

**A CHRISTIAN SOCIAL TRANSFORMATION MODEL OF SERVICE-
LEARNING FOR THE UNIVERSITY OF SANTO TOMAS-LEGAZPI
(UST-LEGAZPI) COLLEGE OF BUSINESS MANAGEMENT
AND ACCOUNTANCY (CBMA) PROGRAMS**

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ABSTRACT

This study dealt with developing a Christian Social Transformation Model of Service Learning for the University of Santo Tomas Legazpi (UST-Legazpi) College of Business Management and Accountancy (CBMA) Programs. Service-Learning is a learning pedagogy that combines classroom instruction with meaningful community service. It emphasizes critical thinking and develops community, civic engagement, and social responsibility among the students. The study identified service-learning activities that can be integrated in the CBMA curriculum. It determined the entry points for service-learning activities and the appropriate delivery approaches for its integration in the CBMA curriculum. It utilized the qualitative approach and data analysis in the tabulation and presentation of the findings. Results of the study showed that service-learning activities were identified based on the students' academic program and readiness to serve in the community. Activities were classified as direct, indirect, advocacy and research-based. NSTP courses were determined as entry points for the first-year students; RE courses for the second year and selected professional courses for the third year and fourth year students. Problem-based Service-Learning, Community-Based Research, Discipline-Based and Internship Service-Learning were the suitable delivery approaches in the integration of Service-Learning activities in the CBMA curriculum.

Keyword: Service-Learning Activities; Entry points; Delivery Approaches; CBMA Programs

INTRODUCTION

Education is considered as a powerful tool in life. It allows an individual to find meaning in the world and helps improve lives in a lot of ways. As the world is becoming more complex, people need to be more creative and adaptive to be able to meet challenges. They have to seek the best education that

will give them advantage in life. The United Nations Educational Scientific and Cultural Organization or UNESCO advocates that "education must contribute to the holistic development of the learner, and institutions of higher learning are expected to provide students with experiences for their total development. This is what one of the four pillars of education which is learning,

hopes to achieve – the development of a person’s mind, body, intelligence, creativity, personal and civic responsibility, and spiritual values” (Delors, 2013, in Duenas, 2017).

The main goal of service learning is for students to serve local community organization and provide them with educational experience that directly relates to their curricular goals and objectives. By working with community members, students can enhance their group, organizational and interpersonal skills. They also can gain important experience working with diverse members of their communities (Cicero-Johns, B. 2016).

This learning pedagogy is supported by CHED Memorandum Order (CMO) no. 17 s. of 2017 which declared that “BSBA major courses should include a practical project component, offering the opportunity to apply the problem-solving theories and concepts learned in the classroom to real situations.”

The College of Business Administration (CBA) was founded in 1948. In Academic Year (AY) 2008–2009, the College of Business Administration was changed to College of Business Management and Accountancy (CBMA). with the program offerings: Bachelor of Science in Accountancy (BSA); Bachelor of Science in Business Administration (BSBA) majors in Financial Management (FM), Marketing Management (MM), Human Resource Development Management (HRDM); Bachelor of Science in Entrepreneurship (BSENTREP); Bachelor

of Science in Hospitality Management (BSHM); and Bachelor of Science in Tourism Management (BSTM). The BSBA is a PAASCU level II accredited program, while the other programs are undergoing preliminary visits.

CBMA must prepare students for the world where opportunities for success require the ability to compete and possess 21st century skills. It needs to undertake innovative approaches to produce graduates with relevant skills to compete in a dynamic job market. It should focus its programs on not only producing competitive but also civic minded graduates. A civic minded graduate is “a person who has completed a course of study (e.g., bachelor’s degree), has the capacity and desire to work with others to achieve public goods and have a commitment to act upon a sense of responsibility as a member of that community” (Bringle & Hatcher, 2007, in Guanzon, 2020).

Objectives Of the Study

The study aimed to develop a Service-Learning model for the UST-Legazpi CBMA programs. Specifically, it sought to realize the following objectives:

1. To identify the Service-Learning activities that may be integrated in the existing CBMA curriculum;
2. To determine the points of entry for Service-Learning activities that may be identified in the existing CBMA curriculum; and
3. To determine the delivery approaches and strategies that

may be appropriate for the integration of Service-Learning activities in the CBMA curriculum.

