

On the other hand, the Nursing, Physical Therapy, and Medical Technology students conducted ten health services provision projects which were designed to address the immediate health needs of the community. The health services provision projects generally included those direct health care services as well as activities aimed at increasing the participants' awareness of the need to respond to some of their health problems.

The contrasting natures of these projects were expected to affect the evaluation rating because of the very short period during which the community was exposed to them. The impact of capacitating projects was expected to be long term while that of the provision of health services was immediate. Due to this limitation, the evaluation was done mainly to assess the participants' perception of the importance of these projects to their well being rather than to gauge the material benefits they derived from these projects. Perhaps, five years from now would be an appropriate

time to make an impact evaluation which will measure how all the projects have successfully changed or improved the participants.

Table 1 shows further that there were more female participants than male in a greater range of projects that were introduced in the community. On the average, the women participants participated in about six projects (5.94%) compared to about three (2.83%) reported by the male participants. In general, 34 percent reported having participated in one or two projects, 20 percent in four to six projects, and 14 percent in seven to eight projects. The distribution of the project participation is shown in the following table.

Table 1. Basic Profile of the Cooperating Residents Who Evaluated the Program

Variables Investigated	Male	Female	Total
Number	3	32	35
Mean Age	56.83	45.50	47.10
Occupation			
Housewife		23 (71.88%)	23 (65.71%)
Farmer	2 (66.67%)	2 (6.25%)	4 (11.43%)
Business	1 (33.33)	2 (6.25%)	3 (8.57%)
Bread baker		2 (6.25%)	2 (5.71%)
Fisher		1 (3.13%)	1 (2.86%)
Barangay Official		1 (3.13%)	1 (2.86%)
Roof thatch maker		1 (3.13%)	1 (2.86%)

Number of Projects Participated or Availed of			
1- 2	2 (66.67%)	10 (31.25%)	12 (34.29%)
3- 4		2 (6.25%)	2 (5.71%)
5- 6	1 (33.33%)	6 (18.75%)	7 (20.00%)
7- 8		5 (15.63%)	5 (14.29%)
9- 10		4 (12.50%)	4 (11.43%)
11- 12		4 (12.50%)	4 (11.43%)
13 and over		1 (3.13%)	1 (2.86%)
Mean Number of Projects	2.83	5.94	5.67

Importance of Projects. The respondents were asked to rate from one to five the projects they had participated in or availed of. The data reveal expected results which confirmed that since majority of the participants were housewives who did not have many productive activities, the project that received the highest mean rating was training in food processing conducted by the Business Administration students. Teamwork building conducted by the Sociology and Anthropology students also received the same mean rating. This was so because the wives found teamwork building of immense importance when organizing themselves into an association for the income generating projects. In fact, the income generating project, in general, ranked third on the rating scale. This project focused on the actual making of foodstuff and many of the participants still needed to learn the skills. Despite the problems posed by a lack of capital and cooking utensils, the participants realized the great importance of knowing the rudiments of food processing as a way to generate income.

Meanwhile, the self-awareness-raising seminar rated fourth in the rating scale as the participants possibly considered this a

prerequisite for a successful cooperative. This may explain why cooperative training was rated next to the self-awareness-raising seminar. The formation of the mothers' association and the farmers' association came last on the rating scale. Expectedly, the rating was biased for the mothers' association because most of those who evaluated were wives.

It is interesting to analyze the logic of the ratings that the participants gave. Although the forming of associations were considered important in undertaking some projects that will benefit the members, the development of individual skills and improvement of community relationships were perceived to be of greater importance in community organization. This suggests that the participants have realized that an organization is still useless if it does not produce results. Introducing them to this concept were the Social Work students who organized them first before all trainings and seminars were scheduled. The students followed the principles of community organizing as a prelude to community mobilization. But the evaluation data show that what the community expected to get from community organization also influenced its success. This may explain why the mean rating given to the importance of community association was only second to the activities undertaken by their association.

Table 2. Mean Rating of Cooperating Residents of Projects They Participated In or Availed of in Terms of Importance

Types of Projects	Mean Rating	Rank
<i>Capacitating</i>		
Training in food processing	4.82	1.5
Teamwork building training	4.82	1.5
Income generating projects	4.75	3
Self-awareness raising seminar	4.46	4
Cooperative training	4.42	5

Mothers' association	4.35	6
Farmers' association	3.60	7
Over-all Mean Rating	4.46	
<i>Health Services Provision</i>		
Family planning lecture	5.00	2
Breast cancer detection	5.00	2
Urinalysis	5.00	2
Free medicine	4.89	4
Dengue prevention lecture	4.84	5
Blood typing	4.83	6
Prevention of parasitism	4.82	7
Fecalysis and de-worming	4.80	8
Aerobic exercise	4.70	9
Physical check-up	4.42	10
Over-all Mean Rating	4.83	

Rating Scale: 0- not important, 1- least important, 2- less important, 3- moderately important, 4- more important, 5- most important

Three of the ten health services provision projects were rated as most important with a perfect mean rating of five. These included the giving of urinalysis and lecture on family planning and breast cancer detection demonstration. Following in the ranking of mean ratings were distribution of free medicine, dengue prevention lecture, blood typing, prevention of parasitism lecture, fecalysis and de-worming, aerobic exercise demonstration, and physical check-up.

The data suggest that the community valued the health care services they received as these were otherwise unavailable to them because of the high cost they often entail. At the same time, this

also points to the limited health services available in the community health unit in terms of personnel and facilities. The over-all mean rating of importance of health services provision project is 4.83 compared to the 4.46 rating given to capacitating projects.

