IMPACT OF 'GRASSROOTS ON WORK' (GROW) EXTENSION PROGRAM TO THE BACHELOR OF ARTS IN POLITICAL SCIENCE STUDENTS' SENSE OF CIVIC RESPONSIBILITY

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CHAPTER 1

THE PROBLEM

Background of Study

In the Philippines, Higher Educational Institutions (HEI's) are not only focused on the academic aspect but also on aspect in research, production and extension. According to (National Survey of Student Engagement, 2010) the goal of faculty members in higher education is providing students with experiential learning that often leads them to academic service-learning.

Service-learning provides students with the opportunity to engage in structured activities that are intentionally designed to enhance student learning and civic responsibility, while addressing community needs (Jacoby, 1996). What distinguishes service-learning from other community service or volunteer experiences is the intentional integration of service and learning, the reciprocal involvement of both the student and the community, and the degree and quality of reflection (Brody & Wright, 2004). Specifically, students engaged in service learning will contribute to the organization, while at the same time receiving valuable education from the community organization staff. Service-learning is different from traditional pedagogy in several areas, including the role of the student, the role of the instructor, the kind of learning that is valued, and the emphasis on societal rather than individual responsibility (Howard, 2003).

Service learning also allows the students to gain knowledge from the community organization, its staff, and its clientele (Denby, 2008)

To mend the value of studying political science today through education there is a need to determine and evaluate a pedagogy that focuses on and results to effectively implant a sense of social responsibility among students and to achieve an educational scheme where civic responsibility is promoted.

On this regard , In September 2014, after the thorough preparation, the Association of AB Political Science Students (APSS) of the College of Arts and Sciences (CAS), ParSU together with its faculty members launched the program the Good Governance Development Program for Local Government Units and Youth Leaders dubbed as 'Grassroots on Work' (GROW) extension program. GROW program is a service-learning project and is a type of a joint venture of the local government units, the government agencies, and NGOs. The people involved in this project are the youth which includes the AB Political Science students, local officials and citizens. This will be composed of lectures, workshops, seminars, trainings, capability building seminars and other activities for socio-political development and change and civic development of students

This study evaluated the changes that have resulted from the introduction of the GROW extension program. Particularly it analyzed the short term effects and medium term impacts of the implementation of GROW program as a service-learning for the response to the nation's call for good governance and social participation, and civic development.

This study quantified and evaluated the changes or the outcomes that have resulted from the interventions of the program. Particularly it analyzed the collected vital data that empirically measured the impacts of the implementation of GROW extension program which aimed to contribute to the development of the students' awareness and understanding in community needs, understanding political and issues that affect community; sense of personal concern for their community; attentiveness in taking movements for their community and confidence in ability to influence social change. Furthermore this study also discussed the overall impact and variation of change in student's sense of civic responsibility. Such information may provide sound basis for educators in their decisions to support, engage and develop a service-learning program, which is a critical component in the attainment of the objectives of the AB Political Science program and most of all the attainment of quality education with responsibility, nationalism and active citizenry.

Statement of the Problem

This study evaluated the Impact of 'Grassroots on Work' (GROW) Extension Program to the Bachelor of Arts in Political Science Students' Sense of Civic Responsibility in Partido State University-Goa Campus from September 2014-January 2015.

Specifically, it sought to answer the following problems:

1. What are the goals and objectives of AB Political Science Program and objectives, inputs, activities, output, and outcomes of the GROW Extension Program?

2. What is the impact of the 'Grassroots on Work' (GROW) Extension Program to the Bachelor of Arts in Political Science Students' sense of civic responsibility in terms of:

   (a.) Awareness of; and empathy towards the community and their needs;

   (b.) Attentiveness in taking movement for the community;

   (c.) Confidence in their ability to influence social change; and

   (d.) Understanding the political and social issues that affect community

3. How do the following 'Grassroots on Work' (GROW) Extension Program impact indicators manifest on students sense of civic responsibility:

   (a.) Awareness of; and Empathy towards the community and their needs;

   (b.) Attentiveness in taking movement for the community;

   (c.) Confidence to their ability to influence social change; and

   (d.) Understanding in political and social issues that affect community.

4. What is the extent of impact of the following 'Grassroots on Work' (GROW) Extension Program indicators to the students' personal concern for community:

(a.) Awareness of; and empathy towards the community and their needs;

(b.) Attentiveness in taking movement for the community;

(c.) Confidence to their ability to influence social change; and

(d.) Understanding the political and social issues that affect community.

5. What are the other factors that affect students' sense of personal concern for the community along:

(a.) Gender

(b.) Year Level

(c.) Income of Parents

(d.) No. of Siblings

(e.) Type of Community

Assumptions of the Study

This study was premised on the following assumptions:

1. The 'Grassroots on Work' (GROW) Extension Program may cause a significant change in AB Political Science students' sense of civic responsibility in terms of their: Awareness of; and empathy towards the community and their needs; attentiveness in taking movement for the community; confidence in their ability to influence social change; understand the political and social issues that affect community

2. The 'Grassroots on Work' (GROW) Extension Program impact indicators significantly affect the students concern for community.

Hypotheses of the Study

This study tested the following hypotheses as elucidated in the statement of the problem:

1. What is the Impact of 'Grassroots on Work' (GROW) Extension Program to the Bachelor of Arts in Political Science Students' sense of civic responsibility

H_0: Null hypothesis, $MK_j \cdot = MK_j \cdot$,the mean of differences between changes of the student's Awareness of, and Empathy toward, Individuals in the Community and their attentiveness in taking movement for the community, Confidence to their ability to influence social change, and Understanding in political and social issues that affect community before the implementation of GROW extension program is the same in the change five months after the implementation of the program

H_a: Alternative hypothesis, $MK_j \cdot \neq MK_j \cdot$, the mean of differences between changes of the student's Awareness of, and empathy toward, Individuals in the Community and their attentiveness in taking movement for the community, confidence to their ability to influence social change, and Understanding in political and social issues that affect community

before the implementation of GROW extension program is not the same in

the change five months after the implementation of the program.

Where,

$$K_{j=}Kj_{1}, \ldots . Kj_{4}$$

J = (Weighted Mean of the independent Variables of Students Sense of

Civic Responsibility)

J_1 = Awareness of; and Empathy towards the community and their needs

J_2 = Attentive in taking movement for the community

J_3 = Confidence to their ability to influence social change.

J_4 = Understanding in political and social issues that affect community

2. What is the extent of impact of the following 'Grassroots on Work'

(GROW) Extension Program indicators and other factors that affects

students' personal concern for the community.

H_0: Null hypothesis, Hₒ: $\beta_1 = \beta_2 = \beta_3 = \beta_4 = \beta_5 = 0$, the combined variation

of x variable (represented by slope beta) do result to variation in y variable

(Sense of personal concern for the community).

H_a: Alternative hypothesis, Hₐ: $\beta_1 \neq 0$ (at least one of the βj), the combined

variation of x variable (represented by slope beta) do not result to variation

in y variable (Sense of personal concern for the community).

If $p < 0.05$, the null hypothesis (H_o) would be rejected and the alternative hypothesis (H_a) would be accepted. Rejection of H_0 implies that at least one of the repressors $x_1, x_2, \ldots, x_p$, significantly contributes to, or affect Y.

Where:

B_0 = Sense of personal concern for the community

β_1 = Awareness of; and empathy towards the community and their needs

β_2 = Attentive in taking movement for the community

β_3 = Confidence to their ability to influence social change

β_4 = Understand the political and social issues that affect community

β_5 = Gender

β_6 = Year level

β_7 = Income of parents

β_8 = No. of siblings

β_9 = Type of community

Significance of the Study

Service-Learning as an experiential learning approach is very important in delivering quality education to students. This study will lead to the identification of issues and formulation of intervention to properly address the education outcome of service-learning. It also provided information in improving assessment and quality and outcomes of service-learning. It also quantified the objectives of the GROW extension program to promote civic development to students thus making

this study as a motivation to students and instructors to engage and developed more service-learning program that will benefit both community, school and students.

This study would primarily be beneficial to the following:

Students. From the results of this study, the present and future students of Partido State University can clearly identify the importance of engaging and participating in the service-learning programs. Thus, it would also guide them to participate in the formulation of a new service-learning program that are primarily beneficial to the community and the students.

Instructors/Professors. From the results of the study, Instructors and Professors could clearly identify the quality and importance of service learning program. Thus, this study would guide them in formulating service learning program that will improve the students and the community.

ParSU Administrators and Curriculum planners. The findings of the study may help them acquire additional information regarding service-learning and its impact to students. Thus, it would encourage them to formulate a service-learning program with a bigger scope and it would make them realize that SL is an effective tool and partner in attaining the University Vision (V), Goals (G), Mission (M), Objectives (O) and International Organization for Standardization (ISO) Quality Policy

Other Universities. HEI's (Higher Education Institution) tend to look for other HEI's who have successfully implemented a similar service-learning

project. With this strategy, the HEI's can identify the issues and maximize the use of their limited resources and address concern that will hamper the success of their intended service-learning program.

Other Researchers. Findings of this study may provide benchmark data to other researchers. It may also serve as an inspiration for other researchers to undergo similar studies.

Scope and Delimitation of the Study

This study is focused on the Impact of 'Grassroots on Work' (GROW) Extension Program to the Bachelor of Arts in Political Science Students' sense of civic responsibility in Partido State University-Goa Campus for Academic Year 2014-2015. Specifically, it tried to evaluate the goals and objectives of AB Political Science Program and objectives, inputs, activities, outputs and outcomes of the GROW Extension Program?; and the impact of 'Grassroots on Work' (GROW) Extension Program to Bachelor of Arts in Political Science Students Sense of Civic Responsibility in terms of: (a.) Awareness of; and empathy towards the community and their needs; (b.) Attentiveness in taking movement for the community; (c.) Confidence in their ability to influence social change; and (d.) Understanding the political and social issues that affect community; How do the following 'Grassroots on Work' (GROW) Extension Program impact indicators manifest on students sense of civic responsibility: (a.) Awareness of; and empathy towards the community and their needs; (b.) Attentiveness in taking movement for the community; (c.) Confidence to their

ability to influence social change; (d.) Understanding the political and social issues that affect community, what is the extent of impact of the following 'Grassroots on Work' (GROW) Extension Program indicators to affect students' personal concern for community: (a.) Awareness of; and empathy towards the community and their needs; (b.) Attentiveness in taking movement for the community; (c.) Confidence to their ability to influence social change; and (d.) Understanding the political and social issues that affect community and what are the other factors that affect student's sense of personal concern for the community along: (a.) Gender; (b.) Year level; (c.) Income of parents; (d.) No. of siblings and (e.) Type of community. The study was conducted in Partido State University-Goa Campus which is located in Goa, Camarines Sur, since the GROW Extension Program is for the benefit of AB Political Science Student of University, Research was limited only for a period of five months from September-January. This research did not discuss other factors that negatively may affect the Sense of Civic Responsibility of students.

Locale of the Study

This study was conducted at Partido State University. The University is a public school which is supervised by the Commission on Higher Education (CHED)

At present, the University is State University and Colleges (SUC) Level 2. The University is composed of different Units; seven (7) Campuses specifically; Goa-Campus as it's main, Lagonoy, San Jose, Sangay, Salogon, Tinambac and

Caramoan Campus and one (1) Extension campus at Garchitorena, Camarines Sur.

