Tuluyang Bahaginan: A Community Engagement Project Assessment as Basis for Continuous Improvement

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Abstract

This study assessed the college community engagement (CCE) with the partner community that focuses on the provision of seminars and workshops to the students to enhance their knowledge on basic accounting and management principles to be applied on their respective family-owned and home-managed enterprises. In this study, the specific objectives are to determine the assessment of the partners, the main motivation of the community partners for participating in the community engagement, impact to the community partners, the challenges, the community concerns being addressed, the fondest memories of the respondents, the activities that need further improvement and to find out the community partners' responses on their willingness to continue the CCE. Descriptive research design was employed in this study with the application of the percentage, frequency distribution and the mean of the available data collected. This study employed mixed methods research design which entailed the acquisition of both quantitative and qualitative data. Furthermore, quantitative data were gathered first and then analyzed. Consequently, the collection of qualitative data was done through the conduct of focus group discussion (FGD), where interview guide questions for the FGD were prepared by the proponent with the opening, introductory, key and ending questions. The IBM SPSS Text Analytics software was used to facilitate the interpretation of the transcribed word-for-word responses by identifying the frequencies of similar words from various statements and building categories or themes from such. The transcription of responses was prepared in Microsoft Excel format. Likewise, text analyses of responses for the eight interview questions and some follow-ups based on the responses were accomplished. Results revealed that the CCE needs further improvement and worthy of continuity leading to a sustainable community engagement.

Keywords: community engagement; community partners' interest; benefits; and satisfaction

1. Introduction

Community engagement is a meaningful participation of a person or group of people with an aim to share responsibility to the community. It is a service which requires time and attention focusing on the needs of the partner community.

The researcher as the College Community Involvement Coordinator, conceptualized a community engagement to give support to its mission of providing seminars/workshops and to serve as panelists for the students of Balete Family Farm School (BFFS) for the girls and Dagatan Family Farm School (DFFS) for the boys. In coordination with the community involvement office, the agreement was made by De La Salle Lipa, College of Business, Economics, Accountancy and Management (CBEAM) with BFFS and DFFS. Therefore, the CBEAM decided to implement the "Tuluyang Bahaginan: The CBEAM Way" program for the students of

BFFS and DFFS, effective June 2014 onwards, subject to the terms and conditions unless terminated with the written agreement of the authorized representatives of the DLSL and BFFS & DFFS.

"Tuluyang Bahaginan: The CBEAM Way" program aims to provide seminars and workshops to the students to enhance their knowledge on basic accounting and management principles to be applied on their respective family-owned and home-managed enterprises. The resource speakers and facilitators of the program come from the faculty of CBEAM. The theme and topics of the training program are based on the training needs of the students. BFFS and DFFS are responsible to assign participants to the training program, provide the venue for the training of the DLSL CBEAM team and give the certificates for the speakers and the students.

DLSL CBEAM ensures that the faculty members who shall engage as resource speakers and facilitators are highly competent to conduct the training. CBEAM also provides the materials needed by the resource speakers and facilitators in the conduct of training.

1.1 Significance of the study

This study shall increase the awareness and knowledge of the students, faculty and staff from other colleges, and other employees of the schools regarding the service-learning activities and the value of sharing. Knowledge about the topic will provide the students an edge as they prepare for their future professions to be more socially responsible. The faculty, staff and other employees will also be able to expand their knowledge regarding community involvement activities. The interviewees of the partner schools shall also be able to assess the areas for improvement.

The study can give the researchers an awareness of the shared values to the community. This could also help the researchers in their future work endeavor and future studies. The academic institution may also utilize the study as an additional source of information for instructors and students to continue engage and serve the community which are aligned with DLSL's core values of faith, service and communion.

The research objectives that were sought in this paper are to determine the assessment of the partners to the CBEAM Community Engagement (CCE); main motivation of the community partners for participating in the CCE; impact of the CCE to the community partners; challenges of the CCE to the community partners; community concerns being addressed by the CCE; fondest memories of the respondents in partnership with CBEAM; activities that need further improvement; and to find out the community partners' responses on their willingness to continue the CCE.

This study focused on the two community partners, Balete Family Farm School for the girls (BFFS) and Dagatan Family Farm School for the boys (DFFS).

A Family Farm School (FFS) is defined as an association that focuses on assuming responsibility for development and promotion of the rural development through integral educative actions as a way of responding

to common problems. FFS is an association of families, professionals and institutions of the community with an aim to help the youth in the community.

Balete Family Farm School, Inc.

Balete Family Farm School, Inc.is a non-stock and non-profit organization dedicated to setting up rural based secondary and post-secondary school for girls. It was registered in the Department of Trade and Industry in February 2001 and was collectively managed with other farm schools by Pampamilyang Paaralang Agrikultura, Inc. (PPAI). On February 3, 2002, the School was registered with the Securities and Exchange Commission. In connection with the discontinuation of the school's operation under PPAI management in March 2003, the management and administration of the School's operation were entrusted to the School's Board of Trustees.