Interaction with Students. In this parameter, the participants rated five areas, here arranged according to the ratings they gave: the friendliness of students, capability, adaptability, openness, and willingness to help. Although there were variations in the rating, the mean scores show the very high value given by the cooperating residents to their interactions with the participating students in general.

The participating residents found the students friendly. For their part, the students were conscious of the fact that as they were new to the community, it was necessary for them to work well with the community residents. This may explain why the cooperating residents rated second the willingness of the students to adapt to their level. In the process, the students were found to be equally capable of the services they extended to the community and were perceived to be willing to accept the opinion of the community and open to their ideas.

It is, however, troubling to think why the willingness of the students to help was given the lowest rating. It could be that the students' efforts did not meet the normative expectation of cooperating residents or else they were unable to satisfy the participants' needs. This was particularly the experience of some Physical Therapy students who were unable to render the health services required by the residents because these were simply beyond their training. For example, some students narrated during their reflection session that they were not able to entertain some mothers who came with their sick children. The main reason is that Physical Therapy students are trained to handle musculoskeletal problems and not cases related to internal medicine, like respiratory ailments, fever, and others. It is possible that this inability on the part of the students was interpreted as unwillingness to help.

Table 3. Mean Rating of Cooperating Residents of Their Interaction With Students

Interaction Valuation Indicator	Mean Rating	Rank
I found the students friendly	4.71	1
I found the students willing to adapt to our level	4.66	2.5
I found the students capable of what they are doing	4.66	2.5
I found the students open or willing to accept our ideas	4.57	4
I found the students willing to help	4.54	5
Over-all Mean rating	4.63	

Rating Scale: 0- not experienced, 1- least experienced, 2- less experienced, 3- moderately experienced, 4- more experienced, 5- most experienced

Opinion for Program Continuity. The cooperating residents were unanimous in stressing that the program must continue because the benefits that they have already enjoyed must be sustained. For this reason, they suggested some areas that need to be improved relative to the services provided by the program and the participation of the community. Foremost, they stressed the need for the program to add more services, particularly in the area of health, that will benefit the community as well as help improve the skills and knowledge of the students. Some suggested that the program should provide them with financial support as capital for their income generating projects. In addition, in order for their income generating projects to grow, the mothers suggested that their association should purchase some cooking utensils from their earnings. Meanwhile, others pointed out the importance of attracting more members to join the organization from among the residents who participated in the program and

strengthening the unity of existing members.

In general, the cooperating residents pointed out the need for program implementors to monitor closely the activities of the students in the community. Although, the participants recognized the capability of the students, they believed that the latter needed closer guidance and supervision to achieve more results.

Table 4. Summary of the Suggestions of Cooperating Residents to Improve the Program

<p>Improve the standing of community organization</p> <ul style="list-style-type: none"> · <i>Increase the number of association members</i> · <i>Improve the unity of association members</i>
<p>Introduce more project activities</p> <ul style="list-style-type: none"> · <i>Develop more activities to add knowledge to students and the community residents</i> · <i>Need more projects to improve health condition of residents</i>
<p>Assist livelihood projects</p> <ul style="list-style-type: none"> · <i>Provide financial assistance to livelihood projects</i> · <i>Allot part of earnings of foodstuff making projects of women to buy cooking utensils</i>
<p>Monitor closely the program</p> <ul style="list-style-type: none"> · <i>Students still need guidance</i> · <i>Students need closer supervision</i>

Results of Evaluation of Participating Students

Brief Profile. A total of 92 students who participated in the service-learning program gave their evaluation. Of these number, 53 percent were involved in the capacitating projects while 47 percent were in the health services provision project. As a whole, more females (78.26%) than males (21.74%) participated in the said projects. They were on the average 21 years of age and were therefore considered capable and mature enough to work in the community.

Majority of those responsible for the capacitating projects were students in Sociology and Anthropology (44.90%) followed by Business Administration students (32.70%). The rest were

students in Social Work, Education, and Engineering. Meanwhile, majority of those involved in health services provision projects were students of Physical Therapy (41.86%) followed by students in Medical Technology (32.51%), and Nursing (25.58%).

Table 5. Basic Profile of Students Who Participated in the Service-Learning Program

Characteristics	Capacitating Projects		Health Services Provision Projects		Total
	Male	Female	Male	Female	
Number	14	35	6	37	92
Age Distribution					
19- 20	5 (35.72%)	19 (54.29%)	3 (50.00%)	9 (24.32%)	36 (39.13%)
21- 22	2 (14.28%)	12 (34.29%)	2 (33.33%)	22 (59.46%)	38 (41.30%)
23- 24	5 (35.72%)	3 (8.58%)	1 (16.67%)	3 (8.11%)	12 (13.04%)
25 and over	2 (14.28%)	1 (2.86%)		3 (8.11%)	6 (6.52%)
Mean Age	22.07	20.70	20.83	21.27	21.22
Course					
Social Work		4 (11.43%)			4 (4.35%)
Socio- Anthropology	9 (64.29%)	13 (37.14%)			22 (23.91%)
Business	1 (7.14%)	15 (42.86%)			16 (17.39%)
Education	1 (7.14%)	3 (8.57%)			4 (4.35%)
Engineering	3 (21.43%)				3 (3.36%)
Nursing				11 (29.73%)	11 (11.96%)
Medical Technology			3 (50.00%)	11 (29.73%)	14 (15.22%)
Physical Therapy			3 (50.00%)	15 (40.54%)	18 (19.57%)
Academic Level					
Second	2 (14.29%)				2 (2.18%)
Third	3 (21.43%)	18 (51.43%)		4 (10.81%)	25 (27.17%)
Fourth	9 (64.29%)	17 (48.57%)	6 (100.0%)	33 (89.19%)	65 (70.65%)

No first year students participated in the service-learning program and only the capacitating projects involved second year students. In general, those who participated in the service-learning program were predominantly third and fourth year students and many of them were in the capacitating projects. Majority of the students in the health services provision projects were in their fourth year in college who had already acquired the necessary skills needed to deliver health services to the community.