Partido State University-main campus is located at San Juan Bautista St, Goa, Camarines Sur which is the locale of the study. The main campus covered several streets and barangay in Goa: San Juan Bautista St., Belen St., Borja St, Rodriguez St., and barangay Gimaga. It is accessible from Naga City through a one and half-hour drive along the Pan-Philippine Highway using a bus and a 44 minutes or 31.5 miles miles through a private vehicle.(See Figure1). Three bus companies including air conditioned vans and jeepnis regularly ply the route to Goa Terminal. From the Goa integrated terminal to ParSU main campus, is reachable using a tricycle.

Partido State University has greatly contributed to the development of the 4th district of Camarines Sur in its 13th year of existence as a university. Plowing the soil of Partido Area using the quality service of education to her clients, as it is indicated in her motto "Where Quality of Education comes first.
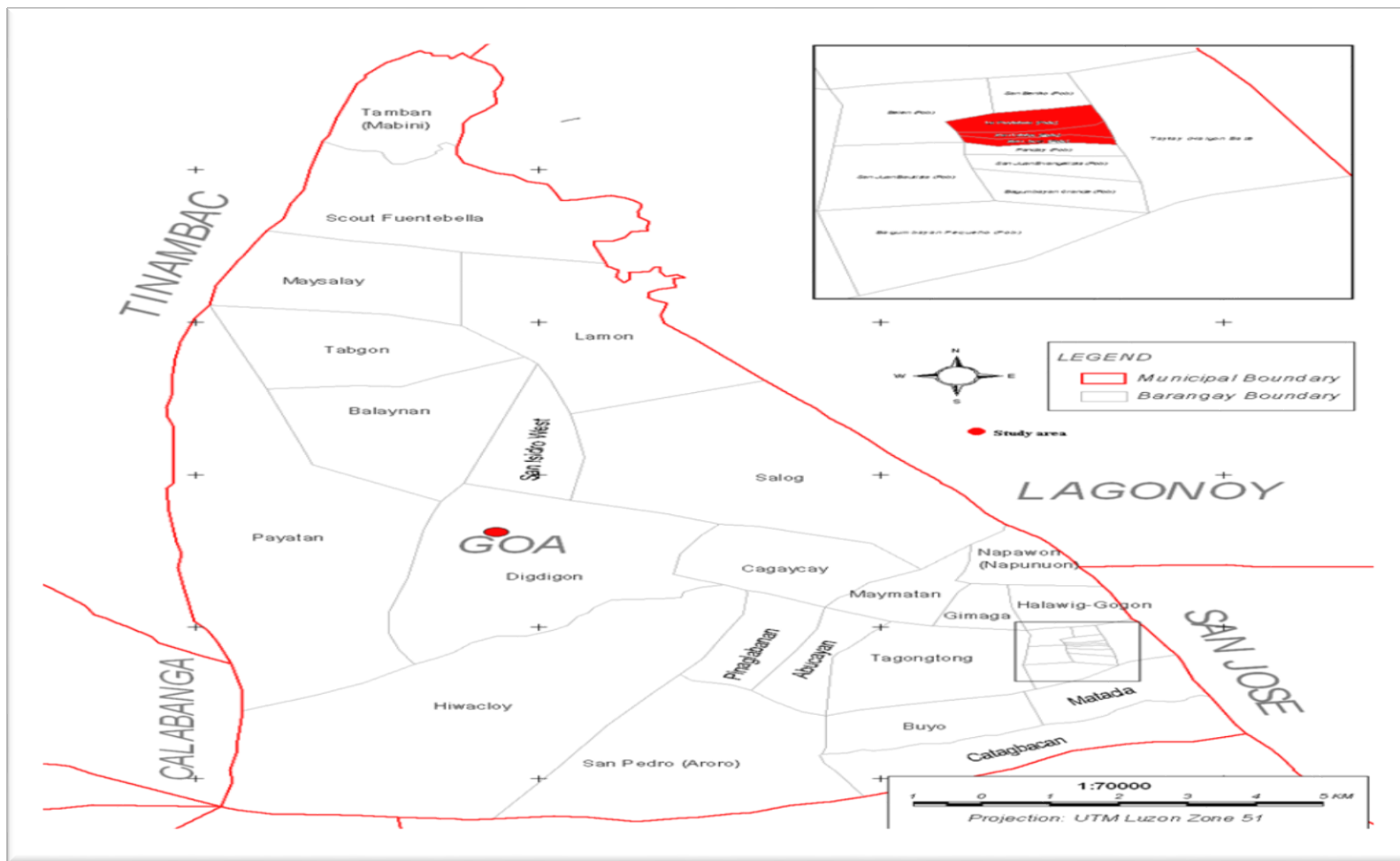
Figure 1.
Locale of the study

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and similar studies and the findings obtained by various organization and individuals which significantly enhanced the foundation and bases of the study. The synthesis-of-the state of the art, gap bridged by the study, the theoretical and conceptual frameworks, and definitions of terms are also discussed in this chapter.

Related Literature

International Service-learning Literature

In the most general sense, student development can be understood as the "changes in growth and development that are likely to occur across the life span, and how educational environments can either inhibit or enhance that process" (Creamer, 1990, p.14) as shown by (Regira, 2006).

Service Learning serves as a vital tool in promoting development to students of the University and to its adopted community. Service- learning is a model of education which combines traditional classroom learning with experiences that engage the student with the world outside of the university. The Community College National Center for Community Engagement defines service-learning as "a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic

responsibility" (Campus Compact , 2003, p. 9) . Service learning (SL) is a unique form of experiential learning – different from volunteerism, co-op placements, internships, etc. The underlying difference between SL opportunities and other experiential approaches to learning is that SL opportunities benefit both the student and the recipient of the service while ensuring that the outcomes are equally shared by both parties involved; a service is provided while at the same time learning is occurring (Furco, 1996), Furthermore Service Learning Program is unlike and more than a volunteer program, it is an integration of volunteerism, "members of both educational institutions and community organizations work together toward outcomes that are mutually beneficial" (CACSL, 2010).

Furthermore, service-learning programs, unlike volunteer programs, must have some type of academic context and to be effective, "members of both educational institutions and community organizations work together toward outcomes that are mutually beneficial" (CACSL, 2010). The community organizations tend to be the under-sourced non-profit/NGO sector, but not exclusively so, with some SL taking place in partnership with public institutions and the private sector. The key to SL is that the learning experiences are well-connected with the course material in a way that the engagement with the course material aids in more successful and effective comprehension of the content matter being taught (O'Hara, 2001).

Community Service-Learning (CSL) has been developing for more than fifteen years in the US; however, in Canada, the adoption of SL is a fairly recent development. "Although there have been examples of small initiatives in Canada

over the past decade, only in the last few years has this pedagogical approach gained more widespread recognition and support on Canadian campuses" (Denby, 2008). SL pedagogy in Canada is increasing steadily with the support of The Canadian Alliance for Community Service-Learning (CACSL) which was created in 2004 with the mandate to support, educate and network with students, educators, and communities to ensure the effective growth of CSL in Canada (CACSL, 2010).

Philippine Service-Learning Literature

In the Philippines, Extension service as defined in the General Appropriations Act is an inherent function of institution of higher learning with the purpose of initiating, catalyzing, and sustaining the development of various communities, using their experience and available resources. It is a vital component in creating a more favorable, true to life teaching-learning experience for students and for the school to bring to the community its expertise and resources.

In **Bicol University's (BU's)** extension services involves packaging, demonstration, and application of appropriate technology, tools, materials, processes and products, generated through research and technical studies in selected communities for countrywide adoption. It includes community organizing activities and similar extension, or community development work.

Extension is one of the three fold functions of the state university that is recognized and embodied in the Higher Education Modernization Act of 1997

(RA 8292) with regards to the intensification of the extension services together with research and higher education that will be geared towards the provision of better quality education and the development of middle and high level manpower.

Related Studies

The following studies have direct and indirect bearing to the present study.

International Service-learning study

A study conducted by Susuan White and JoAnne Henry (2002) on Linkages: A Program of Service – Learning Virginia Commonwealth University Community Nursing Organization shows the following six lesson learned in their studies: 1.) Demands on Faculty Time; 2.) Lack of Interdisciplinary Work; 3.) Go Beyond Promises; 4.) Engage the Community Partners in Student Collaborate with the Community; and 5.) Allow Students to Choose their Service Learning Activity

The study of Marcia Masumoto and Sharon Brown-Welty, Fresno (2009) discussed the importance of community interrelationship, and its practical implications for policy makers, educational leaders, universities and other organizations providing support to rural educators and school systems in California. Rural high school leaders need to be nurtured and supported to develop skills and practices necessary to serve the diversity of student needs, to support and enhance performance of teachers, and to engage multiple sectors of the community in the mission of achieving optimal outcomes for all students.

Rural educational leaders capable of engaging others to address goals and student needs create synergistic solutions that extend resources often resulting in outcomes that surpass expectations.

The mpacts of Service-Learning on Participating K-12 Students (Journal RMC Research Corporation, (2002), Conducted researches emphasizes academic, civic/citizenship, social/personal, and resilience impacts of A number of studies have been conducted showing promising results of the academic impact of service-learning.

Academic Impacts. Students who participated in service-learning were found to have scored higher than nonparticipating students in several studies, particularly in social studies, writing, and English/language arts. They were found to be more cognitively engaged and more motivated to learn. Studies show great promise for service-learning as an avenue for increasing achievement among alternative school students and other students considered at risk of school failure. Service-learning on participating K-12 students.

In the study of Ammon, Furco, Chi & Middaugh, (2001) of California Service-Learning Programs, found that academic impacts were related to clarity of academic goals and activities, scope, and support through focused reflection.

Similar study was conducted by Dávila & Mora, (2007) entitled "Civic Engagement and High School Academic Progress: An Analysis Using NELS Data, A review of data from the National Educational Longitudinal Study of 1988 (NELS) suggested that participation in civic engagement activities including

voluntary community service, service learning, and student government during high school years enhanced academic achievement.

Similar study was also conducted by Billig, (2003) entitled "Philadelphia Need in Deed Initiative Study", show sixth-grade students who participated in the service-learning approach had statistically significantly higher scores on the Terra Nova, a standardized test, in the areas of science and language arts; however, the same effects were not found for other grade levels. Data analyses showed that the differences may be attributable to the content and quality of the service-learning experience.

In the of Furco (2007) entitled "Role of Service-Learning in Enhancing Student Achievement", indicates that high quality service-learning, because of its utilization of effective, experiential learning strategies, can enhance academic outcomes in such content areas as reading, writing, mathematics, and science. A variety of studies have shown evidence of a range of achievement-related benefits from service-learning, including improved attendance, higher grade point averages, enhanced preparation for the workforce, enhanced awareness and understanding of social issues, greater motivation for learning, and heightened engagement in pro-social behaviors.

Civic/Citizenship Impacts. Typically, the area of civics and citizenship contains calls for the acquisition of knowledge (most often reflected in standards and measured by the National Assessment of Educational Progress), skills, and dispositions or virtues. Service-learning research in the area of civic engagement

and citizenship is growing exponentially, especially in response to these calls for increased civic education.