Framework of the Study

The first theory employed by the study is the action learning theory by McGill and Beaty. They presented action learning as a continuous process of learning and reflection supported by colleagues with an intention of getting things done. Through action learning, individuals learn with and from each other by working on real problems and reflecting on their own experiences. McGill and Beaty emphasized the cyclical process of taking action, assessing that action through reflection, drawing conclusions, and taking subsequent actions based on these conclusions (O'Neil & Marsick 2007). The theory supports student's active participation in the learning process. As a student gains positive experience from his community engagement, he will have the desire to continually keep that feeling by rendering community service. His public service will extend beyond his academic period.

The second theory utilized by the study is the community engagement theory by Ernest Boyer (1990). Boyer presented the "four forms of academic scholarship, namely the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Boyer argued that the "mission of the university is about a scholarship of engagement by which the resources of the university are utilized to confront 'the most pressing

social, civic and ethical problems. Academics must work beyond the university and be willing to engage in research that offers reciprocal and mutual benefits to communities. Kruss, Haupt, and Visser (2016) found that "there is more likelihood of academics interacting with external partners when they perceive that their engagement is of value to the generation of knowledge in their institution." Service-Learning enables the University to share its knowledge and resources with surrounding community and encourage a profound appreciation of community service within faculty and students. In this engagement, faculty plays an important role in leading and supervising students' activities for them to learn the necessary skills and become active members of society.

CBMA recognized the three important components of Service-Learning: students, teachers, and community. When students enter CBMA they bring with them everything that they have previously acquired: their faith and value system, as well as prior knowledge. They gained additional learning from their teachers through delivery of instruction and formal assessment. If Service-Learning is integrated in the curricular programs and effectively implemented by the college, students will go out and share their knowledge and skills with the community. They will benefit from their community experience through the hands-on use of skills and knowledge learned in classroom thus, increasing relevance of learning while addressing the needs of the community. From the theories the researcher conceptualized the development of the Service-Learning model for the CBMA

programs. A thorough review of CBMA curriculum was conducted during the FGD. The Service-Learning activities that may be integrated in the CBMA curriculum per program were categorized, the points of entry of Service-Learning in the existing CBMA curriculum from first year to fourth year levels were identified and Service-Learning delivery approaches and strategies appropriate for the integration

of Service-Learning Activities in the CBMA curriculum were determined. The Service-Learning engagement of the college is in pursuit of the university's goal of producing quality graduates imbued with academic excellence, the values of life, truth, love and gratitude and responsible citizenship. The theoretical and conceptual framework of the study is shown in figure 1.



Figure 1. Theoretical and Conceptual Framework

METHODOLOGY

The study utilized the qualitative approach through focused group discussion (FGD) and interview guide. Curriculum review of the CBMA programs was conducted by the researcher to identify possible courses where service-learning can be integrated. The study was conducted from August to May of AY 2021-2022.

The CBMA Officer-in-Charge, Program Chairs and Faculty handling professional courses, Religious Education Director, and Director of the Center for Community Involvement and NSTP were the primary respondents of the study.

The FGD was conducted in the CBMA faculty room and participated by six (6) faculty, four (4) Program chairs and OIC of the college. It lasted for two (2) hours. At the start of the FGD the researcher explained that the main objective of her study is to introduce improvements in the CBMA curriculum that will not only develop skills of the students but integrate instruction, research, and community engagement. She then presented the concept of service-learning. To further support her study, service-learning endeavors of De La Salle University, University of Santo Tomas, Ateneo De Davao, and Xavier Ateneo were presented. She emphasized that the Service-Learning activities of HEIS were acknowledged by CHED Chairman, Prospero De Vera in his statement during the 2019 World Education Forum in London, where he

declared that “other (Philippine) universities are teaching farmers and market vendors literacy and numeracy skills so they can earn a living and not be exploited by traders because they are unable to read and write.” Inspired by the presentation, CBMA faculty and program chairs gladly acknowledged the service-learning initiative. The researcher then showed a powerpoint presentation of different service-learning activities and strategies that can be integrated in CBMA programs including the list of professional courses. The program chairs, faculty, and OIC deliberated on the service-learning activities, strategies, and specific courses for the integration. They unanimously agreed to adopt identified activities and strategies for their specific programs and courses.

The study was also presented to the Directors of the NSTP and Religious Education since community engagements are embedded in these courses. The study was appreciated and both extended their support to this academic endeavor. Service-learning activities were identified based on the topics and learning outcomes in the course syllabi.