Nature of Participation. The participation of students in the service-learning program was both voluntary and course-required. In the capacitating projects, about 78 percent of the students participated as part of their course requirement while 24 percent volunteered. This distribution is in contrast with those in the health services provision project. In this project, 58 percent of the students participated as volunteers while only 42 percent did so as a course requirement. In this project a majority of the volunteers were females.

Except for the four Social Work and five Education students who lived in the community, the rest of the students worked in the community only during weekends. Their entry into the community was scheduled by the Social Work students who handled the community organizing and mobilizing activities. With the exception of the two Social Work students who already started living in the community at the start of the first semester, the rest of these students worked and served the community during the second semester. This was also at the time when the baseline survey was conducted.

Apart from those majoring in Social Work and Education, all the other participating students visited the community on the average of 3.99 times. Those involved in capacitating projects came to the community 5.26 times while those in the health services provision project visited 2.73 times. These visits took place on an average of three to four months. The males in the capacitating projects and the females in the health services provision project

made a higher number of visits and hours spent per visit than their counterparts. Meanwhile, the number of hours spent per visit, as a whole, was a little higher among the students involved in the capacitating project than among those in the health services provision projects. On the average, all the students spent half a day in actual community work per visit.

Table 6. The Nature of Participation of Students in the Service-Learning Program

Variables	Capacitating Projects		Health Services Provision Projects		Total
	Male	Female	Male	Female	
Type of Participation					
Course required	9 (64.29%)	29 (82.86%)	3 (50.00%)	15 (40.54%)	56 (60.87%)
Voluntary	5 (35.71%)	6 (17.14%)	3 (50.00%)	22 (59.46%)	36 (39.13%)
Frequency of Visits					
1- 2	1 (7.14%)	16 (45.71%)	3 (50.00%)	11 (29.73%)	31 (33.70%)
3- 4	2 (14.29%)	5 (14.29%)	3 (50.00%)	25 (67.57%)	35 (38.04%)
5- 6	4 (28.57%)	6 (17.14%)		1 (2.70%)	11 (11.96%)
7- 8	3 (21.43%)	5 (14.29%)			8 (8.70%)
9 and over	4 (28.57%)	3 (8.57%)			7 (7.61%)
Mean	6.50	4.01	2.50	2.96	3.99
Hour Spent Per Visit					
1- 2	1 (7.69%)	12 (34.29%)	2 (33.3%)	3 (8.11%)	18 (19.78%)
3- 4	6 (46.15%)	7 (20.00%)	1 (16.67%)	14 (37.84%)	28 (30.77%)
5- 6	5 (7.69%)	11 (31.43%)	3 (50.00%)	19 (51.35%)	38 (41.76%)
7- 8	1 (7.69%)	5 (14.29%)		1 (2.70%)	7 (7.69%)
Mean	4.42	4.00	3.83	4.47	4.18

Self-Rating of Experiences. In the student rating, the realization of values from rendering community service received the highest over-all mean self-rating (4.54). Learning gained in the process came next (4.14), followed by the extent of services that had been rendered to the community (4.04). Skills and knowledge gained in classroom instruction received the lowest rating (3.72).

The standard deviation per area of experience further shows that the self-rating of the participating students does not vary much across areas. This suggests that individual self-rating of experiences of participating students in different areas under the program is more or less uniform, except in the extent of the services each had rendered where variation is a little higher.

Table 7. Mean Self-Rating by Areas of Experience of Participating Students Under the Service-Learning Program

Areas of Experiences Self-Rated by Participating Students	Over-all Mean
Skills and Knowledge from Classroom Instruction	
I have the skills and knowledge necessary for my discipline or chosen career.	3.94
I have the necessary skills and knowledge to handle or deal with community people.	3.72
I have the necessary skills and knowledge for actual community work.	3.52
Area Mean	3.72
Standard Deviation	0.70
Valuation of Service Extended to the Community	
I was able to make use of my skills learned in class to help/serve the community people	4.05
I considered my service to have some effects on or had helped the community people.	4.04
I was able to help/serve community people more than what I was trained for.	4.03
Area Mean	4.04
Standard Deviation	0.79

· Learning Gained from Community Service	
I learned that working with community people is psychologically rewarding contrary to what I believed.	4.25
I learned new skills and knowledge not clear in class from actual helping/serving the community residents.	4.22
I learned that the community residents are not difficult to work with contrary to what I believed.	3.97
Area Mean	4.14
Standard Deviation	0.70
· Value Realization in Community Service	
I realized the value of working together in the community (with classmates, teacher and community residents).	
I realized the value of dedication in work in serving others in the community.	4.52
I realized the value of being humble and compassionate in serving others in the community.	4.46
Area Mean	4.54
Standard Deviation	0.67

It can be observed from the data in Tables 6 and 7 that the participating students rated the services they had rendered to the community higher compared to the skills and knowledge they acquired from classroom instruction, resulting in a difference of +0.32. Similarly, there is a difference of +0.42 between their ratings of what they have learned from classroom instruction and the practical knowledge they have acquired from community service. The same is also true when the extent of services they rendered to the community is compared to the values they realized in the process, which they rated the highest among other areas, with a difference of +0.50. Moreover, the self-rating of the practical learning they gained in community service is higher compared to the extent of the community service they rendered or a difference of +0.10. Do all these imply that the service-learning program

had a positive impact on the intellectual growth and value orientation of the participating students towards service and work?