Most, but not all, of the studies of service-learning and its impact on various measures of civic engagement, show that service-learning has positive results, particularly for the domains of civic skills and dispositions. The mixed results in these studies have been analyzed by the researchers as being related to the quality and intention of service-learning programs. When service-learning is intentionally oriented to a civic outcome, it appears to produce that outcome most of the time, especially for high school students. However, for many programs, civic engagement is not an intentional goal, and in those cases, it appears that service-learning may not accomplish civic outcomes as well as some other deliberate interventions.

Morgan & Streb, 2001 conducted q study about "Building Citizenship: How Student Voice in Service-Learning Develops Civic Values", the study showed that student voice in service-learning projects is positively correlated with improved self-concept, political engagement, and tolerance.

A similar study was also conducted by Billig, Root, & Jesse, (2005) "Carnegie Corporation Study of High School Civic Engagement", show service-learning students had higher scores of enjoyment of school overall than comparison group peers and were significantly more likely to report intending to vote than comparison students. Duration of the service-learning experience, student decision making, teacher characteristics, experience using service-

learning, and active teaching strategies were all associated with higher civic knowledge, skills, and dispositions.

A similar study entitled "Colorado Learn and Serve Program" (Kim & Billig, 2003; Klute, Sandel, & Billig, 2002) showed a statistically significant difference in connection to community, connection to school, and civic responsibility for those participating in service-learning relative to their nonparticipating peers.

A study of Martin, Neal, Kielsmeier, & Crossley (2006) entitled "Impact of Service-Learning on Transitions to Adulthood" it is a nationally representative survey examined the ways in which service-learning involvement affected youths' development of attributes associated with adulthood. Compared to their peers, young adults who participated in K-12 service-learning were more likely to discuss politics or community issues and vote in an election year, more politically and socially connected to their communities, both as leaders and role models, and more active members of society.

Several studies of the impact of service-learning participation on ethics have recently been conducted. In these studies, ethics were generally defined as students' willingness to stand up for what is right, the development of strong moral values and judgments, willingness to intervene for the sake of justice, and development of a strong sense of right and wrong, good and bad. Furco (2002) found that there were statistically significant differences between service and service-learning participants and nonparticipants on all measures of ethics, with far more positive ratings for those who participate in service or service-learning. Leming (2001) examined whether service-learning reflection that contained an

ethical reasoning component impacted student agency (feeling that they could make a difference), social relatedness, and political-moral awareness. Students with the ethical component within their service-learning program were compared to those who engaged in community service with reflection but without the ethical component and with those who did not participate in service. Leming found that after one semester, high school students with the ethical component in their service-learning program scored much higher on the ethics measures (essay prompts scored according to an ethical awareness index) than students in either of the other conditions. In both service-learning conditions, students scored higher than nonparticipants on measures of social responsibility and anticipated future participation in community affairs. There were no differences on measures of self-esteem.

Positive Civic Attitudes and Behaviors, A study of Colorado's Learn and Serve programs showed a significant and positive connection between participation in service learning and students' connection to their community and their school (Kim and Billig 2003).

According to an evaluation of Philadelphia Freedom Schools, high school students who participate in service-learning had increases in their connections to the community, acquisition of leadership skills, and the ability to make changes in the community (Billig 2002).

A survey of students from 10 different high schools found that youth who are given a voice through service-learning activities improve their self-concept, political engagement, and tolerance of others (Morgan and Streb 2001).

High school students who participated in service-learning and service are more likely to be engaged in a community organization and to vote 15 years after their participation in the program than those who did not participate (Youniss, et al. 1997).

In the study of Celio et. al. (2011) entitled "A Meta-analysis of the Impact of Service-Learning on Students", meta-analysis of 62 studies involving 11,837 students indicated that, compared to controls, students participating in SL programs demonstrated significant gains in five outcome areas: attitudes toward self, attitudes toward school and learning, civic engagement, social skills, and academic performance. Mean effects ranged from 0.27 to 0.43. Furthermore, as predicted, there was empirical support for the position that following certain recommended practices—such as linking to curriculum, voice, community involvement, and reflection—was associated with better outcomes. Current data should be gratifying for educators who incorporate SL into their courses, and should encourage more SL research to understand how students benefit and what conditions foster their growth and development.

Increased Social Awareness. With regards to social outcomes, in particular to increasing students' social awareness and understandings, a survey of the literature finds that CSL increases students' awareness of their community and its needs, helps change stereotypical beliefs, reduces ethnocentrism, and increases understanding of social and cultural diversity (Eyler & Giles, 1999; Matthews, 1999; Borden, 2007; Denby, 2008; Duffy et al., 2008). In an extensive

study conducted by Astin, Vogelgesang, Ikeda, & Yee (2000), qualitative findings suggest that students develop an increased awareness of the world and of their personal values when engaged in CSL opportunities that allow them to interact with and apply their knowledge to real world problems. Furthermore, Eyler, Giles, & Schmeide (1996) provide student testimonials clearly illustrating that CSL helps students connect with each other, with faculty members, and with their communities as they take greater interest in social and community issues and develop commitment to active citizenship.

Increased Personal Awareness. There is extensive evidence in the literature that illustrates "service-learning has a positive effect on students' personal and interpersonal development, including a sense of personal identity, spiritual growth, moral development, the ability to work well with others, and leadership and communication skills" (Eyler, Giles, Stenson, & Gray, 2001). Students are empowered when they realize how their knowledge in a subject area can benefit the community at large and that they themselves can benefit society – something that they often neglect to realize prior to their experiences within the community (O'Hara, 2001). Furthermore, it is illustrated in numerous studies that students benefit personally with regards to an increased sense of efficacy (Astin, Vogelgesang, Ikeda, & Yee, 2000; Conway, Amel, & Gerwien, 2009; Eyler, Giles, & Schmeide, 1996). Although there are students who find these experiences to be frustrating and/or boring, the majority of the students feel that through these experiences, they achieve personal satisfaction for the

tangible work they are doing and they feel a sense of accomplishment for what they have contributed (Astin, Vogelgesang, Ikeda, & Yee, 2000).

Synthesis of the State-of the Art

The related literature and studies have provided comparative analysis and overview of the service learning outcome indicators used in the study.

Several studies conducted in relation to service-learning in its outcome to students. From Academic, Civic Attitudes, Increased Social and personal awareness down to ethical outcome is being discussed.

One of the outcomes brought by service learning is the Civic and citizenship outcome; which calls for the acquisition of awareness, empathy, knowledge, skills, and dispositions or virtues being a member of a particular community

Service-learning research in the area of civic engagement and citizenship is growing exponentially, especially in response to these calls for increased civic education. Most, but not all, of the studies of service-learning and its impact on various measures of civic engagement, show that service-learning has positive results, particularly for the domains of civic skills and dispositions.

Morgan & Streb, (2001) in there study about "How Student Voice in Service-Learning Develops Civic Values" shows student voice in service-learning projects is positively correlated with improved self-concept, political engagement, and tolerance.

A similar study conducted by Billig et. al. (2005) presents that participating Service-learning students had higher scores of enjoyment of school overall than comparison group peers and were significantly more likely to report intending to vote than comparison students. Duration of the service-learning experience, student decision making, teacher characteristics, experience using service-learning, and active teaching strategies were all associated with higher civic knowledge, skills, and dispositions.

Also, Kim & Billig, 2003; Klute, Sandel, & Billig (2002) conducted a study about significant difference in connection to community, connection to school, and civic responsibility for those participating in service-learning relative to their nonparticipating peers.

The study of Bilig (2002) showed an increased in students connection to the community, acquisition of leadership skills, and the ability to make changes in the community. And further supported by a recent study of Kim and Bilig (2003) show a significant and positive connection between participation in service learning and students' connection to their community and their school. A survey of students from 10 different high schools found that youth who are given a voice through service-learning activities improve their self-concept, political engagement, and tolerance of others (Morgan and Streb 2001).

These studies and literatures discussed were assessments of the benefits of engaging in service-learning. The related studies included have some similarities on the present studies, since the focus of above studies are all about service learning and their impact and effect to students' academic performance,

Attitudes, empathy and commitment to the community. Some studies presented above also discuss Impact and effect of SL to students both in Higher learning institutions and Lower learning institution. Some discuss the effect of Service Learning to both elementary and high school student's positive civic attitudes and behavior, the present study however intended to evaluate the impact of GROW extension program to the civic responsibility of the Political Science students.

Gap Bridged by the Study

The above mentioned studies looked into the Impact of Grassroots on Work (GROW) Extension Program to the Bachelor of Arts in Political Science Students' Sense of Civic Responsibility in Partido State University-Goa Campus. There have been many related studies conducted in order to find the impact of Service-Learning to academic achievement, civic and citizenship and positive Civic attitudes and behavior. Some Researchers also conducted a meta-analysis of Service- Learning in the effect toward: attitudes toward self, attitudes toward school and learning, civic engagement, social skills, and academic performance.

The research mentioned above and the present study are somewhat the same in the sense that the present study discussed the impact of SL toward student's attitude and civic responsibility, However the past and present studies are different because the respondents are different in terms of their age, academic achievement, race, and academic level; the primary respondents of present study were college students

In the Philippines, studies that determined the Impact of 'Grassroots on Work' (GROW) Extension Program to Bachelor of Arts in Political Science Students' Sense of Civic Responsibility are scarce, if not almost none existing, thus, this is the gap this study tried to bridge.

Theoretical Framework of the Study

This study was anchored on the theory of John Dewey's Experiential Learning. As a form of experiential education, service-learning has its roots in John Dewey's theory of experience, which states that the interaction of knowledge and skills with experience is the key to learning (Jacoby, 1996).

Another theory further guided the further development of experiential education. This model proposed by David Kolb (1984) also called Kolb model, is a variation of the process of experiential logical inquiry set out by pragmatist philosopher John Dewey more than a half century ago. Dewey set out a six step process of inquiry which involved: 1) encountering a problem, 2) formulating a problem or question to be solved, 3) gathering information which suggest solutions, 4) making hypothesis, 5) testing hypothesis and making warranted assertion (1938).

Kolb conceptualizes Dewey's six steps as a four stage experiential learning cycle involving concrete experiences, reflection, abstract conceptualization, and active experimentation (see Figure 2). Learners are engage in a cycle in which work in community or work settings forms the basis for written and oral reflection. Under the guidance of instructor, reflective work is

used to form abstract concepts and hypotheses are generated which then get cycled back into further concrete experiences. It is a student-centered model which Kolb believes allows variety of students with very different learning styles to develop and integrate their skills.

In 1990, David Moore suggested a post-structuralist approach to experiential learning: a "critical pedagogy… in which students and teacher conduct an unfettered investigation of social institutions, power relations and value commitments" (p. 281). He argued that meaning is not centered or fixed and that experiential approaches offers ways for students to examine "shifting system of meaning." The method required that students learn to "read" their work places as "Texts" in which students "examine… the histories, power arrangements, and values underlying their work organizations (p. 280)

Kolb's model has helped service-learning educators develop an awareness of the role of reflection in relating the world of concrete experiences to abstract theories. The primary focus of this model is to accommodate different learning style which is better than traditional didactic methodologies. Educators suggested the use of the concept of Kolb experiential learning to better understand the concept of service-learning paradigm. This paradigm enables the students to learn in community setting and reflect. Service-learning is also associated to service approach that "empower" communities and treat community members with dignity and respect. An educational model that calls for precisely the kind of experiential, boundary-free learning that service-learning provides. Current theorists agree that a seamless view of learning, in which

cognitive and affective outcomes are no longer considered separate, is most beneficial for students (Kezar & Rhoads, 2001; Terenzini, Pascarella, & Blimling, 1996). An effective service-learning makes politics more relevant to students, as they are encouraged to examine how even providing service is a political act (Keller, Nelson, & Wick, 2003). When service-learning narrows the gap between theory and activism, students think more about formal activist roles, and their own ability to create social change.