Dagatan Family Farm School, Inc.

Dagatan Family Farm School started operations in June of 1988. It envisioned addressing poverty in the community by strengthening family values, catalyzing community development, engaging in enterprise education and investing personal formation. It caters to the families of small farmers and small entrepreneurs in Lipa City and its neighboring municipalities. The beneficiaries are the families because while the school directly caters to educational formation for secondary education of the children, it also provides formation and assistance to their families, parents and business.

According to Smith (2017), the volatility of community-based government programs and the emergence of new initiatives further complicate community involvement. He emphasized that many communities have grown tired of being participants of strategies focused on assessments that never reach implementation or goals, and of being abandoned when funding ends. He mentioned that a framework that melds lessons learned from previous programs and existing models with web-based resources and new initiatives provides insights for sustainable and agile community-based solutions. Through the framework, other implications include ways to align multiple assessment and planning requirements.

As mentioned by Hatcher (2011), college students' civic engagement is readily endorsed as an aspiration in higher education. He further mentioned that it's really challenging to define and assess civic learning outcomes as these bring clarity to the knowledge, skills, and dispositions of civic-minded graduates and offers advice on program development and assessment strategies to reach civic outcomes.

As stated by Moore and Mendez (2014), college students succeed by engaging with faculty, peers, and the community. He mentioned further that organizational learning strategies can be utilized by institutional leaders to learn what works to support civic learning outcomes and student success.

It was emphasized by Pike, Bringle & Hatcher (2014) that the emergence of civic community engagement has been evident in all types of institutions, including community colleges, liberal arts institutions, comprehensive universities, metropolitan universities, professional schools, and large research universities. He

further stated that higher educational institutions have begun to reexamine the structures, frameworks and procedures associated with civic engagement activities.

A study on methods and strategies for assessing service learning (Shinnamon, Gelmon, Holland, 1999), the End-of-Program Survey" was used with the intention to describe the perspectives and attitudes of community partners for service learning courses focusing on several issues related to their experiences. The survey focused on the assessment of the topics on the partner's view on the perceived impact of the students and their motivation for participating in service-learning programs as well as their satisfaction with the roles and responsibilities in the process of teaching service-learning courses, community involvement and the influence of the university-community partnership.

The survey questionnaire pertains to the influence and impact of service-learning to the community, the role of the mentors and student's involvement in the community. This instrument is useful in describing various perspectives and experiences of community partners who supervise students in service-learning courses. Likewise, this was designed as a posttest tool to assess community partners after they have participated in a service-learning program. As a posttest, the instrument serves to describe the profile of community partners supervising students in service-learning courses. However, this tool has broader applications and modification to a pre/posttests allows the researcher assess change in community partners' perceptions over time.

According to Stanley (2009), there are nine areas in which community engagement made a positive impact and they have corresponding benefits. In general, this focused on research partnerships and many of its findings are relevant to community engagement. First area emphasizes on the agenda in which engagement changes the focus and choice of the projects and its initiation as well as the potential to obtain funding that requires community engagement becomes accessible and new areas for collaboration are identified. The second area focuses on the design and delivery in which improvements to study design, tools, interventions, representation, participation, data collection and analysis, communication as well as dissemination can be implemented. Likewise, new interventions or previously unappreciated causal links can be identified through the community's knowledge of local circumstances and the speed and efficiency of the project can be enhanced by rapidly engaging partners and participants and identifying new sources of information. Third area is implementation and change wherein improvements can be made in the way research findings are used to bring about change through new or improved services, policy or funding changes, or transformation of professional practices, and capacity for change and the maintenance of long-term partnerships can be expanded. Fourth area focuses on ethics in which engagement creates opportunities to improve the consent process, identify ethical pitfalls, and create processes for resolving ethical problems when they arise.

Fifth area is the involvement of the public in the project which focuses on the knowledge and skills of the public involved in the project that can be enhanced, and their contributions can be recognized possibly through financial rewards. These efforts foster goodwill and help lay the groundwork for subsequent collaborations.