Based on the analysis of their relationships shown in Table 8, those areas of experience of students under the service-learning program are directly correlated. There is a significant positive correlation between acquired skills and knowledge of students from classroom instruction and the extent of services they rendered to the community. Consequently, there is also a significant positive correlation between the services rendered and the practical learning gained by students in the process of doing community work. The services they rendered and the extent of their realization of the values of cooperative work, dedication in work, and humility and compassion towards people in need are also positively correlated. The analysis likewise shows a positive correlation between the skills and knowledge that student acquired from classroom instruction and the practical learning they gained in community work.

All this suggests that the participating students who acquired their skills and knowledge from classroom instruction felt more able to extend a greater number of services to the community and likewise learned more from the experience. Inversely, this means that those who have learned less in classroom instruction have also not gained much from the program. This finding reinforces the fact that service-learning is inseparable from classroom instruction. Proceeding from this premise then, the conclusion is that students who are not prepared cognitively may not be able to render effective service to the community or find meaning in community work.

Although all students gave the value of working together the highest mean rating, students in the health services provision projects gave the higher rating for this parameter than the students in the capacitating projects. Nonetheless, the latter group of students also gave equal mean rating on the value of dedication to work which is second only in the rating of the students in the health services provision projects. The values of humility and

compassion figured last in the order of rating of all the groups of students.

Finally, when the mean ratings in all areas of evaluation between male and female students were compared, the results show that the female students involved in capacitating projects have higher ratings compared to the male students. An opposite pattern is noticed among those in the health services provision projects where the female students have higher mean ratings, except in the areas of interaction valuation and value realization. Perhaps, the extremely small number of male participants in this group could explain the difference.

Table 8. Relationship of Areas of Experience of Participating Students under the Service-Learning Program

Correlated Areas of Experience		Mean Difference	Correlation Coefficient	Level of Significance
Skills and knowledge from classroom instruction	Valuation of service extended to the community	+0.32	0.74	p<0.01
Valuation of service extended to the community	Learning gained from community service	+0.10	0.72	p<0.01
Valuation of service extended to the community	Value realization in community service	+0.50	0.68	p<0.01
Skills and knowledge from classroom instruction	Learning gained from community service	+0.42	0.65	p<0.01

Program Continuity. As the results of this evaluation indicate, all but two of the participating students were in favor of continuing the service-learning program. All those who favored the continuation of the program also suggested the following: to involve more students and academic units in the service learning program; to increase the number of service activities; provide more resources to support community work; and to expand the program to other communities. They also suggested that faculty coordinators and participating students must demonstrate more commitment

and dedication to the program beyond financial and academic rewards. According to them, the community activities should also be made more systematic and properly coordinated. In other words, the students and faculty coordinators who were given these tasks should perform their duties as expected.

The participating students also mentioned the need to increase the time spent in actual community work in comparison to the time spent in the classroom to enable them to render a greater number of services and to produce more impact not only in terms of the tangible services given but also in terms of the skills the cooperating residents learned. From this comment, it is clear that the students have realized that the true impact of the service-learning program can only be measured by the ability of the community residents to pursue the projects which they had.

Needless to stress, it would be in the best interest of the program if the faculty coordinators of the service-learning and the school administration seriously consider these suggestions.

Some insights from the faculty coordinators

While only the evaluation of the initial impacts of the service-learning program of Silliman University by the cooperating residents and participating students is presented here, it is also worthwhile to look into some of the insights of the faculty coordinators involved in the pilot program as their personal experiences and observations support the favorable experiences of students presented in the preceding sections. Although the individual articles of the faculty coordinators already reflect their attitudes toward service-learning as a teaching strategy, there are still specific concerns that have to be examined. These include how they adapted or managed the demands of this pedagogy in terms of its impact on their teaching effectiveness and their relationships with the students.

The faculty coordinators recognized the fact that getting into service-learning demands time, money, and

effort. Given the nature of this pilot program and the distance of the partner community from Silliman University, weekends allowed the faculty coordinators the only appropriate time to supervise their students who were doing service to the community.

For the faculty coordinators, the more rewarding benefits they derived from this involvement came from the satisfaction of knowing how the program has reinforced learning of students as well as benefited the community. At the same time, they recognized that the impact of service-learning on students has to be evaluated not only in terms of how this has improved their cognitive skills but how this has transformed them emotionally to be compassionate to others in need. A faculty adviser whose students engaged in the livelihood project commented that service-learning is a kind of education for the heart, of making students extra sensitive to the realities around them which they otherwise would not experience when they were only confined in the four walls of the classroom. Another faculty pointed out that the students felt service-learning has reinforced their education by allowing them access not only to purely theoretical concepts but realistic situations as well. Most of the advisers noted that service-learning allowed their students the opportunity to explain in their own terms what they saw and felt around them. In fact, one faculty coordinator observed that the students became more confident to discuss with their teachers issues that they personally encountered in the field.