Figure 2 shows how these theory provided the strong link in strengthening the assumption of this study.
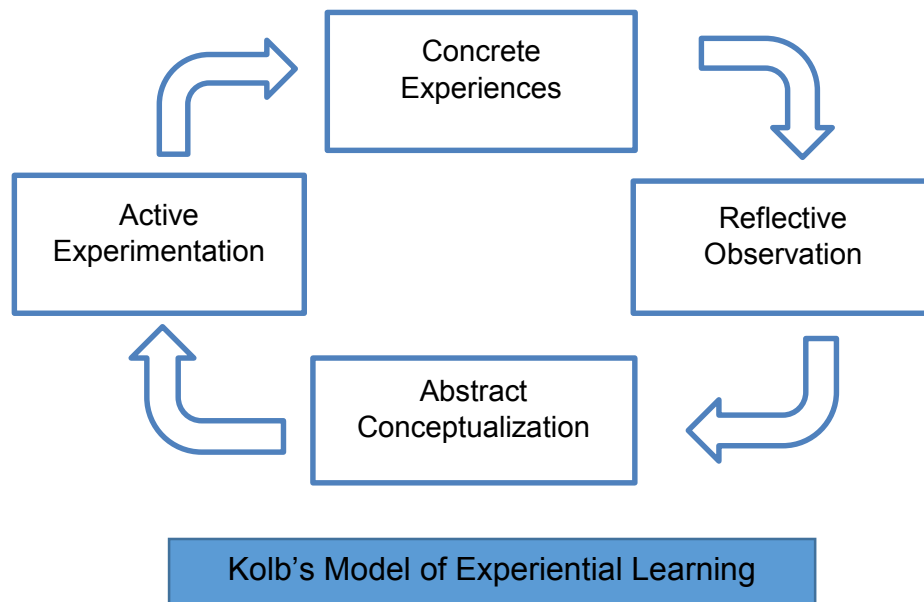
Figure 2.
Theoretical Paradigm

Conceptual Paradigm

Since the study is impact evaluation, the Theory of Change paradigm (TOC) approach (See Figure 3.) This paradigm evaluated the overall performance of GROW program, following   a logical process or Logic Model which link the inputs and activities to outputs, outcomes and impacts. As a process the model encompasses the entire results chain and a set of activities designed to deliver defined outputs, which in turn made a significant contribution to the achievement of a set of outcomes. Ultimately, the outcomes are in turn expected to result in a set of long-term project impacts, the ultimate goal of the project concerned. All levels of the results chain are connected through a series of logical means-end pathways (signified by the arrows connecting the boxes).
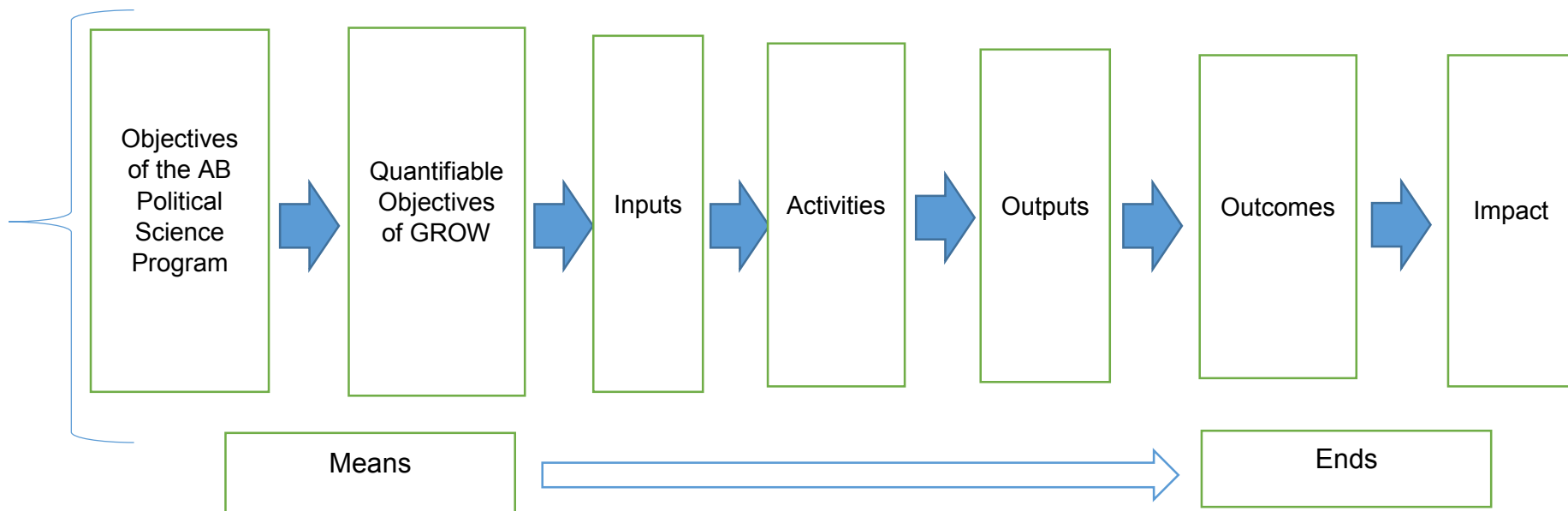
Figure 3.
Conceptual Paradigm

Definition of Terms

This section provides the definitions of terms used in the study that may be unfamiliar to the reader. Each definition has a citation grounding it in the literature.

Civic Responsibility. Defined as active participation of an individual in the public life of a community, with a focus on the common good (Gottlieb & Robinson, 2003).

Empathy. The feeling that you understand and share another person's experiences and emotions: the ability to share someone else's feelings. (Merriam-Webster Dictionary)

Extension Service. Inherent function of institution of higher learning with the purpose of initiating, catalyzing, and sustaining the development of various communities, using their experience and available resources. It is a vital component in creating a more favorable, true to life teaching-learning experience for students and for the school to bring to the community its expertise and resources

Grassroots on Work (GROW) Program. A service-learning project of Association of AB Political Science Students and Faculty of Political Science which aim to benefit the community through its various activities and by giving the participating students a concrete experience in the attainment of Socio-political change in the community.

Impact. This refers to end result be in the wider context, e.g. farmers use new technology to increasing productivity in crop growing, also called goal in this study.

Input. What are the needed element to produce the activity or desire goal, e.g. material need to be used, teachers, students and etc.

Impact pathway. Build on logic models by giving more detail on the contribution of each activity on its path to impact. Impact pathways unpack the links between outcome and impact. Impact pathways are commonly presented graphically

Logic models (logical frameworks). Link inputs and activities to outputs, outcomes and impacts in a visual presentation. Logic models do not provide insights into causality. The detail tends to be in the activity and output levels. Assumptions and risks that are part of a logical framework presentation tend to be outside the control of the program. Logic models follow an agreed presentational form.

Outcomes. The change that occurs as a result of the activity within the lifetime of the program, until recently also called variously objective or purpose, e.g. farmers are able to use new technology to grow crops.

Outputs. The product from activity delivered, e.g. how many people received training.

Political Issues. It refers to problem brought of politics to the community (e.g corruption, dishonesty, abortion, etc.)

Political Science. A social science concerned chiefly with the description and analysis of political and especially governmental institutions and process. (Merriam-Webster Dictionary)

Sense of Personal Concern. Personal Concerns is a term used to include anything that is associated with a person's physical body either having once been a part of it or having intimate contact to the body

Service-Learning. A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities

Social Change. In sociology, the alteration of mechanisms within the social structure, characterized by changes in cultural symbols, rules of behavior, social organizations, or value systems.

Social Issues. Social issues are political debates involving moral judgments about how people should live.

Theory of change. Presents an explicit identification of the ways by which change is expected to occur from output to outcome and impact. The TOC questions the assumptions about causality underlying the relationships between outputs, outcomes and impact. In TOC the assumptions present the mechanisms of change.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design, respondents, and data gathering instrument and procedures, and statistical tools of the study

Research Design

This study adopted a qualitative, quantitative and impact evaluation research design. It adopted impact pathway analysis to validate and analyze that the goals and objectives, inputs, activities, outputs and outcomes of the GROW Extension Program have causal link from its means to its end, and can be quantified.

The data on the impact of GROW program and students manifestation of sense of civic responsibility was generated through a standardized questionnaire survey for civic responsibility and a researchers made interview questions.

Respondents

The respondents of the study is composed of one group, the Bachelor of Arts in Political Science students of Partido State University. There are 63 students of the program from its 1st year to 4th year; they are chosen as respondents of the study since they are the one who participate in service learning and one of the benefactor whatever result this study may have.

Data Gathering Instrument

The researcher used a combination of data gathering instruments to answer the specific objectives of the study. Documents on the actual number of students who are officially enrolled in Political Science was acquired in the Deans office of the College of Arts and Sciences (CAS), Partido State University.

A standardized survey were employed to identify the impact of GROW extension program to the student's sense of civic responsibility and to answer how do the 'Grassroots on Work' (GROW) Extension Program impact indicators affect student's personal concern for community. Civic Responsibility Survey were employed, adopting the work of Furco et. al (1998). The data generated instrument was used to assess civic or character education outcomes of a program. The survey were employed large in K-12 and college service learning in California. Reliability estimates for all levels survey ranges from .76 to .93.

A researcher also used a researchers made interview questionnaire was also employed to answer how do the impact indicators of GROW program manifest on students sense of civic responsibility. The data was organized based on the objectives of the GROW program. All manifestation of impact of the GROW extension program were presented in qualitative data.

Data Gathering Procedure

The researcher utilized document analysis in facilitating the documents of Political Science which is the CMO # 31 s. 2011(see appendix), AB Political

Science program goals, core competencies, APSS GROW Extension program

Objectives, Activities, input, output and outcome.

The following stages were done in the conduct of the study:

Stage I. After the approval of the study by the Proposed Title Defense

Committee, the researcher sought the permission of the Dean of the Graduate

Studies and Research to conduct the study. The survey questionnaire was

acquired in the internet which is owned and copyrighted under the University of

Berkeley, and it was validated by the adviser.

The data needed in the actual number of the students in Bachelor of Arts

in Political Science was acquired in the College of Arts and Sciences Office.

Then, letters asking permit to distribute pre and post survey questionnaire to the

63 students of Bachelor of Arts in Political Science of College of Arts and

Sciences, Partido State University was secured.

Stage 2. The pre survey questionnaire was retrieved before the implementation

of the program and the post survey and interview was secured 5 months after the

implementation.

Stage 3. After the data was gathered, it was statistically processed using a

Microsoft Office Excel to avoid miscarriage of result.

Table 1.
Time Tables of Activities

Activity	Inclusive Months							
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Preparation of Research Proposal	▪	▪	▪					
Preparation of permit to Conduct Study				▪				
Finalization of Survey Questionnaire				▪				
Gathering of Data (Pre-surveyed data)					▪			
Gathering of Data (Post-surveyed data and Interview)						▪		
Validation of Gathered Data						▪		
Data Analysis						▪		
Formulation of Recommendation							▪	
Finalization of Research Output								▪

Data Analysis

In the interpretation and analysis of data, the researcher used four(4) statistical tools. Follows: The effect was taken as the changes in the sense of civic responsibility indicators before and after the implementation of GROW program. Several statistical tool was used for impact analysis. For a non-theoretical effect, simple descriptive statistics such as mean, weighted mean and grand mean were used.