The sixth area focuses on academic partners who can gain enhanced understanding of the issue under study and appreciation of the role and value of community involvement, which sometimes result in direct career

benefits. In addition, new insights into the relevance of a project and the various benefits to be gained from it can result in increased opportunities to disseminate its findings and its wider use.
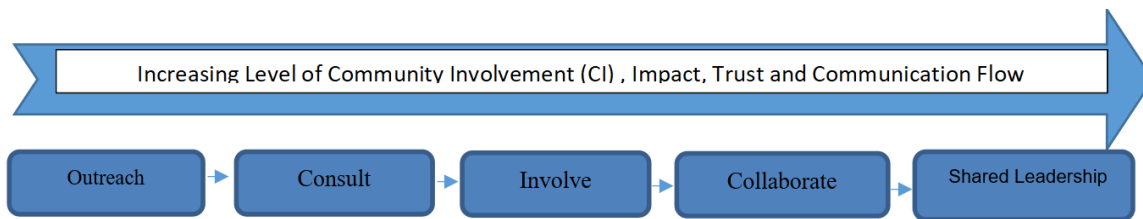
Seventh area focuses on individual research participants whose improvements in the way studies are carried out can make it easier to participate in them and bring benefits to participants. The eighth area focuses on community organizations which gain enhanced knowledge, a higher profile in the community, more linkages with other community members and entities, and new organizational capacity. These benefits can create goodwill and help lay the groundwork for subsequent collaborations. The last area is the general public which is likely to be more receptive to research and reap greater benefits from it.

As emphasized by Fetterman (2008), there are two approaches in framing an evaluation of community engagement programs. These are the participatory evaluation and empowerment evaluation. The first approach being participatory, the evaluation process is being conducted with active engagement of the community in all stages. This evaluation approach can help improve program performance by involving key stakeholders in evaluation design and decision making, acknowledging and addressing asymmetrical levels of power and voice among stakeholders, using multiple and varied methods, having an action component so that evaluation findings are useful to the program's end users, and explicitly aiming to build the evaluation capacity of stakeholder that empowerment evaluation is an approach to help ensure program success by providing stakeholders with tools and skills to evaluate their program and ensuring that the evaluation is part of the planning and management of the program. The second approach is empowerment evaluation which ensure that the program runs effectively with the help of the program personnel who are equipped with the necessary skills to conduct their own evaluation.

It was also emphasized by Burke (1999), that the major goal of empowerment evaluation is to transfer evaluation activities from an external evaluator to the stakeholders which has four steps. The first step is taking stock of the program and determining where it stands, including its strengths and weaknesses, the second step is establishing goals for the future with an explicit emphasis on program improvement, the third step is developing strategies to help participants determine their own strengths that they can use to accomplish program goals and activities and the last step is helping program participants decide on and gather the evidence needed to document progress toward achieving their goals.

1.2 Theoretical Framework

One way to assess the community engagement efforts between the institution and the partner community is to consider the Increasing Level of Community Involvement, Impact, Trust and Communication Flow.

Outreach involves some community involvement communication that flows from one to the other, to inform and to provide community with information. Entities coexist with an outcome to optimally, establish communication channels and channels for outreach.

Consult involves more community involvement communication that flows to the community and then back. It also refers to answer seeking gets information or feedback from the community and entities share information with an outcome to develop connections.

Involve focuses on better community involvement communication that flows both ways which is also described as a participatory form of communication that involves more participation of the community on issues. Entities cooperate with each other with an outcome of visibility of partnership established with increased cooperation.

Collaborate gives emphasis on community involvement communication where the flow is bidirectional and forms partnerships with community on each aspect of project from development to solution. Entities form bidirectional communication channels with outcomes of partnership building and trust building.

Shared Leadership involves strong bidirectional relationship and final decision making is at the community level. Entities have formed strong partnership structures with outcomes of broader health outcomes affecting broader community, and strong bidirectional trust.

This paper was anchored on Community Coalition Action Theory (CCAT). It is an appropriate theoretical framework as it occupies a unique and important role in tying community engagement to theory.

Butterfoss et al. (2009) articulated CCAT based on research on the collaborative engagements of coalitions. In laying out CCAT, they provided practice-based propositions that address processes ranging from the formation of coalitions through institutionalization. He emphasized that although CCAT is designed primarily to understand community coalitions, community engagement is not limited to coalition processes. Even so, CCAT and community engagement have a common focus on long-term relationships, and CCAT offers propositions that are clearly relevant for undertaking and sustaining collaborative processes for community engagement. Additionally, CCAT addresses the full range of processes from initiation of new collaborative activities to institutionalization of mature relationships. Finally, CCAT propositions support the nine principles of community engagement which are define purposes, goals and populations, know the community, go to

community, look for collective self-determination, community partnerships are critical, respect community diversity and culture, mobilize community assets, and develop capacity, maintain flexibility, and commitment to collaboration.

As cited by Bandy (2011), community engagement is typically incorporated into a course or series of courses by way of an action-based project that has both learning and community goals. This project is designed by way of collaboration between faculty and community partners, such as non-governmental organizations or government agencies. The students are being asked to apply the project course content to community-based activities which gives them the experiential opportunities to learn in real world contexts and develop skills of community engagement, while affording community partners opportunities to address significant needs. Vanderbilt University's Sharon Shields has argued that service learning is "one of the most significant teaching methodologies gaining momentum on many campuses. Service learning when properly done through community engagement really benefits students, faculty, communities, and higher educational institutions.