The faculty coordinators used the students' field diaries or journals during their regular meetings and reflections to discuss their field experiences in order to gauge the impact of service-learning. These field diaries or journals likewise served as monitoring tools of how far the students performed and learned in the process of doing community service. This kind of evaluation is far different from the usual written or

oral examinations based on textbooks and classroom lectures. A faculty coordinator remarked that service-learning as a teaching strategy allowed students to bridge theory and reality as well as developed in them right values and attitudes toward other people in the community who are less privileged compared to them. Another said that service-learning could revolutionize education if only adopted by most teachers and institutions of higher learning because it makes all the dimensions of learning more realistic.

A common observation shared by faculty coordinators is that service-learning had fostered closer interaction and relationship between them and their students while working together in the community. Rather than as the sole authority of knowledge in the traditional classroom setting, the teachers in the service-learning program acted as facilitators of new ideas among students. For their part, students felt freer to interact with their teachers about things they have learned from community work. Faculty coordinators attributed this improved teacher-student interaction and relationship under the service-learning to the fact that a less formal and more relaxed atmosphere prevailed which encouraged students to speak out without fear of committing mistakes. For example, students who usually remained silent during classroom lectures and discussions were observed to be more willing to express their observations and experiences in doing service to the community during group reflections. According to the faculty coordinator who supervised students in community organizing, the teaching-learning situation based on the experiences of students in service-learning becomes more dialogical rather than one-way.

The faculty coordinators also claimed that the interdisciplinary approach in service-learning provided them the opportunity to understand and appreciate each others'

academic expertise. The regular meetings of faculty coordinators to discuss problems in the course of the implementation of the service-learning program and to come up with solutions promoted internal coordination and work integration among them. One commented, however, that more effort should have been done to enable students of different academic orientations to meet and discuss their respective field experiences among themselves. In this way, students would have been given the chance to recognize and appreciate what other students were doing in the community. This suggests that coordination should be carried out not only at the faculty level but especially among students of various disciplines particularly when they had to work together at the same time in the community.

Future Research Agenda

Students at Silliman University generally come from middle to high-income families and are therefore more privileged than those in rural communities. Because of their socioeconomic background, these students tend to have different perceptions and expectations of the community they will be working with, which may either facilitate or hinder their productive interaction with the residents. Moreover, many of them must have already developed certain stereotypes of rural people which could not just be erased by a single orientation. Some may experience culture shock which will cause them either to feel guilty because of their affluence or more arrogant because of their perceived superiority. These scenarios have to be mitigated because they negate the basic goals and philosophy of service-learning.

Consequently, one of the most productive studies in order to mitigate this situation is to examine the link between the quality of students' participation in the program and their social class position. In this connection, it is suggested that individual faculty coordinators document the socioeconomic background of students and their attitudes towards rural people before the commencement

of the community exposure. This would serve as baseline data to quantitatively measure how the students' participation in the service-learning program have transformed their values that are linked with social or class status. A corollary study on the specific instances or conditions in the community that have brought them closer to the people and narrowed down the socioeconomic gap that divides them must also be undertaken during the post evaluation. This information has some importance in preparing topics for the orientation of students who will join the service-learning program in the future.

Nevertheless, as the reflection reports of many students contained in the individual articles presented earlier would attest, those who easily overcome adjustment problems eventually find the experience rewarding for personality enhancement and self-worthiness.

PERIODICAL SECTION

LESSONS LEARNED IN COMMUNITY-BASED SERVICE-LEARNING: RESULTS OF YEAR ONE

A SYNTHESIS

Enrique G. Oracion

ABSTRACT

This article is a synthesis of the results of the community-based service-learning program of Silliman University during its first year of implementation. An interdisciplinary group of students and faculty collaborated to realize the program's vision and mission according to a project design. Because several activities were undertaken in the community, coordination, monitoring, and supervision to achieve the desired results were imperative. Documentation of operation and evaluation of the results were carried out while the experiences of the students upon which they were expected to reflect upon the values they have learned were processed. Results of the first year of operation show a number of ideal practices that need to be developed for the conduct of service-learning to fully succeed. First, participants must have commitment and dedication; second, the program must be participatory; third, it must be process-oriented and goal-directed; fourth, it must aim for community empowerment; and fifth, it must instill social responsibility among students. Finally, it is important for the program to aim to be sustainable.

Introduction

Although a year is too soon to measure the impact of the community-based service-learning program of Silliman University on the partner community, there are lessons that need to be emphasized in order to sustain and improve its operation in the succeeding years.

The first phase of the implementation of the service-learning program of Silliman University was not without challenge. As the program progressed, some shortcomings became apparent in areas such as the management of the program at the classroom level with students, among the participating academic units, and among the cooperating residents in the community. Rather than

being considered as failure of the program, these shortcomings are viewed as opportunities for learning valuable lessons in securing the future viability of the program.

Based on the initial experience of Silliman University in community-based service-learning program, the following matters and concerns have to be dealt with in developing a program that has direction and goals.

Components in Program Development

Service-learning is a deliberate process of doing community work involving faculty and students with the aim of providing service to people which will empower them to meet their needs. The achievement of this aim is intended to be a learning experience for the students and their teachers involved in this program. Unlike programs operated by an external agency where students are assigned for placement, community-based service-learning provides students the opportunity to serve a community by being brought directly to a previously identified partner community by their teachers.