Weighted mean. The researcher used weighted mean to determine the degrees of the responses. The formula is

$$M_W = \frac{\Sigma\ FG}{N}$$

Where;

M_w = weighted mean

Σ = summation

F = Frequency

G = Weight

W = total of respondents

Σ FG = summation of the product of the frequencies

The researcher used six (6) points Likert scales to determine the responses in objective number one (1).

Table 2.
Verbal Interpretation of Weighted Mean and Grand Mean.

Range	Verbal Interpretation
5.17-6.00	Strongly Agree
4.33-5.16	Agree
3.50-4.32	Slightly agree
2.67-3.49	Slightly disagree
1.83-2.66	Disagree
1.00-1.82	Strongly disagree

To test the difference of means, employing a Time-two, Time-one analysis $T_2 - T_1,$ a non-parametric test, Wilcoxon Signed Rank Test was used. For highly-theoretical effects and impacts, the changes were analyzed using multivariate logistic regression (Log-Log Model).

$T_2 - T_1$ **Analysis.** It was employed to evaluate the impact of GROW extension program to the student's (a.) Awareness of; and empathy towards the community and their needs, (b.) Attentiveness in taking movement for the community; (c.) Confidence to their ability to influence social change; and (d) Understanding the political and social issues that affect community. The formula is;

$$I = \frac{T_2 - T_1}{T_1} \; x \; 100$$

Where;

I = Impact

T_1 = parameters (previous student's (a.) Awareness of; and empathy towards the community and their needs, (b.) Attentiveness in taking movement for the community; (c.) Confidence in their ability to influence social change; and (d.) Understanding the political and social issues that affect community)

T_2 = parameters (current student's (a.) Awareness of; and empathy towards the community and their needs, (b.) Attentiveness in taking movement for the community; (c.) Confidence in their ability to influence social change; and (d.) Understanding the political and social issues that affect community)

Wilcoxon Signed Rank Test. A non-parametric method was used to test the null hypothesis concerning the median difference between two populations (a paired-sample procedure).The researcher utilized two-sample paired (Wilcoxon) signed rank test to know the impact or relationship of program to the variables of civic responsibility.

$$W = \sum_{i=1}^{n'} R_i(+)$$

Where;

W = sum of the positive ranks

Σ = summation

n= population

i=0 = constant to 1

R_i = assigned rank of n

If p< 0.05, the null hypothesis (H_o) would be rejected and the alternative hypothesis (H_a) would be accepted. Rejection of H_0 implies that the mean of differences between changes of the students' awareness of, and empathy toward, individuals in the community and their attentiveness in taking movement for the community, confidence in their ability to influence social change, and understanding the political and social issues that affect community before the implementation of GROW Program is not the same in the change five months after the implementation of the program

Multivariate Logistic Regression (LOG-LOG Model). For highly-theoretical effects and impacts, the changes were transformed into logarithm base 10 values to standardized the results and were analyzed though multivariate logistic regression using the students' sense of personal concern for the community as dependent variable (y) and the students' awareness of; and empathy towards the community and their needs; attentiveness in taking movement for the community;

confidence in their ability to influence social change; understanding in political

and social issues that affect community; and other factors along: gender; year

level; income of parents; no. of siblings; type of community as independent

variable. This was computed using Microsoft Office Excel Software.

$$\mathrm{Yij} = a + \beta_0 + \beta_1\, x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_n x_n + \varepsilon$$

 Where;

β = Partial Regression Coefficient of parameter X

E = error

y= Students' sense of personal concern for the community (dependent

variable, y)

X_1 = Students' awareness of; and empathy towards the community and

their needs

X_2 = Students' attentiveness in taking movement for the community

X_3 = Students' confidence to their ability to influence social change

X_4 = Students' understanding about political and social issues that affect

community

X_5 = Students' gender

X_6 = Students' year level

X_7 = Students' income of parents

X_8 = Students' no. of siblings

X_9 = Students' type of community

If $p < 0.05$, the null hypothesis (H_0) would be rejected and the alternative hypothesis (H_a) would be accepted. Rejection of H_0 implies that at least one of the repressors $x_1, x_2, \ldots, x_p$, significantly contributes to, or affect Y.

CHAPTER IV

IMPACT OF 'GRASSROOTS ON WORK' (GROW) EXTENSION PROGRAM TO THE BACHELOR OF ARTS IN POLITICAL SCIENCE STUDENTS' SENSE OF CIVIC RESPONSIBILITY

This chapter presents the analysis and interpretation of the data gathered.

Goals and Objectives of AB Political Science Program and Objectives, Inputs, Activities, Output and Outcome of the GROW Extension Program.

The goals and objectives of AB Political Science program and objectives,

inputs, activities, output and outcome of the GROW program and how they are

linked were presented in Table 3.1.

Table 3.1. Impact Pathway Framework Analysis Matrix of 'Grassroots on Work' (GROW) Extension Program's objectives, inputs, activities, output and outcome.

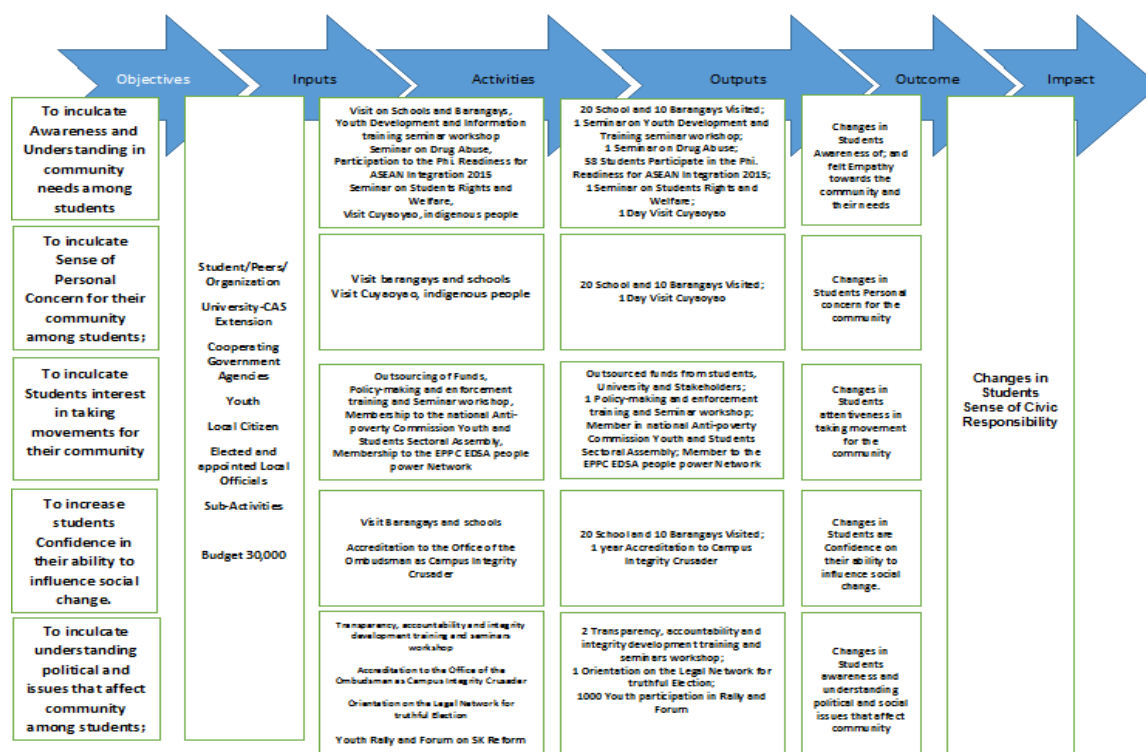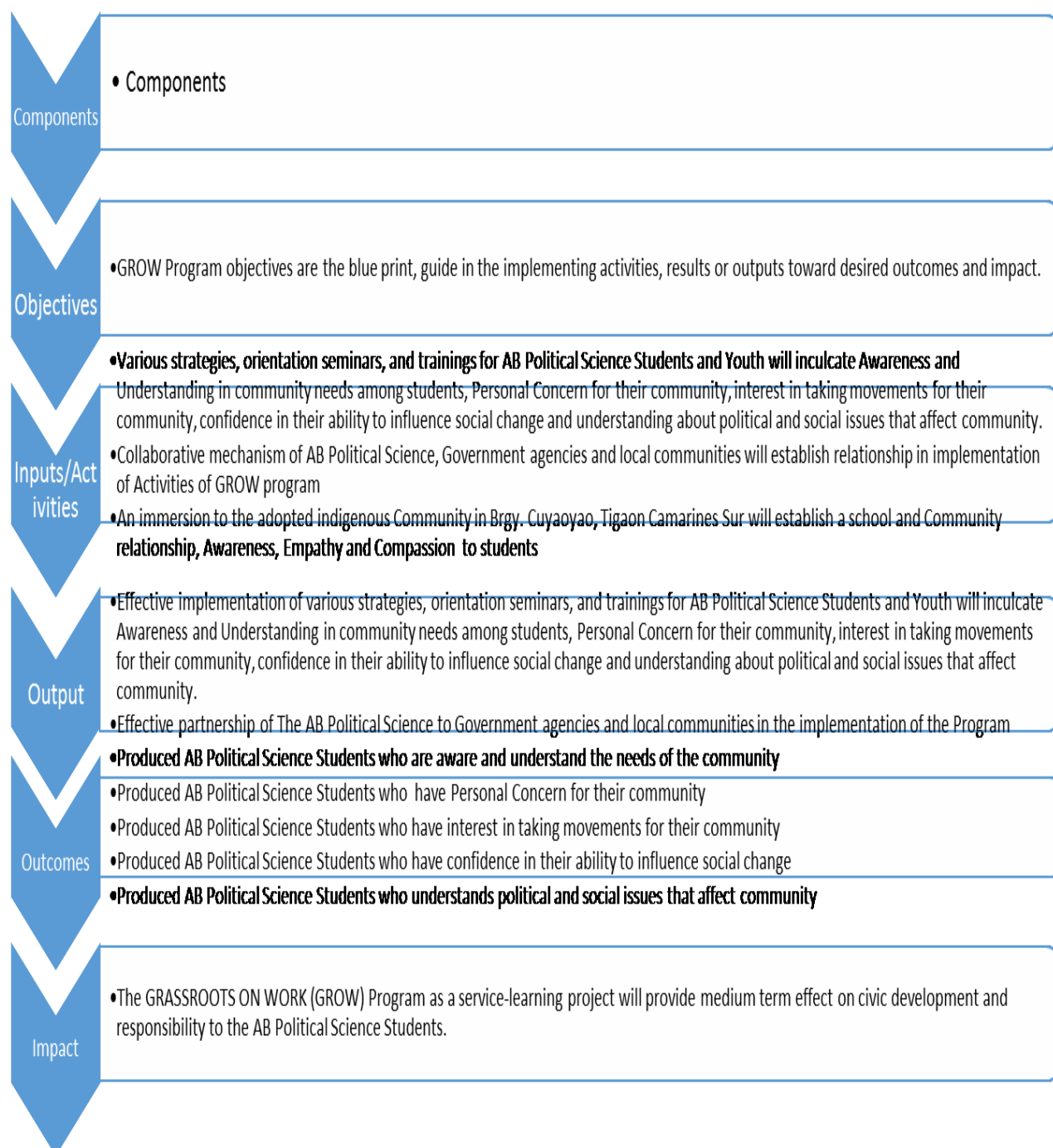| Objectives	Inputs	Activities	Outputs	Outcome	Impact
To inculcate Awareness and Understanding in community needs among students	Student/Peers/ Organization; University-CAS Extension; Cooperating Government Agencies; Youth; Local Citizen; Elected and appointed Local Officials; Sub-Activities; Budget 30,000	Visit on Schools and Barangays, Youth Development and Information training seminar workshop Seminar on Drug Abuse, Participation to the Phi Readiness for ASEAN Integration 2015 Seminar on Students Rights and Welfare, Visit Cuyaoyao, indigenous people	20 School and 10 Barangays Visited; 1 Seminar on Youth Development and Training seminar workshop; 1 Seminar on Drug Abuse; 58 Students Participate in the Phi. Readiness for ASEAN Integration 2015; 1 Seminar on Students Rights and Welfare; 1 Day Visit Cuyaoyao	Changes in Students Awareness of; and felt Empathy towards the community and their needs	Changes in Students Sense of Civic Responsibility
To inculcate Sense of Personal Concern for their community among students;		Visit barangays and schools Visit Cuyaoyao, indigenous people	20 School and 10 Barangays Visited; 1 Day Visit Cuyaoyao	Changes in Students Personal concern for the community	
To inculcate Students interest in taking movements for their community		Outsourcing of Funds, Policy-making and enforcement training and Seminar workshop, Membership to the national Anti-poverty Commission Youth and Students Sectoral Assembly, Membership to the EPPC EDSA people power Network	Outsourced funds from students, University and Stakeholders; 1 Policy-making and enforcement training and Seminar workshop; Member in national Anti-poverty Commission Youth and Students Sectoral Assembly; Member to the EPPC EDSA people power Network	Changes in Students attentiveness in taking movement for the community	
To increase students Confidence in their ability to influence social change.		Visit Barangays and schools Accreditation to the Office of the Ombudsman as Campus Integrity Crusader	20 School and 10 Barangays Visited; 1 year Accreditation to Campus Integrity Crusader	Changes in Students are Confidence on their ability to influence social change.	
To inculcate understanding political and issues that affect community among students;		Transparency, accountability and integrity development training and seminars workshop Accreditation to the Office of the Ombudsman as Campus Integrity Crusader Orientation on the Legal Network for truthful Election Youth Rally and Forum on SK Reform	2 Transparency, accountability and integrity development training and seminars workshop; 1 Orientation on the Legal Network for truthful Election; 1000 Youth participation in Rally and Forum	Changes in Students awareness and understanding political and social issues that affect community	