Institutional assessment plays an important role in improving practice in higher education. Gathering systematic data provides insight into campus culture and student learning, and it can help guide the location of resources. As more campuses devote resources to support service learning and civic engagement, it is imperative that assessment strategies provide information on trends among faculty and students (Pike et al, 2014).

2. Materials and Methods

This study employed descriptive research design to answer the problems stated and to attain the objectives of the study. The researcher used the most common type of descriptive research tool. This is action research which focuses on a cycle of inquiries and actions, which typically follows a predefined process, that is repeated over time. This focused on identifying a problem or concern in the community, collect data on the problem, organize, analyze, and interpret the data, develop a plan to address the problem, implement the plan, evaluate the results of the actions taken, identify a new problem, and repeat the process. As the researcher is aiming for continuous improvement, this research will lead to increasingly better results for the institutions, faculty members, programs, and the partner community as well.

The researcher used mixed methods which entailed the acquisition of both quantitative and qualitative data. Both methods provide important information for evaluation, and both can improve community engagement and will generally provide the best overview of the project.

Quantitative data were collected through a survey questionnaire. The analysis of quantitative data involves statistical analysis, from basic descriptive statistics to complex analyses. Quantitative data collected can show its outcomes and impact through in-depth analysis and discussion. The strengths of quantitative data for evaluation purposes were derived from the participation of the respondents who are involved in the activity leading to the reliability of collected data. The researcher conducted interviews and facilitated a focus group discussion. Further, the researcher applied the SWOT analysis to determine the areas for improvement.

Qualitative data were gathered through direct interviews and focus group discussion. Analyses of qualitative data include examining, comparing and contrasting, and interpreting the data collected. Interviews were

conducted under controlled conditions and set of questions were asked in an open-ended manner. The recording of the interviews is very helpful, thus the research proponents conducted with appropriate permissions so as to facilitate the analysis of themes or content. Some interviews focused on a person's perceptions and motivations. FGD is run by a facilitator who leads a discussion among a group of people who have been chosen by the research proponent as they are the key persons involved in the study with specific characteristics and were clients of the program being evaluated. Focus group participants discussed their meaningful ideas and insights in response to open-ended questions from the facilitator. The strength of this method is that group discussion can provide ideas and stimulate fondest memories with topics cascading as discussion occurs.

The study was conducted at Balete Familty Farm School (BFFS) and Dagatan Family Farm School (DFFS) with total enumeration participated by the faculty members. The data gathering was done through the researcher's proper scheduling of visit to each school depending on the availability of the respondents. The study used the percentage, frequency distribution and the mean of the available data collected. After quantitative results have been analyzed, one-on-one semi-structured interviews were scheduled online via Google Meet to have an in-depth assessment and to explore more on the experiences of conducting the service-learning activities of the faculty of CBEAM to the two (2) partner schools, the BFFS and the DFFS. The researcher had a series of meetings with the director and principal of the partner schools to seek from their consent to participate in the interviews. As stipulated in the consent form, they were reminded of their right to withdraw from the interview at any point. Computerized transcriptions of the participants' responses were then accomplished both in Microsoft Word and Excel formats. Data were analyzed using a separate software (IBM SPSS Text Analytics Software).

The said software facilitated the interpretation of the transcribed word-for-word responses by identifying the frequencies of similar words from various statements and building categories or themes from such. Using the transcriptions of responses prepared in Microsoft Excel format, the software began the analyses by taking note of similar words from the responses made by the interviewees furnished in a list labelled as 'extractions.' From these extracted words, the process of building categories follows, which furnished the themes from the responses of the participants to the eight interview questions and some follow-up queries based on the responses.

The researcher sought the approval from DLSL Director of Research and Publication and the Vice Chancellor for Research to conduct a study. Upon approval, the researcher coordinated properly with the respondents, and asked permission for the conduct of study.

The researcher considered the most important principles of Bryman and Bell (2007) in the conduct of research which are research participants were not subjected to harm in any ways whatsoever. In this study, the respect for the dignity of research participants was prioritized and full consent was obtained from the participants prior to the study. The research proponent ensured the protection of the privacy of research participants, adequate level of confidentiality of the research data and anonymity of individuals and organizations participating in the research. Most importantly, the research proponent avoided any deception or exaggeration about the aims and objectives of the research. It was emphasized that affiliations in any forms, sources of funding, as well as any possible conflicts of interests were declared and any types of communication

in relation to the research were done with honesty and transparency. Lastly, any type of misleading information, as well as representation of primary data findings in a biased way were avoided.

Since community involvement (CI) is an important activity of DLSL, this study has great contribution to the fields of knowledge and serves as a good reference in formulating the course learning outcomes to the integration of CI in the curriculum. The result of this study serves as basis for continuous improvement to have a sustainable community engagement.