Vision and Mission. The vision and mission of the service-learning program of Silliman University is patterned after that of the revitalized Center of Extension and Development of the university in order to have a unified direction for the community work with the ultimate aim of producing more tangible impacts. Underpinning this arrangement is the belief that an ideal situation is achieved when the service-learning program and the traditional extension program work together towards the same vision.

Interdisciplinary Group. Having a mixed group of students and teachers from different disciplinary backgrounds enabled the service-learning program to meet the various needs of the community. On the one hand, a holistic treatment of community problems was possible because more human and technical resources were immediately available. On the other hand, this also helped to diminish the biases among disciplines and further promote

among the participating units greater appreciation for the expertise of people from other academic backgrounds.

As demonstrated in the specific project reports, the efforts of one academic unit were maximized while assisting another unit deal with a particular problem or need in the community. In the first year of its implementation, the service-learning program of Silliman University was able to introduce a minimum of 17 specific intervention projects which benefited a multi-sectoral group in the community. It was also noted that the close involvement in the program of cooperating residents achieved more positive results than when they simply waited to receive the services provided to them by the participating academic units.

Project Design. Nevertheless, it was clear that an interdisciplinary approach to service-learning could also lead to contradictions or overlaps when the specific intervention projects of the participating academic units are not clearly and specifically designed. In the experience of Silliman University, it was important to begin with a baseline survey of the community in order to identify the priority needs of the community. Moreover, the survey had to be validated by the community before specific intervention projects could be designed. These priority needs and the possible barriers to meeting them were also presented to the local leaders during an assembly.

The vision and mission of the program also served as a guide in project designs. Before they were carried out, the individual proponents of specific intervention projects assessed how their expected results would contribute to the attainment of the objectives of the other projects and how they could also benefit from them. The project design used in the pilot program, however, has to be supplemented by the syllabus designed by the teachers and has to be appropriate for the subjects he or she handles. However, this was not explored in the pilot program but was found to be necessary in harmonizing and facilitating instructions and activities within and outside the classroom.

The activities contained in the project design need to be reflected in the syllabus in such a way that it would serve as a guide for the teacher when the students are brought to the community to serve and shed light on how they are supposed to learn. The syllabus has to have the objectives expressed along the cognitive and affective domains of learning. In addition, it should include the concepts to learn, the strategies and activities as well as schedules, the resources needed, the expected learning of students, the procedures for value reflections and the integration of theory and practice, and the manner of evaluating what students learned. In effect, the syllabus that each student also has would guide him or her along with their teachers.

Coordination. Running various projects involving different people in the same community was not an easy task. The lessons from the program show the significant role of the program coordinator who came from the Department of Social Work, the lead academic unit of the community-based service-learning program. Because they were tasked to organize and mobilize the community, Social Work students, under the supervision of their program coordinator, were responsible for arranging the community activities of the other academic units. For this reason, it was important for them to possess not only a thorough knowledge of the vision and mission of the program but also of the developments happening in the community. Their effective coordination of field work activities and schedules of participating units and the cooperating residents prevented overlaps and conflicts.

Likewise, it was the program coordinator's responsibility to settle emerging problems among those involved in the program, to call regular meetings for group sharing of activities, and to regularly visit the community for on-site monitoring and not just rely on the reports received by the office. Finally, it was the program coordinator's task to provide the administration with progress reports and university visitors with information about the program.

Monitoring and Supervision. Meanwhile, because of its dual nature as both academic and extension program, service-learning was under the supervision of the Office of the Vice President for Academic Affairs and the Office of the Extension Director. But the two offices also need to develop mechanisms to perform their tasks particularly as the Extension Office is structurally not under the Office of the Vice-President for Academic Affairs. In effect, the program coordinator had to report to either of these offices depending on the decision made by a particular stakeholder.

In Silliman University, monitoring and supervision done at this early stage of the program implementation is still rather loose. Once service-learning is fully integrated into the curriculum, the administration has to decide on a structure which clearly shows which office it will belong. In addition, a Service-learning Program Director has to be appointed to manage the program of all the academic units to ensure that the principles of service-learning are observed and the rights and welfare of students as well as those of the community residents are protected. As one of the functions of this office is to locate funding for the projects, the Service-learning Program Director is expected to link up with prospective agencies which support programs of this sort.

Documentation of Operation and Evaluation. Despite its importance in monitoring the program's operation and terminal evaluation, proper documentation continues to be a problem in various community programs. In the experience of Silliman University, each academic unit was required to submit a monthly progress report which contains information about the activities for the month, the problems encountered and the mitigations undertaken, the accomplishments, and the future plans. The prompt submission of progress reports allowed closer follow-up monitoring in the field and the discussion of the problems during meetings for immediate solutions.

Students involved in their projects were expected to submit their activity and reflection reports to their faculty coordinators.

These reports served as one of the bases of their project progress report. In this manner, the students were also trained to be conscious in documenting their field activities. These student reports were to be reinforced by the actual field observations of the faculty coordinators. At the end the program, the faculty coordinators compiled the monthly reports and used them as basis for the terminal report.

During the pilot implementation by Silliman University of its service-learning program, a faculty member was assigned to take charge of operation research which documented the whole set of activities of the program from the beginning to the close of the school year independent of what the specific faculty coordinators were doing. The results of the operation research verified and validated the observations of the program coordinator. In the course of the pilot implementation, operation research, which began during the baseline survey and terminated during the community evaluation survey, was one area in which student-volunteers were involved and which became both a learning and an awakening experience for them.