Table 3.2: GROW program Components-Impact Pathway Causal Link

Table below shows the causal links from the objectives of the GROW

Extension Program to its program end.

Components

- Components

Objectives

- GROW Program objectives are the blue print, guide in the implementing activities, results or outputs toward desired outcomes and impact.

Inputs/Activities

- Various strategies, orientation seminars, and trainings for AB Political Science Students and Youth will inculcate Awareness and Understanding in community needs among students, Personal Concern for their community, interest in taking movements for their community, confidence in their ability to influence social change and understanding about political and social issues that affect community.
- Collaborative mechanism of AB Political Science, Government agencies and local communities will establish relationship in implementation of Activities of GROW program
- An immersion to the adopted indigenous Community in Brgy. Cuyaoyao, Tigaon Camarines Sur will establish a school and Community relationship, Awareness, Empathy and Compassion to students

Output

- Effective implementation of various strategies, orientation seminars, and trainings for AB Political Science Students and Youth will inculcate Awareness and Understanding in community needs among students, Personal Concern for their community, interest in taking movements for their community, confidence in their ability to influence social change and understanding about political and social issues that affect community.
- Effective partnership of The AB Political Science to Government agencies and local communities in the implementation of the Program
- Produced AB Political Science Students who are aware and understand the needs of the community

Outcomes

- Produced AB Political Science Students who have Personal Concern for their community
- Produced AB Political Science Students who have interest in taking movements for their community
- Produced AB Political Science Students who have confidence in their ability to influence social change
- Produced AB Political Science Students who understands political and social issues that affect community

Impact

- The GRASSROOTS ON WORK (GROW) Program as a service-learning project will provide medium term effect on civic development and responsibility to the AB Political Science Students.

One of the Objectives of the AB Political Science Program as mandated by the Commission on Higher Education (CHED) is "To equip the students with the necessary skills for political and policy analysis and enable them to craft necessary intervention to bring forth desired socio and political change" (CMO 31 s. 2011 sec 4). The AB Political Science Program of Partido State University conceived the following goals and objectives based in the mandate of the CHED memorandum order for Political Science

"To produce well-informed, civic-oriented and responsible citizens of the land." and its Objectives:

1. Equip students with relevant knowledge and skills for effective participation in nation building;

2. Prepare students to meet the challenges in public administration, politics and economics in both local and foreign settings; and

3. Inculcate the value of good governance for a meaningful democratic life.

In order for the objectives to be realized, the Association of AB Political Science Students together with their faculty members launched a program the Good Governance Development Program for Local Government Units and Youth Leaders dubbed as Grassroots on Work (GROW) extension program. The aim of this program for the AB Political Science Program are:

1. To inculcate awareness and understanding in community needs among students

2. To inculcate sense of personal concern for their community among students;

3. To inculcate students interest in taking movements for their community;

4. To increase students confidence in their ability to influence social change; and

5. To inculcate understanding the political and issues that affect community among students;

   To realize this endeavors, the inputs were considered, these are:

1. Student/Peers/Organization;

2. University-CAS Extension;

3. Cooperating Government Agencies;

4. Youth; Local Citizen; Elected and appointed Local Officials; and

5. Budget

   Processing the entire input, coordination with the DILG, OMB, NYC, DepEd, LGUs, and other concerned agencies and offices; Request financial assistance from the CAS Extension Office; Conduct information dissemination to the barangays; and eventually this are now turn up into a activities (e.g. Visit on Schools and Barangays, Youth Development and Information training seminar workshop, Seminar on Drug Abuse, Participation to the Phi. Readiness for ASEAN Integration 2015 and Seminar on Students Rights and Welfare) which brought the deliverable into outputs (e.g. Trained 1000 local officials and youth leaders, including AB Pol. Sci. Students) and a significant change in students

(e.g. Students are Aware of; and felt Empathy towards the community and their needs) and the long term impact, the students sense of civic responsibility.

The data showed through the Impact Pathway Analysis, that the Goals and Objectives of the AB Political Science Program are link to the objectives of the Grassroots on Work (GROW) Program. Whereby, the objectives of the GROW program is SMART (Specific, Measurable, Attainable, Resource Oriented and Time Bounded). The GROW Objectives were crafted to give direction to the development and implementation of the Program and serve as a guide for the implementers so that all initiative and activities are leading to the attainment of the Goals and Objectives of the AB Political Science Program.

Various strategies, orientation seminars, and trainings for AB Political Science Students inculcate Awareness and Understanding in community needs among students, Personal Concern for their community, Attentiveness in taking movements for their community, confidence in their ability to influence social change and understanding about political and social issues that affect community. A Collaborative mechanism of AB Political Science, Government agencies and local communities established a relationship in the implementation of Activities of GROW extension program. An immersion to the adopted indigenous Community in Brgy. Cuyaoyao, Tigaon Camarines Sur will establish a school and Community relationship, Awareness, Empathy and Compassion to students.

This activities resulted to output such as effective implementation of various strategies, orientation seminars, and trainings for AB Political Science Students and Youth will inculcate Awareness and Understanding in community needs among students, Personal Concern for their community, interest in taking movements for their community, confidence in their ability to influence social change and understanding about political and social issues that affect community and Effective partnership of The AB Political Science to Government agencies and local communities in the implementation of the Program

The result of this outputs are outcomes, medium term effect such as produced AB Political Science Students who are aware and understand the needs of the community, Personal Concern for their community, interest in taking movements for their, confidence in their ability to influence social change and understand political and social issues that affect community and this outcome will lead to provide a medium term effect on civic development and responsibility to the AB Political Science Students.

The entire process are linked or chained from its program objectives to its project end or impact and this chain of variation underlies the theory of change approach and all levels of the results chain are connected through a series of link or logical means-end pathways and results are achievable.

Impact of Grassroots on Work (GROW) Extension Program to Bachelor of Arts in Political Science Students' Sense of Civic Responsibility.

The Impact of GROW Extension Program in each indicators such as

(a.) Awareness of; and empathy towards the community and their needs; (b.)

Attentive in taking movement for the community; (c.) Confidence to their ability to

influence social change; and (d.) Understanding the political and social issues

that affect community are presented in table 4.

Table 4.
Impact of Grassroots on Work (GROW) Program to Bachelor of Arts in Political Science Students' Sense of Civic Responsibility.

	T_1	VI	T_2	VI	T_2- T_1	*p* value	Interpretation	$\frac{T_2 - T_1 \times 100}{T_1}$ (Percentage)	VI
Awareness and Empathy Toward, Individuals in the Community and Their Needs	4.06	SA	4.41	A	0.35	0.0033	Significant	8.62 %	Increase
Students' Call to Action/Attentive in taking movement	4.20	SA	4.42	A	0.22	0.164	Not Significant	5.24 %	Increase
Students' Confidence in Their Ability to Influence Social Change	4.16	SA	4.41	A	0.25	0.0129	Significant	6.01 %	Increase
Students' Awareness of Political and Social Issues	4.36	A	4.72	A	0.35	.002	Significant	8.26 %	Increase

Note: (Computed through Wilcoxon Signed Ranks Test); significant difference is 0.05; Verbal Interpretation (VI); Slightly Agree (SA); Agree (A); (Percentage is computed through one time two time analysis); T_1 (Before); T_2 (After) Full computation see Appendixes.

In terms of awareness and empathy toward, Individuals in the community

and their needs, the implementation of the program brought a 8.62 % significant

increase in the AB Political Science students' awareness and empathy toward,

individuals in the community and their needs from the grand mean of 4.06 before

the implementation to 4.41 five months after the implementation. Engagement

made the eye of the students aware of the present condition of our society

making them feel that their actions of the society is in need. Furthermore, if the students are aware about the need of the community it would lead them to actions and activism and engagement to different movements for the societal change.

This study had reflected similar results with study conducted by Astin et. al (2000) wherein they found service-learning experience increased the student awareness of the world around them -- the community outside of the college campus, including people and ideas to which they had not previously been exposed. And similar study of was also conducted by VanWynsberghe and Andruske (2007) and Denby (2008) students felt their experience had "opened their eyes" to benefits of helping others. So student's awareness and empathy is of the key principle of Service Learning objectives.

In terms of students' call to action/attentiveness in taking movement, We can see from the results that there is a 5.24 % increase in students' call to action/attentive in taking movement from 4.20 to 4.42 grand mean prior to the implementation of the program. However, the data also revealed that the computed p value is 0.164, since the p-value is 0.164>0.05, the null hypothesis is retained with a 95% confidence level and therefor by retaining the null hypothesis, it establishes the fact that the GROW program has no impact to the students initiative in taking movement for the community. The increase to the response was only brought by chances and not by the program alone. Students are having a difficulty in moving from their awareness, empathy, sense of

personal responsibility to action, five months implementation will be inadequate to create the desired impact that is translated to the student's' action for the community.