3. Results and Discussion

Table 1 shows the assessment of the two (2) partner schools, BFFS & DFFS to the CBEAM Community Engagement (CCE). Results revealed that the respondents have very high level of agreement on the services being rendered by the faculty member of CBEAM in terms of location for a conducive teaching-learning activity with a mean score of 4.5. This is followed by the alignment of objective with the partnership agreement of the proponent and beneficiary, deeper appreciation and understanding of the program/activity, both got a mean score of 4.36. Next is the creativity and resourcefulness and motivation and encouragement of involvement with discipline which both got a mean score of 4.29. Building partnership and teamwork, and worthy experience both with a mean score of 4.23, and proper coordination with the school/community with a mean score of 4.21 were shown in the table.

Results also revealed that the respondents have a high level of agreement on the relevance and timeliness of the activity with a mean score of 4.14 as well as the clear understanding of the program's objective with a mean score of 3.93. The location is conducive for teaching-learning activity got the highest mean simply because of the appropriate place and the faculty member who was assigned in conducting the service-learning activity was equipped with the knowledge and expertise and competent enough in sharing the information for a better learning outcome. The lowest mean score of 3.93 for the clear understanding of program's objective indicates that the basis for the rendition of service was the topic being requested depending on the availability of the concerned faculty. As cited by Bandy (2011), community engagement is typically incorporated into a course or series of courses by way of an action-based project that has both learning and community goals. This project is designed by way of collaboration between faculty and community partners, such as non-governmental organizations or government agencies. The students have to apply course content to community-based activities in this project. This gives students the experiential opportunities to learn in real world contexts and develop skills of community engagement, while affording community partners opportunities to address significant needs.

Teaching through community engagement really benefits students, faculty and communities thus, the proponent designed this community engagement activity to promote collaboration between the faculty and community partners. Assessment of community engagement of the higher educational institution is essential to improve its practices and to sustain the existing engagement. The collaboration and sharing of knowledge provide new insights for both the faculty and the students. As the research proponent, being the institution's

community involvement coordinator conceptualized the partnership to engage in a meaningful community engagement by providing time and resources to support the service-learning activities.

Table 1. Assessment of the partners to CBEAM Community Engagement (CCE)

Item	Mean	Interpretation
1. The location is appropriate and conducive for teaching-learning activity.	4.50	Very High
2. The objective is in line with the partnership agreement of the proponent and beneficiary.	4.36	Very High
3. A deeper appreciation and understanding of the program/activity is achieved.	4.36	Very High
4. The activity showed creativity and resourcefulness.	4.29	Very High
5. The activity is motivational, encouraged involvement with discipline.	4.29	Very High
6. The activity builds partnership and teamwork.	4.23	Very High
7. The experience is worth the time and effort.	4.23	Very High
8. The activity is properly coordinated with the school/community.	4.21	Very High
9. The activity is relevant and timely.	4.14	High
10. The objective is clearly understood by the members of the community	3.93	High
Composite Mean	**4.29**	**Very High**

Table 2 shows the frequency distribution of respondents pertaining to motivation for participating in a partnership with CCE. It was revealed that the majority of the respondents ranked making a connection with the school and improving student learning as the first and second which motivate them in participating with partnership. This was followed by getting ideas to improve the organization's progress as the third, encouragement for the students as the fourth, increase organizational capacity and needed additional help as fifth and sixth and lastly teach students about the mission of the organization as the seventh. The connection with the school and improvement of student learning got the highest rank in terms of motivation because collaborative learning is very essential, and improvement of the students' learning is really the main reason for the partnership for a sustainable teaching-learning activity. Likewise, community service learning focuses on student-centered learning. It was supported by the study of Thompson and Jesiek (2014) which stated that it is

important to investigate different motivations of the project partners and advisors in relation to the program's larger goals and objectives. He emphasized that being more explicit on the importance of students' learning about partner organization would be one way for service-learning programs to improve its alignment with the motivations of the partners.

Table II. Motivation in participating in a partnership with DLSL CBEAM

Item	Frequency	Rank
1. Make a connection with the school/university	14	1.5
2. Improve student learning	14	1.5
3. Get New Ideas to improve my organization's progress	13	3
4. Encourage students to adopt careers in my type of organization	10	4
5. Increase Organizational Capacity	8	5.5
6. Needed additional help	8	5.5
7. Teach students about the mission of my organization	7	7

Table 3 shows the ranking of the respondents in terms of impact in the organization for participating in a partnership with CCE. It was revealed that visibility of partnership established with increased cooperation ranked the highest impact and optimally communication channels ranked the lowest. The visibility of partnership established with increased cooperation ranked as the highest in impact as both partners have a common goal of a strong partnership and cooperation is very crucial to continuous collaboration and knowledge sharing while optimally communication channels ranked the lowest impact due to time constraint and a lot of deliverables of both partners. New connections and networks with other community groups, partnership building, trust building, entities sharing information may have an impact also in the organization. This was supported by the study of Milnar (2014), about Community Engagement and Participation in Collective Impact Initiatives. He mentioned that analysis of the collective impact initiatives through the lens of community engagement and participation finds that not all groups have been intentional about creating structures that, from the beginning, meaningfully involve affected populations at the leadership level. However, some groups are moving toward greater inclusion, and do rely on community members for consultation and implementation of strategies. It is very important that initiatives must consider that the deepest forms of engagement require

considerable capacity building and support of new leaders, and at all levels of engagement, that groups must take time to develop trusting relationships.