Processing and Reflection of Experiences. The community evaluation survey was used to measure the impact of a community-based service-learning program on the cooperating residents. The same survey was also used to measure the impact of the program on the participating students. As the student journals reflected what students learned and the values they realized as a result of their service to the community, they helped students make sense of these impacts on them. Also included in these journals were problems that had to be resolved together with their faculty coordinators when they returned to the classroom.

Under the service-learning program, the processing of the lessons students learned and the problems they encountered in community work constituted a major component of the teaching strategy of Silliman University faculty involved in the program. The teachers processed not only the skills their students learned or needed to improve, but also the student reflections on the values

that they have learned from serving people. Although most of the faculty coordinators conducted their reflections in school, some of them preferred to do it in the community right after every visit. The latter procedure had the advantage of immediately allowing productive discussion as the lessons and problems the students encountered in providing services to people were still fresh in their minds.

The skills and new knowledge gained as well as the values realized are considered as measures of how much the participation of the students in the service-learning program has changed them. Students who participated in the program to fulfill a course requirement received equivalent grade credits while the student-volunteers gained some sense of fulfillment at having served people in need. It would be safe to assume that this the exposure to community work has also enhanced the knowledge students learn in the classroom.

Best Practices to Develop for a Successful Program

Some best practices described in this section result from a critical assessment of both the positive and negative experiences in the implementation of the community-based service-learning program of Silliman University. They are described here in order to serve as guide in making the future operation of the service-learning program of Silliman University even more effective in the future.

Commitment and Dedication. Engaging in community work during weekends demands taking time off from home and social activities. This entails sacrifices and physical stress on the part of the students as well as their teachers. Particularly for those students living full time in the community, this means getting away from usual social activities with friends and families in the city or at home. For participants in this program, only their deep sense of commitment and dedication to the community enabled them to cope with this challenge. In this way, they learned to value the social and psychological benefits that come from serving others.

The reflections of some students in their journals recorded their sense of fulfillment after they left the community where they have rendered services to cooperating residents who were receptive to their efforts. This experience enabled these students to realize how in their small way they were able to change the lives of these people for the better. Their reflections suggest not only their commitment and dedication to help others, but also the strong sense of satisfaction and achievement as a result.

Participatory in Conduct. The interdisciplinary approach to a community-based service-learning requires the involvement of various stakeholders such as the faculty coordinators of various academic units, the participating students, and the cooperating community residents. Such tripartite relationship suggests the complexity of interaction among those involved. Although there is a program coordinator and a lead academic unit to facilitate the smooth implementation of program activities, decision-making has to be shared and every one is free to give opinions while others critique them. Therefore, a service-learning program must observe participatory conduct in all its undertakings in the academe as well as in the community. Collective decisions have to be arrived at after consultation and every one must also have a corresponding role to play in the realization of this decision. In other words, being participatory in the management of a service-learning program means the sharing of power and responsibilities toward the achievement of a common vision. It is not enough for participants to be involved only in planning. They must also be actively involved in the implementation of the plan. This also means that program coordinators do not only make the plan and let others carry it out. They must work together with all those involved to draw the plan or scrutinize proposals and suggestions. Several styles in participatory work are available which may be adapted to the work conditions and personalities of different people in the group.

Although an initiator is needed for things to start happening, those involved must be responsive to the invitation to join in the

deliberation of the plan. This implies that the success of this dynamic depends on the active involvement of participants of the program. It is imperative to develop the participants' creativity and encourage them to take initiatives which will contribute to the success of the project. This is true between program and faculty coordinators, between students and faculty coordinators, and between the cooperating residents and the students. In participatory work, no one remains merely a spectator who maintains a wait-and-see attitude without care whether the program will fail or succeed. Everyone is expected to be an initiator of new ideas as this ensures the continuance of the service-learning program even if the core group who started it is no longer around. The participatory approach in service-learning allows for a wide ownership of the program which is necessary for its sustainability. This is what the program of Silliman University aims to realize although it may take time.

Process-oriented and Goal-directed. A service-learning program may either be process-oriented or goal-directed depending on the financial and time constraints of the program. It has always been a debate whether the end will justify the means or whether shortcuts should be allowed in order to achieve the required results of the program. Questions such as whether the program should impose on the community what they need or should the faculty coordinators always tell their students what to do need to be addressed at the outset. Needless to mention, participants feel a sense of fulfillment in this working atmosphere when the goal is commonly shared.

Goal setting is thus a necessary precondition in any program in order for it to have direction. Nevertheless, if it is over-emphasized to the detriment of the democratic participation of all concerned, it will also undermine the expected positive results that may be derived in the process. Similarly, if the process is over-emphasized without a direction anchored on a certain goal, the whole process becomes a futile exercise.

In the community-based service-learning program,

particularly as practiced by Silliman University, the goals are to develop students to be skillful and become socially responsible and at the same time to empower the community to meet their needs. These goals can not be achieved overnight and it will take a long process until the impact of service-learning becomes more grounded. In balancing between the process to be observed and the desired goals to be achieved, the service-learning program must consider these merits. For the goals of the community-based service-learning to be achieved requires time, five years at the least, of sustained partnership with the community.

Community Empowerment. The ultimate aim of Silliman University's Service-Learning Program is to work with as many partner communities that need assistance. For this reason, it must take into account the ability of the cooperating residents to sustain the work as soon as the program moves out. To facilitate this, the program must recognize that the ability of the people to assume the responsibility to continue the program depends on the kinds of capacitating activities that have been earlier introduced and presently carried out.