Denby (2008) also found out that service-learning does not affect the students' initiative and she even concluded that students are having difficulty in moving from awareness to action.

In terms of students' confidence in their ability to influence social change. Statically showed that before the program was implemented the AB Political Science students slightly agreed that they have confidence in their ability to influence social change with a grand mean of 4.16. However five months after the implementation of the GROW program students response tend to agree that they have confidence about their ability to influence social change with a grand mean of 4.41. The students' exposure to community made them felt that they have power to make a difference in the community in a small way of service. Joining the GROW program posted a significant 6.01 % increase in the students confidence on their ability to influence social change.

The result of this study contradicts the discussion of Deny (2008) where Service-Learning does not affect the confidence of students. On the other hand, this study is anchored in the results of study of Leming (2001); Billig (2002) where they examined the components of Service Learning and found out that having an ethical component made the students feel that they could make a difference.

In terms of students' awareness of political and social issues, Service-learning is a strong predictor of change in students, prior to the implementation of GROW program it brought an 8.26 % significant increase in students awareness of political and social issues that affect the community. From the 4.36 grand mean of agreement to 4.72 grand mean that the GROW program increase the students' awareness of political and social issues the affect the community.

Students' participation in various activities of the program, made them aware and understand how political and social issues affect the community. It also implied that, if the students are engaged in service-learning it made the students aware about socio-political concerns and they would be able to see the multilayered causes of political and social problems and eventually would make them think critically what they can do to lessen the problems. The understanding of students about social and political dimension is the key reciprocal to active citizenry.

Furthermore, a review of literature tailed this study to the study of Eyler, Giles, & Schmeide (1996) that revealed Community Service-Learning (CSL) increased the student's awareness of the world and of their personal values when engaged in opportunities that allow them to interact with and apply their knowledge to real world problems.

Manifestation of Students' Sense of Civic Responsibility

The manifestation of students' sense of civic responsibility was shows in table 5.

Table 5
Manifestation of Students sense of Civic Responsibility

Question	Yes	No	Degree of Certainty		
			Unsure	Sure	Very Sure
Are you aware of the important needs of the community?	13 (100%)			2 (15.39%)	11 (84.62%)
Do you participate in movements or action that will help your community?	13 (100%)			1 (7.70%)	12 (92.31%)
After participating in Grassroots on Work (GROW) Program, did you feel that your contributions to the community were valued?	13 (100%)			1 (7.70%)	12 (92.31%)
Did you often discuss and think about how political, social, local or national issues affect communities?	13 (100%)			1 (7.70%)	12 (92.31%)

In terms of the question on "Are you aware of the important needs of the community?" All (100%) stated on the affirmative that they are aware, 15. 39 % were sure and 84.62% are very sure. The 4th year AB Political Science student, Jun stated that they are very aware of the needs of their community, he also added that the Local officials in the barangay level and youth need training to facilitate and hold projects that will benefit the community and needs information dissemination to make the community aware, assertive and vigilant for political

change in the community. Further, he added that to address this problem he make the APSS (Association of AB Political Science Students) as the focal point or stepping stone to hold training capacity building, and seminar for the youth in coordination with different government agencies such as the National Youth Commission (NYC) is helpful. And a 4th year student, Angela also stated that "Awareness about the world is a way to active volunteerism" and that "you cannot get these learnings in the four corners of the classroom". This statements of students show that program affects the awareness of the students about the needs of their community.

In terms of the question "Do you participate in movements or action that will help your community? The response to this question supported the students' awareness of the important needs of the community. All (100%) of the students affirmed that they participate in actions that will help the community 7.70 % are sure, while 92.31 are very sure. Jun stated that being aware encouraged them to participate in activities for the society. They attended more outreach and extension activities such as medical mission, feeding, gift giving, information dissemination and etc. in Brgy. Cuyaoyao, Tigaon, Camarines Sur in coordination with the local barangay officials, and Instructors/Professors. Some students also volunteer in their barangay to facilitate and hold health and dental missions like Joy, She added "that interaction in the community in the GROW program is the most important part of the program, because she learned about

the unaddressed problems of the community." It is also a way of facing society's problem face to face.

Angela during the interview told the researcher that "Being AB Political Science Student and by volunteering to join the GROW Program is such an ideal opportunity or edge to be an agent of change, I felt that the organization (APSS) operates on the basis of tight-knit and trust based network. The function of the organization is smoothly done by the mutual support of the cooperating agencies, organization and communities, I think that each student in this program could get great fruits out of experience. We share bad and good experiences during the planning and implementing process and performing our services, by taking intimately with each other."   This shows that the GROW program resulted to harmonious relationship among the students. A 1st year student added that "by just having a harmonious relationship and cooperation, you are already doing an action that will help the community.

In terms of the question "after participating in Grassroots on Work (GROW) Program, did you feel that your contributions to the community were valued?" reinforced the survey results regarding student's belief in their ability to influence social change. All (100%) of the AB Political Science students affirmed that they felt that their contributions in the community were valued; a 7.70% are sure, while 92.31% are very sure that they. Jun stated that he felt valued and appreciated, and commented that some beneficiaries and participants verbalized and sometimes used song to show appreciation. This was seconded by a 4th

year students who stated that "I felt that our efforts were appreciated, a felt so relieved when they began to sing their original composition song, during our visit in Brgy. Cuyaoyao."

This shows that students felt that they have confidence on their ability for social change. As what Deny, 2008 stated confidence on their ability for social change feedback from the student' demonstrates that the nature of service-learning project determines the utility of experience.

In terms of the last question "did you often discuss and think about how political, social, local or national issues affect communities?". All (100%) of the AB Political Science Students often discuss and think about how political, social, local or national issues affect communities, 7.705 are sure and 92.31% are very sure of their answers. It was obvious in the interview with students that the GROW program helps students think socially and politically about how problems affect the society. One stated that every vacant time we love to discuss about the current events in the country, especially the situation in Mindanao, West Philippines Sea and the resent Mamasapano Clash killing of 44 Philippine National Police-Special Action Force (PNP-SAF) commandoes. Somebody seconded that they often discuss analytically how particular social and political situation affect the community. Another student added that she participates on debate tournaments which highlight the social and political issues. This result to the similar finding of Denby, 2008 and from the review of literature of Eyler, Giles, & Braxton, 1997, the revealed that service-learning was a predictor of positive

change in students' tendencies to see problems as systemic and their belief

changing policy was a better approach than targeting individual behavior.

Extent of Impact of 'Grassroots on Work' (GROW) Program impact indicators to AB Political Science Students' Personal Concern to the Community

The effect of GROW extension program impact indicators to AB Political

Science students personal concern to the community will be discussed in Table

6.

Table 6.
Extent of Impact of 'Grassroots on Work' (GROW) Program impact indicators to AB Political Science students' personal concern to the community

SUMMARY OUTPUT	
Regression Statistics	
Multiple R	0.730405692
R Square	0.533492475
Adjusted R Square	0.454274216
Standard Error	0.054627194
Observations	63

ANOVA					
	df	*SS*	*MS*	*F*	*Significance F*
Regression	9	0.18087	0.0201	6.73446	2.27892E-06
Residual	53	0.15816	0.003		
Total	62	0.33903			

	Coefficients	Standard Error	t Stat	P-value
(Y) Intercept	0.076943123	0.14048	0.5477	0.58618
(X$_1$) Awareness of; and Empathy towards the community and their needs	0.225259478	0.13637	1.6518	0.10449

(X₂)Attentive in taking movement for the community	0.278293799	0.14151	1.9666	0.054471
(X₃)Confidence to their ability to influence social change	0.168042503	0.12103	1.3884	0.17082
(X₄)Understanding in political and social issues that affect community	0.137409764	0.14555	0.9441	0.34942
(X₅)Gender	-0.031119129	0.05051	-0.616	0.54047
(X₆)Year level	0.091584257	0.03008	3.0447	0.00362
(X₇)Income of Parents (Per Month)	0.005026609	0.02692	0.1867	0.85258
(X₈)No. of Siblings	-0.01241915	0.04046	-0.307	0.76009
(X₉)Type of Community	-0.056815483	0.07451	-0.762	0.44915

Note: Intercept is (Y) Sense of Personal concern for the community, ** Significant Level at 95% (0.05)

Results showed that none of the GROW extension program impact indicators significantly affect the increase of AB Political Science Sense of Personal concern for the community. The probability of committing mistake in the generation of the logistic regression is about 0.055%

Furthermore, this data also revealed that the increase of students Awareness of; and empathy towards the community and their needs; confidence to their ability to influence social change; and understanding in political and social issues that affect community did not affect the students' Personal Concern for the community and the above mentioned are not a strong predictor of change.

This study produced similar positive, but negative results of program impact on student's sense of personal concern for the community, unlike the successful stories of the participating student in service-learning projects in America and Canada wherein they found out that of Civic actions and personal concern of students is the primary point of service-learning.

Other factors that affect Students' Sense of Personal Concern for the Community

The other factors that affect students' sense of personal concern for the

community are shown in Table 7.

Table 7.
Other factors that affect student's sense of personal concern for the community

SUMMARY OUTPUT	
Regression Statistics	
Multiple R	0.730405692
R Square	0.533492475
Adjusted R Square	0.454274216
Standard Error	0.054627194
Observations	63

ANOVA					
	df	SS	MS	F	Significance F
Regression	9	0.18087	0.0201	6.73446	2.27892E-06
Residual	53	0.15816	0.003		
Total	62	0.33903			

	Coefficients	Standard Error	t Stat	P-value
(Y) Intercept	0.076943123	0.14048	0.5477	0.58618
(X_1) Awareness of; and Empathy towards the community and their needs	0.225259478	0.13637	1.6518	0.10449
(X_2) Attentive in taking movement for the community	0.278293799	0.14151	1.9666	0.054471
(X_3) Confidence to their ability to influence social change	0.168042503	0.12103	1.3884	0.17082
(X_4) Understanding in political and social issues that affect community	0.137409764	0.14555	0.9441	0.34942
(X_5) Gender	-0.031119129	0.05051	-0.616	0.54047
(X_6) Year level	0.091584257	0.03008	3.0447	0.00362
(X_7) Income of Parents (Per Month)	0.005026609	0.02692	0.1867	0.85258
(X_8) No. of Siblings	-0.01241915	0.04046	-0.307	0.76009
(X_9) Type of Community	-0.056815483	0.07451	-0.762	0.44915

Note: Intercept is (Y) Sense of Personal concern for the community, ** Significant Level at 95% (0.05);

Results showed that only one GROW extension program impact indicator has affected the increase of AB Political Science Sense of Personal concern for the community. The year level of students is significantly and positively correlated to the increase of students personal concern to the community; since the p value is lower than 0.05, we reject the null hypothesis of no effect. It posted an R square value of (53.3%) indicating the overall variation contributed in the increase of student's sense of civic responsibility by the year level of students. The probability of committing mistake in the generation of the logistic regression is about 0.055%

The generated results revealed that for every unit of increase of 0.0916 in the year level of AB Political Science Students there was increase of 0.077 units in students' personal concern for the community. Furthermore, this data also revealed that students' parents income, gender, siblings, and type of community,

where they live in did not affect the students personal concern for the community and the above mentioned are not a strong predictor of change.