Table III. Impact in the organization

Item	Total	Rank
1. Visibility of partnership established with increased cooperation	51	1
2. New connections/networks with other community groups	47	2
3. Partnership building, trust building	44	3
4. Entities share information	36	4
5. Optimally establishes communication channels	32	5

Table 4 shows the ranking of the respondents in terms of challenges in the organization for participating in a partnership with DLSL-CBEAM. Results revealed that the level of student performance ranked first among the challenges and demands upon staff time ranked as the lowest. The aim of the service-learning activity is to put emphasis more on the level of students' performance, thus based on the results, this got the highest rank. The bottom line of the teaching-learning activity is the mastery of learning of the students that improve the level of students' performance. The demands regarding staff time got the lowest impact as this is partly being useful for them as part of the organization. Based on the experience of the research proponent, the challenges being faced in community engagement, particularly the service-learning activities are the scheduling and coordination. Proper assignment of the faculty experts in a discipline is very crucial to collaborate effectively with the community partners. As stated in the article of Margo Fryer on some key challenges to community engagement, participants work inevitably and learn through experience. Unfortunately, the assumption in the discourse seems to be that being an expert in a discipline is enough to qualify people to collaborate effectively with community partners. Community engagement requires sensitivities and skills that are not highly valued in some academic contexts. Hence, there is a need for both academic community partners to unlearn certain habits and attitudes as well as new skills.

Table IV. Challenges in the organization

Item	Total	Rank
1. Level of student performance	59	1
2. Level of student preparedness	50	2
3. Level of training required for students	47	3
4. Level of supervision required for students	40	4
5. Demands upon staff time	14	5

Table 5 shows the ranking of the respondents pertaining to the community concerned being addressed in the organization for participating in a partnership. It was revealed that educational youth development ranked as the highest as the main objective of the partnership is the students' development. Being the reason for existence of the institutions are the students' academic and character formation. However, poverty is the lowest in ranking as this is indirectly being addressed by the partnership although it is somewhat connected. As emphasized by Pennie Foster-Fishman, Michigan State University Community Professor Emeritus, it is very important to gain perspective from community members especially those being served. Every individual has unique talents, skills, cultural heritage, experiences, beliefs, and values. Based on the above-mentioned qualities, each person tends to learn different things from the experience of getting involved in community issues. As the contribution of each person is important, it is necessary to recognize, appreciate, and utilize his or her strengths. This will enable participants to see the ways in which their participation is helpful and important. Hence, educational youth development is very crucial in the partnership with CCE.

Table V. Community concerns addressed

Item	Total	Rank
1. Educational youth/development	14	1
2. Technology	10	2
3. Environmental Sustainability	8	3
4. Food Security	1	4
5. Poverty	0	5

The qualitative data results of the focus group discussion via the IBM SPSS Text Analytics Software. The first question of the interviews explored the insights of the respondents on the main motivation for participating in a partnership with CCE. Results revealed that partnership really motivates them to participate in community

engagement. Respondent #1 stated that their main motivation in partnership with CCE is for additional and continuous collaboration such as professionalism to the teachers and students especially the higher level in their school from Grade 9 and Grade 10 as they have a family enterprise project, which can help them to discuss some technical expertise in terms of business matters. Respondent #2 stated that one reason why they are participating in De La Salle Lipa- CBEAM community engagement is to collaborate with the experts and to learn new things and the reinforcement in setting up a business to get more information that they can share those learnings with their students. Respondent #3 stated that it is also his first time and a good opportunity to encounter participating with other schools and he thinks De La Salle will help DFFS in terms of the formation of their students in relation to business and enterprises. Similarly, respondent #5 stated that the main motivation for participating in a partnership with De La Salle Lipa is to have a wider and deeper knowledge that will develop their skills in business and to gain new knowledge and skills for the students. Respondent #5 emphasized that the main reason why they are participating in a partnership with De La Salle Lipa is more on community relationships and collaboration in which they can learn a lot of things such as professional training for the teachers and students to the service-learning experience. The same goes to respondent #6 which stated that collaboration is the main motivation as they are starting to gather some data and information for enterprise, additional learning, networking, and experience for the students as they immerse themselves in a business, and management in putting up with their own enterprise. Respondent #7 mentioned that they want to have a solid partnership with De La Salle Lipa that will contribute to their school the best practices, knowledge, and techniques and to learn more from a large network about building a business for their students. Lastly, respondent #8 emphasized that the partnership with De La Salle Lipa will provide them with additional information that they can also share and teach to their students to participate with other professional partners and explore their knowledge in a family enterprise project. It was also implied that because of this partnership, they were able to interact with business professionals in the industry like De La Salle CBEAM.