Secondary data were sourced from CBMA curricula, CMOs and syllabi of every program including NSTP and RE courses. Moreover, responses from the FGD were analyzed for substantial interpretation and discussion.

RESULTS AND DISCUSSIONS

Service-Learning Activities That May Be Integrated in the CBMA Curriculum

Service-Learning activities for the different programs were identified and deliberated upon during the Focus-Group-Discussion (FGD). Some of these activities were already implemented by other programs as extra-curricular activities and just need to be integrated in the curriculum. These activities were categorized as direct, indirect, researched-based and advocacy service-learning:

1. **Direct Service-Learning** is a person-to-person, face-to-face service project in which the students' service directly impacts individuals who receive service from the students.
2. **Indirect Service-Learning** takes place when working on environmental projects, or community development-projects that have clear benefits to the community or environment, but not necessarily to individually identified people with whom the students are working.
3. **Research-Based Service-Learning** involves gathering and presentation of information on areas of interest to needed projects. It finds, gathers, and reports on information that is needed by the community or partner.
4. **Advocacy Service-Learning** includes educating others about topics of public interest or

projects that aim to create awareness and action on some issues that impact the community or partner organization.

According to the Manual of Regulations for Private Higher Education (MORPHE), Philippine Higher Education shall train the nation's human resources in the required skills for national development, and to instill and foster the appropriate and relevant attitudes, skills, and knowledge to enable each individual to become a useful, productive, globally competitive, and gainfully employed member of the society;

CBMA aims to produce graduates who are values-oriented, socially responsive, and globally competitive. As such, it must prepare programs that would develop students' skills, values, and desire to become active members of society. Service Learning supports this advocacy as it highlights the "need for students to see beyond themselves and use their knowledge and skills to help others in compassionate and just ways. It allows students to become more self-aware, sensitive to the plight of others, and engaged in their communities" (Meyers, 2009).

The Service-Learning activities that maybe integrated in the CBMA curricular offerings were identified according to the field of specialization and students' readiness to serve in the community. CBMA students will serve the community by performing tasks or projects related to their discipline.

For **All First and Second Year Programs**, activities were decided based on the topics included in the NSTP and RE course syllabi. Activities identified were: organize catechism activity for day-care center and elderly, teach them to make and pray the rosary, organize book-drive for elementary school students, patronize and promote local products, partner with LGU for their poverty alleviation programs, host awareness seminar on Government Poverty Alleviation programs, participate in clean-up drive, tree-planting and gift-giving activity, organize feeding project, conduct research on community problems and issues, organize seminar on social justice and contemporary social issues, conduct community need assessment and prepare proposal to address needs.

For **BSA Program**, activities mentioned were: mentor ABM senior high students on basic accounting, provide training to cooperative leaders on simple bookkeeping and basic accounting, workshops for communities' residents on finances and budgeting, compile accounting firm's information system and conduct research on financial institutions/accounting industry.

For **BSBA-FM, MM and HRM**, identified activities were: host trade fair to promote products of partner community, create promotional materials for small business enterprises, provide meaningful service to partner industry, provide training for women's organization on marketing strategy, host business conference and conduct research for partner industry/community.

For **BSENTREP students**, the following activities were determined: assist in the starting up of a small business for women organization, prepare feasibility study for micro enterprises, conduct training for women members on products and services' pricing and costing and monitor/evaluate business activity of women members.

The **BSTM** program will host/organize poster-making contest of tourist destinations, provide meaningful service to partner industry, showcase culture/products of different towns and provinces, create promotional materials for local tourist destinations, submit proposal on cultural heritage sites preservation, prepare tourism development plan for an identified LGU and conduct research for tourism/partner industry, while the **BSHM** will provide meaningful service to partner industry, conduct livelihood training for women organization, prepare cooking tips for working mothers, showcase culture/products of different towns/provinces and conduct research for hospitality/partner industry. Service-learning activities of the students are intended to help partner establishment and uplift lives of people within the surrounding community. Guanzon (2020) stressed that students' interaction with the community positively changed their impression towards them and made them realized that students like them should contribute towards uplifting the lives of the poor.

Points of Entry for Service-Learning Activities in the Existing CBMA Curriculum

One of the best means of implementing service learning is through its integration in the curricular offerings. Duenas (2017), stated that students should be given the privilege to be of service to others by applying what they have learned in the classroom to real-life situations. This can be done by integrating service-learning into the curriculum.