This study produced similar results in Canada and America, where service-learning program serves as a tool that makes students politically and civically matured to think for their community.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, its major findings, and conclusions which serve as the bases in formulating the recommendations.

Summary

This study was conducted to determine Impact of 'Grassroots on Work' Program to the Bachelor of Arts in Political Science Students' Sense of Civic Responsibility in Partido State University-Goa Campus Academic year 2014-2015. Specifically, this study sought to answer the following problems: 1. What are the goals and objectives of AB Political Science Program and objectives, inputs, activities, output, and outcomes of the GROW Program; 2. What is the impact of the 'Grassroots on Work' (GROW) Extension Program to the Bachelor of Arts in Political Science students' sense of civic responsibility in terms of: (a.) Awareness of; and empathy towards the community and their needs; (b.) Attentiveness in taking movement for the community; (c.) Confidence in their ability to influence social change; and (d.) Understanding the political and social issues that affect community; 3. How do the following 'Grassroots on Work' (GROW) Extension Program impact indicators manifest on students sense of civic responsibility: (a.) Awareness of; and empathy towards the community and their needs; (b.) Attentiveness in taking movement for the community; (c.)

Confidence to their ability to influence social change; and (d.) Understanding in political and social issues that affect community; 4. What is the extent of impact of the following 'Grassroots on Work' (GROW) Extension Program indicators to the students' personal concern for community: (a.) Awareness of; and empathy towards the community and their needs; (b.) Attentiveness in taking movement for the community; (c.) Confidence to their ability to influence social change; and (d.) Understanding the political and social issues that affect community; 5. What are the other factors that affect students' sense of personal concern for the community along: (a.) Gender; (b.) Year Level; (c.) Income of Parents; (d.) No. of Siblings; and (e.) Type of Community.

This study used impact evaluation research design. The data on goals and objectives of AB Political Science Program and objectives, inputs, activities, output, and outcomes of the GROW Program were analyzed through impact pathway analysis, while the data on the impact of GROW Program were generated through a descriptive survey which is developed by Furco et.al (1998) distributed among 63 students, gathered and statistically computed using mean, Time-two, Time-one Analysis and Wilcoxon Signed Rank Test through a Microsoft Excel. To answer how the following 'Grassroots on Work (GROW')' Extension Program impact indicators manifest on students' sense of civic responsibility: (a.) Awareness of; and empathy towards the community and their needs; (b.) Attentiveness in taking movement for the community; (c.) Confidence to their ability to influence social change; (d.) Understanding the political and

social issues that affect community, researchers used interview questionnaire; and to answer qualitatively the extent of impact of the following 'Grassroots on Work' (GROW) Extension Program indicators affect students personal concern for community: (a.) Awareness of; and empathy towards the community and their needs; (b.) Attentiveness in taking movement for the community; (c.) Confidence to their ability to influence social change; and (d.) Understanding in political and social issues that affect community and other factors affect students' sense of personal concern for the community along: (a.) Gender; (b.) Year Level; (c.) Income of Parents; (d.) No. of Siblings; and (e.) Type of Community the data were computed through the Multivariate Logistic Regression Analysis.

Problem 1. What are the goals and objectives of AB Political Science Program and objectives, inputs, activities, output, and outcomes of the GROW Extension Program?

Findings

The impact pathway analysis showed causal links form the goals and objectives of the AB Political Science Program, objectives of the 'Grassroots on Work' (GROW) Extension Program, inputs, activities, output, outcome and impact. The entire flows are linked, from means to its end

Conclusions

It is concluded that the GROW objectives are Specific, Measurable, Attainable Resource Oriented and Time-Bounded (SMART) and were crafted to give direction to the development and implementation of the Program and serve as a guide for the implementers so that all initiative and activities are leading to the attainment of the Goals and Objectives of the AB Political Science Program.

The entire flows are linked, from means to its end, thus this project was realized because of the students and teachers and other stakeholders successful intensive planning and management. The Partido State University professors and instructors make and implement programs that are based on the AB Political Science CMO.

Recommendations

It is recommended that proponents of the GROW program should intensively plan the entire activity, analyze fully the objectives, and goals for their realization. It is also recommended to design specific performance indicators per objective to make them measurable; continue the adoption and mainstreaming of GROW program in the attainment of program objectives of the AB Political Science.

Problem 2. What is the impact of 'Grassroots on Work' (GROW) Extension Program to Bachelor of Arts in Political Science Students' Sense of Civic Responsibility in terms of:

(a.) Awareness of; and empathy towards the community and their needs;

(b.) Attentiveness in taking movement for the community;

(c.) Confidence to their ability to influence social change;

(d.) Understand political and social issues that affect community.

Findings

The implementation of GROW program brought a small but significantly increase in the student's awareness of; and empathy towards the community and their needs of 8.62 %; A significant increase of 7.84 % in student's sense of personal concern for the community; A significant increase of 6.01% in student's confidence to their ability to influence social change; and a significant increase 8.26% of student's understanding in political and social issues that affect community were observed. However, the 5.24% increase in student's attentiveness in taking movement for the community was found not significantly attributed to the program.

Conclusions

GROW program as a service-learning, gives the students a concrete experience to see the world and what a world looks-like through its various activities that opened the eyes of the students and be aware of the important needs of the community, the socio-political problem affecting the community and empathized with the people in the community, Furthermore this concrete experiences are reflected in the students personal responsibility to the

community, because there is no realization of ideas about societal change unless students feel the responsibility in their hearts. This factor is one of the key elements that made them think what they can do to help others and expectedly will lead them to be active in helping others. Students will be the agent of change for the development of the community.

It can also be said that the GROW program shapes the confidence of students. Students saw the effect of helping the community, which boosts their confidence. The more confident the student are the more motivated they become, since they saw that their small actions truly affect the community. However, students have difficulty of moving from their awareness, empathy and their personal responsibility to action. Five months is not enough to improve the student's attentiveness and initiative in taking actions for the community.

Recommendations

The findings strongly recommends for the continuing adoption and mainstreaming of GROW program in the attainment of program objectives of the AB Political Science. The study confirmed that the intervention of the program yielded a significant impact on the students.

Since GROW program has an impact on the AB Political Science students Awareness of; and empathy towards the community and their needs; Confidence in their ability to influence social change; Understand political and social issues that affect community. It is best to develop and adopt service-learning extension

program in other degree programs of the university or in other Higher Educational Institutions. This step will lead to the development of student's sense of civic responsibility, thus making him an active citizen and a leader that will lead a changes for the community and lessen the corruption in our government.

The program must start at the beginning of the academic year, since seven months of implementation from September-March is short and will not ensure the development of students' attentiveness in taking movements for the community to erase the boundary between awareness, empathy, and sense of personal responsibility to actions. The GROW extension program must strengthen the leadership component to address the aforementioned constraint and to achieve and maximize the impact of the GROW extension program to the civic development of the AB Political Science Students.

Problem 3. How do the following 'Grassroots on Work' (GROW) Extension Program impact indicators manifest on students' sense of civic responsibility:

(a.) Awareness of; and empathy towards the community and their needs;

(b.) Attentiveness in taking movement for the community;

(c.) Confidence to their ability to influence social change; and

(d.) Understanding in political and social issues that affect community.

Findings

Interview data shows that 100% of students are aware of; and felt empathy towards the community and their needs; attentive in taking movement for the community; they have confidence to their ability to influence social change; and understand the political and social issues that affect community with a 92.31 % very sure in the degree of certainty. The AB Political Science are able to see the multifaceted problems of the community and able to conceptualize ideas or actions that will help the community. Furthermore, Students also felt that their actions are valued by the community because of the words and songs of appreciation. Students are now often think socially, politically and discussed the issues that affect the community.

Conclusions

The GROW program affects the students cognitive, affective and Psychomotor domain. Their answers during the interview showed that they are aware about the conditions and needs of the community, the awareness lead them to actively participation in their community and in the association. Furthermore the students are willing to participate voluntarily in other extension programs of the university, since they are very confident that their actions are valued and that they affect the community.

Recommendations

The program should focus on activities that motivate them to be more active in their community to allow them to interact with and apply their knowledge in real world problems. It is also recommended to focus more in the social component of GROW program to enable the students to connect with one another, with faculty members, and with their communities to take greater interest in social and community issues and translate active commitment to active citizenship.

Problem 4. What is the extent of impact of the following 'Grassroots on Work' (GROW) Extension Program indicators to the students' personal concern for community:

(a.) Awareness of; and empathy towards the community and their needs;

(b.) Attentiveness in taking movement for the community;

(c.) Confidence to their ability to influence social change; and

(d.) Understanding the political and social issues that affect community.

Findings

Results showed that none of the GROW extension program impact indicators significantly affect the increase of AB Political Science Sense of Personal concern for the community. The probability of committing mistake in the generation of the logistic regression is about 0.055%

Furthermore, this data also revealed that the increase of students' Awareness of; and empathy towards the community and their needs; confidence to their ability to influence social change; and Understanding the political and social issues that affect community did not affect the student's Personal Concern for the community and the above mentioned are not a strong predictor of change.

Conclusions

The GROW impact indicators did not affect the students' personal concern for community. Even if there was growth in students' awareness, empathy, confidence or self-efficacy and understanding in political and social issues that affect the community it did not affect the increase of students' personal concern.

Recommendation

The proponents of the program must focus more on students' affective domain, so that more students would feel that there is a need for their action in the community.

Problem 5. What are the other factors that affect students' sense of personal concern for the community along:

    (a.) Gender

    (b.) Year Level

    (c.) Income of Parents

(d.) No. of Siblings

(e.) Type of Community

Finding

Results showed that only one GROW extension program impact indicators has affected the increase of AB Political Science Sense of Personal concern for the community. The year level of students is significantly and positively correlated to the increase of students personal concern to the community; since the p value is lower than 0.05, it rejected the null hypothesis of no effect. It posted an R square value of (53.3%) indicating the overall variation contributed in the increase of student's sense of civic responsibility by the year level of students. The probability of committing mistake in the generation of the logistic regression is about 0.055%

The generated results revealed that for every unit of increase of 0.0916 in the year level of AB Political Science Students there was an increase of 0.077 units in Students Personal Concern for the Community. Furthermore, this data also revealed that students' parents income, gender, siblings, and type of community where they live in did not affect the students personal concern for the community and the above mentioned are not a strong predictor of change.

Conclusions

The increase in student's sense of personal concern is small yet it is significant. The increase in the student's sense of personal concern is small

because the program is still young, cannot guarantee a larger percentage of increase and the attentiveness of students for action is not really brought by the program. Furthermore, as the year level increases the personal concern for the community also increases, it is brought by the GROW program and sign of effectiveness of the program, maturity and citizenry of the AB political Science students. Furthermore, the entire effort of the faculty, students and other stakeholders for the realization of this GROW program was not a waste of effort.

Recommendations

The time frame of implementation of the program should start from the beginning to the end of the semester, to achieve maximum impact. Furthermore it is recommended that the proponents of the GROW program who are in this case, the Political Science Professors and Instructors, must emphasize the integration of personal responsibility to the community. The administration and curriculum planners of the university should be more focused on both immediate and long-term student outcomes. The other colleges of the University must also adopt same service-learning program to make the students of the university an active youth of the community. It is also recommended that the administration should allocate more funds in the service-learning program and provide resources for positive student outcomes.

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