The second question focused on the impact in the organization for participating with DLSL-CBEAM Tuluyang Bahaginan. Respondents #2, 4, 6, 8 shared their insights that enhanced knowledge has the greatest impact in the organization. As mentioned by respondent 2, it will be the benefits of their students to develop higher-level thinking skills from the experts in business industry, boost their confidence, and make a big impression to their students by sharing their expertise. Because of the participation with DLSL-CBEAM, there will be sharing of the technical know-how to develop and establish their respective business. It also creates a better learning experience for their students. The students are enthusiastic and motivated to learn and bring with them new insights, perspectives, and knowledge. Similarly, respondent #4 stated that the impact of the partnership with other schools will be the development and knowledge that the students will get from the program. Respondent # 6 also stated that the impact in the community in participating with the partnership is for their students to have self-discipline and will increase student retention, self-esteem, and responsibility. In addition, they will have self-confidence in improving social and interpersonal skills. Respondent #8 shared that the impact of participating with DLSL-CBEAM in their organization will be focused on their students by boosting their morale and developing active listening to the speakers that may improve their personal relationships and increase their respect to themselves and to professionals. It will also inspire other people because they know that those people are more knowledgeable in business, and they can find a role model for their continuous learning. Respondents #3, 5 and 6 shared that real-world skills have a great impact in the organization. The impact in their school will provide opportunities for the teachers and students to have a system

to be improved as students and faculty may get new and fresh ideas. This is a way to be highly receptive to receiving career education from individuals working in their fields. This initiative has created a need for the expertise in businesses to educate students that is real-world, relevant, and meaningful. Furthermore, respondents #3 and 7 emphasized that partnership has a great impact in the organization as this will help them to have an opportunity to learn new skills and to boost their self-confidence. Good teaching methods can enhance students' self-confidence which can be achieved through this partnership that will lead to the increased probability of students' success. Therefore, the impact has a significant effect on students' self-confidence and increased willingness to share and learn. The students are more motivated to get educational information and more aware of how it correlates to their success and gain knowledge and ideas for business purposes. Lastly, respondents #2, 5, and 8 shared that students have great impact in the organization as they are the center of the learning process.

The third question explore on the insights of how challenging the service-learning activities of the DLSL-CBEAM. The same ideas were shared by respondents #2,5,7 and 8 in which schedule and time management are very challenging in the service-learning activities. They stated that the challenge that they encountered for service-learning activities are planning and implementation strategies for the activity. There was a conflict of time and miscommunication between partners. The preparation of work schedule with the community partner and coordination of service activities require more time. Sometimes there is an emergency activity in the school. There is a need to set the schedule properly to avoid any conflict with the upcoming activities in the school. The conflict of time may occur when implementing and conducting some of the programs. Scheduling and time management are the major challenges in service-learning like the lack of time and coordinating student activities.

The fourth question pertained on the insights of the respondents on their fondest memory in the 5 years of community engagement. Similar insights were shared by respondents # 1 and 5 which emphasized that the most memorable is signing of Memorandum of Agreement (MOA) with CBEAM where it is the first time to meet the CBEAM partners and have an official partnership with De La Salle Lipa.

The fifth question explored the insights of the respondents on the challenges being faced in education and how can they make the program better. Results revealed that similar insights were shared by respondents #1, 2 and 5 which is the continuation of the program. Respondents implied that by continuous monitoring and evaluation of the program in school, they will gather the students to assist them in their needs in the activities and to become more understandable and clearer on the aims of the programs for the students. They will invite interested parents and will maintain the engagement of the students by conducting and attending online activities.

The sixth question explored the insights of the respondents on the activities that they want to improve better. Respondents # 1, 2 & 5 gave emphasis on learning materials, references, and accessibility to students. They shared similar insights in providing learning materials like modules and recording as well as their references that will be available anytime for the students.

The seventh question explored on the community concerns being addressed by the DLSL-CBEAM:

Tuluyang Bahaginan. Results revealed that respondents #1, 2 and 5 shared that formation and students' advancement are the community's concerns being addressed by the program. They mentioned that the DLSL-CBEAM program will help them being professional and will develop the intellectual and human aspects to the academics and formation of the students. The program will provide them with more ideas and learning in terms of business formation. It is also of great opportunity for them to avail of the trainings and webinars for free. In addition, the students can apply what they have learned in a real-life situation and career development through the help of DLSL-CBEAM. They also gained learning experience working with diverse partners and communities.