The major initial projects of the community-based service-learning program of Silliman University revolved around community organization and mobilization. Providing support were a number of capability building activities aimed at strengthening the organizational dynamic and structure. The program has already made some gains to deal with these concerns through all its capacitating projects but much is still to be done during the succeeding years. It is here where the expertise of students in Social Work and those in Sociology and Anthropology becomes more relevant. For their part, the Business students provided the cooperating residents' livelihood projects with economic incentives thus encouraging the community to initiate more projects. The health care services provided by the students of the College of Nursing, the Department of Medical Technology, and the Physical Therapy Program were also geared towards motivating the community to take more active part and eventually be empowered

in matters concerning health. The student-teachers of the College of Education, on the other hand, helped to raise the awareness of young students about the importance of education and the significance of collective work and self-reliance.

Community empowerment is a pre-requisite for program sustainability. It is measured by the ability of the residents to decide what is good for them and to create and exercise whatever means they believe will satisfactorily meet their needs. This also signifies their ability to overcome socio-cultural and political barriers and utilize available human and material resources in their pursuit of the common good. For this reason, community empowerment is only possible when the capacitated residents have been organized and mobilized. The community-based service-learning program can only fully contribute to social transformation if community empowerment is achieved.

Instill Social Responsibility among Students. The Service-learning program aims to instill a greater sense of social responsibility among students while it also empowers the community at the other end. While it is true that service-learning is academic based and students may be more motivated by the grades they expect to get which are taken as measure of what they have learned, such should be coupled with the development of their sense of social responsibility.

It has been observed that when students were introduced to the concept of social responsibility either as a pre-requisite or a possible outcome during their orientation to the program, many of them performed their tasks in community work better and show stronger desire to serve. Some of them, however, developed such value only after they had been exposed to the community and had seen the situation of disadvantaged people. Such stories of how their worldview had been influenced after a close and personal encounter with real people in need are reflected in their individual journals, samples of which are included in the department reports in this collection.

For their part, the faculty coordinators must be keen

observers of the behavior of their respective students in the community in order to see their transformation. They also have to set the mood in which the students could easily develop the sense of social responsibility desired by the program. But to accomplish this, they first have to demonstrate to the students their own sense of social responsibility. As discussed in social psychology, modeling influences another person's behavior more than the use of suggestion or coercion which has only superficial impact when the source is not credible. Thus it would be difficult to instill the sense of social responsibility to students when the faculty coordinators do not possess it themselves.

The fact that the faculty coordinators of Silliman University accepted the invitation to be part of the pilot service-learning program is already a demonstration of their own sense of social responsibility. Their enthusiasm to be of service to others has served as inspiration for their students to do the same.

Institutionalization. All the foregoing depends foremost on the institutionalization of service-learning. This means that it has to have a place in the academic structure of the university, perhaps under the Office of Instruction, with a coordinator or a director. This office would be responsible for providing orientation and training to teachers on service-learning and in overseeing its practice by various disciplines. Moreover, this office should encourage teachers to explicitly integrate it into the curriculum of the disciplines where it is more appropriate and to be guided with a module or syllabus. This would make possible a harmonized and systematic conduct of activities in the community and the classroom and not simply in a sporadic way. Moreover, a standard procedure has to be installed that the academic units could follow when they make links with the communities and other agencies where they will send their students for service-learning.

It is also important that the university administration should allocate financial resources and remuneration or incentive of whatever forms commensurate to the efforts of teachers who would spend sometime in the community for service-learning. This

demands more time and effort on their part and the giving of reasonable incentives is just appropriate to sustain service-learning in the university. It is also presumed that once the institutionalization of service-learning is realized, this would further facilitate linkages with other institutions that ventured into it in the international academic community. This would then make possible the exchanges of experiences and resources with them and further improve the state of service-learning in this part of the world.

Glossary of Local Terms

Antipolo type- a traditional type of toilet without a bowl but with only a small hole situated directly above a pit covered with light materials

Barangay- the smallest political unit in the Philippines; also known as village

Barangay Captain- the elected political head of a village

Barangay Kagawad- an elected member of the Barangay Council

Barangay Tanod- a designated peacekeeper or police in a village

Buko- a young coconut

Hilot- a traditional midwife, either trained or not, who assists in child delivery

Kapunungan sa Kasakit- a voluntary association in the village created to provide mutual financial help during difficult times (i.e. the death of a family member).

Lagundi- five-leaved Chaste tree (*Vitex negundo L.*) whose leaves are boiled and used as medication for productive cough due to congestion and bronchitis (de Guzman-Ladion 1985: 19).

Nipa- a kind of palm growing in swampy land particularly near the coastal areas

Pakiramdam- feeling for the conditions or needs of others; empathy

Poblacion- the center of a town or municipality

Pulvoron- a local delicacy made from flour, powdered milk,

margarine, and sugar as basic ingredients.

Purok or sitio- a sub-unit of a village composed of cluster of houses.

Sangguniang Kabataan- a council created by law composed of the youth in every barangay aging 15 to 21 years old

Sirguwelas- *Spondias purpurea* L. Anacardiaceae

Starapple- *Chrysophyllum cainito* L. Sapotaceae

Tabu- a regular day for market within a designated place in a village

Tocino- a marinated pork either grilled or fried

Torta- a native bread or cake baked in a homemade oven

Tuba- a native wine derived from coconut sap

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