Finally, the last question, "In our aim to continue our mission of sharing, are you still willing to have our service-learning activities?" Results revealed that respondents # 5, 6, 7 & 8 shared same insights that learning opportunities showed their willingness to continue the DLSL-CBEAM service-learning activities, "Tuluyang Bahaginan". Respondent #5 stated, "I am very thankful for the partnership with DLSL-CBEAM. We are hoping that DLSL will continue to help us for the formation of our students in academics and technical aspects especially in business relation". Respondent # 6 said, "It's a big YES because with a connected learning network like DLSL-CBEAM, it will become possible to increase engagement and contributing to the learning opportunity of every student". Respondent # 7 stated, "Yes, with partnership to DLSL, it will serve to strengthen, support, and even transform students in academics. Sharing learning goals and providing opportunities to collaborate with CBEAM will enhance accountability to the whole school community". Respondent #8 said, "We are very happy to continue the mission of DLSL in our school because it will be the benefit of our students to gain more knowledge, develop the skills and talents, be a school pride and a motivation to teach and learn from our students". Likewise, the respondents shared similar insights that their school community members are willing to continue to participate in the partnership with DLSL-CBEAM for the enhanced learning outcomes and support, collaboration, and well-being of the entire school.

The SWOT Analysis of the CBEAM Community Engagement (CCE). The proponent as the CI Coordinator of the College of Business, Economics, Accountancy and Management conceptualized a program that will benefit the target beneficiaries. The strength of the service-learning activity is the willingness of both parties in the partnership engagement. It will develop a strong collaboration and continuous sharing of knowledge of the competent faculty members who serve as the speakers for every topic that were being requested by the partners with up-to-date learning materials suitable to the needs of the students. The technological advancement particularly the readiness to digitalization is an edge to a borderfree education. However, the weaknesses are time constraint, scheduling of the activity and mobility of resources. Although time management is being practiced but it is really the time as one of the scarce resources that constrain the behavior of the persons involved in the activities that really affect the schedule of the activity and proper mobilization of resources both human capital and financial resources. Given the emphasis on the opportunities, there is an increasing motivation for the teaching-learning and effective communication between the partners which were being witnessed towards a sustainable sharing. In every activity, there were threats like restrictions in conducting the

activity, the health protocols that need to be observed and the environmental risks involved in its implementation.

4. Conclusions and Recommendation

Based on the results and discussions, it is therefore concluded that the assessment of the community partner's engagement is very high in terms of teaching learning activity, objectives, deeper appreciation and understanding of the program/activity, creativity and resourcefulness, motivation and encouragement, building partnership and teamwork, experience, coordination, relevance, and timeliness of the program.

The motivational factors of the partner schools, BFFS & DFFS in participating in a partnership with DLSL-CBEAM Tuluyang Bahaginan is to make connection with school and improve student learning.

- The visibility of partnership established with increased cooperation ranked the highest impact in partnership with the CCE.
- The level of student performance ranked the highest among the challenges being faced in partnership with CCE.
- The educational youth development ranked as the highest pertaining to the community concerned being addressed in the organization in participating in a partnership with CCE.

The fondest memories of the respondents in partnership with CBEAM is signing of Memorandum of Agreement (MOA) with CBEAM. It is because of the first time to meet the CBEAM partners and formalizing the official partnership with De La Salle Lipa.

The activities that need further improvement are learning materials, references, and accessibility to students. They shared similar insights in providing learning materials like modules and recording as well as their references that will be available anytime for the students. The community partners expressed their willingness to continue the service learning (CCE).

Hence, it is recommended to sustain collaborative relationships that requires an explicit commitment to learning by everyone involved. Learning must always be acknowledged and embraced.

The collaborative efforts and service-learning activities may be continued by the DLSL-CBEAM and the two partner schools, the BFFS & DFFS towards harmonious connection and students' development.

The established partnership and increased cooperation are clearly visible between CBEAM and partner schools, thus the CCE is worthy of continuity along with the strong commitment and willingness of the CBEAM faculty members to serve their partner community. Enhanced modules and learning modality must be done for students' continuous learning and development. The educational youth development ranked as the highest pertaining to the community concerned being addressed in the organization in participating in a partnership with CCE. Hence, the CBEAM must improve the teaching strategies and learning materials must also be enhanced to increase the students' motivation to learn.

The fondest memories of the respondents in partnership with CBEAM is signing of Memorandum of Agreement (MOA) with CBEAM. As stated in the MOA the program started last June 2014 onwards subject to the terms and conditions unless terminated with the written agreement of the authorized representatives of the DLSL and DFFS. Thus, the partnership is a sustainable engagement.

The activities that need further improvement are learning materials, references, and accessibility to students. These are currently being provided by CBEAM to the participants of the seminar. CBEAM must

provide innovative learning materials and up-to-date references and will make sure that learning materials will be accessible to the students.

The community partners expressed their willingness to continue the service learning (CCE). Thus, CBEAM will strengthen the community engagement and will be more committed and dedicated to serve the partner community.

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