The points of entry for Service-Learning activities in the CBMA curriculum is presented in two parts. First part is the points of entry for the first year and second year level and the second is the points of entry for professional courses in the third- and fourth-year level. For the first year and second year level, service-learning activities are common for all programs. For the first-year students, service-learning activities are more of a one-time or a one-day service activity, since they are in their initial stage of service-learning engagement. Nevertheless, their participation in hands-on activities through day-long events will give them a better understanding and appreciation of their contribution to their community. CBMA Students' community immersion will open their eyes to life's reality as they learn to reach out to others with love and gratitude in a manner reflective of a true Legazpi-Thomasian. Their engagement will challenge their thinking, creativity, and greater awareness for the plight of others (Shaw, N., 2012) As students' progress from one

level to another, service-learning activities are getting difficult or personal, like the research activity or partnering with LGU on their poverty alleviation programs, for the second year. The experiences of these students in service-learning made them realize that they can be agents of change and contribute to society even in simple ways through their chosen discipline (Adarlo G. 2020).

Points of Entry for Service-Learning Activities in the Existing CBMA Curriculum for First and Second Year Level

For the first-year level, Service-Learning will be integrated in the NSTP courses, while for the second-year level, in the RE courses. Service-Learning is relevant in this program of studies, because of its community immersion component. Service-Learning can be effectively implemented in the NSTP and RE programs due to the nature of its activities. The NSTP or National Service Training Program promotes civic consciousness and recognizes youth's vital role in nation building. Its components, the Civic Welfare Training Service (CWTS) focuses on activities that contribute to the general welfare and betterment of life of members of the community or enhancement of their facilities, while the Literacy Training Service (LTS) trains students to teach literacy and numeracy skills to schoolchildren, out-of-school youth, and other segments of society in need of their services (Anorico, H.C. 2019). RE or Religious Education promotes the spiritual, moral, social and cultural development of individuals and of groups and communities.

Level	Program	Course	
		1 st Semester	2 nd Semester
1 st Year	All Programs	NSTP 1	NSTP 2
2 nd Year	All Programs	IO-RE 3	IO-RE 4

Points of Entry for Service-Learning Activities in the Existing CBMA Curriculum for Third and Fourth Year Level

For the third-year level, the points of entry were determined based on the courses and activities involved. It was established that during the past years, researches and feasibility studies conducted by students were focused more on industries and organization. This norm was the basis for the entry point for all the programs except the BSEntrep and BSHM.

For the **BSA courses**, the entry point will be Acctg. Information System and Research Method. These are the courses where BSA students are exposed to different technologies applied in the Accounting System. This is related to research as they will also conduct survey of the different information system and output could be considered additional knowledge to other accounting students. The skills developed by the students from these courses could be utilized to have a meaningful contribution to the partner community.

For the **BSBA and BSTM**, their research and feasibility study course will be the entry point for their service-

learning activities. “One of the objectives of business education is to help the recipient appreciate the world around him and contribute maximally to the social and economic development of the nation” (Nwokike et al., 2018). Thus, today's business educators have the responsibility to “prepare students for the role of modern business, including corporate citizenship, sustainability, and social responsibility.” (Thoman, D. 2017). CBMA students are exposed to emerging trends in business. They are updated with different marketing strategies and most of the time a critique of advertisements and promotions. The knowledge gained by these students from their lower business courses have prepared them for their research and feasibility activity. Their research and feasibility study skill could be of assistance to the starting or emerging business or industry thus, developing their corporate social responsibility.

For the **BSEntrep and BSHM** the entry points are the technical courses where they will be required to demonstrate their knowledge and skill through a conduct of event to showcase their expertise. The Hotel and Restaurant Management program has its expertise in cookery, bread and pastry production, and housekeeping that can be extended to

needy communities for their livelihood needs (Garcia, R. 2017). The Entrep courses taught students to be creative and innovative in their approaches and interaction. They are trained as social entrepreneurs who set out to create social value. They can capture social needs, and make innovative proposals even if there are risks involved. Their skills can be extended to marginalized and less privileged of society to help combat poverty and unemployment.

For the **fourth-year level** first semester, Service-Learning activities will be focused on the courses which require application of students' promotional and selling skills for BSBA, BSTM and BSHM courses. In these courses students develop marketing skills as they learned strategies to successfully combine the marketing mix in business operations. They also acquire knowledge on the application of different

marketing tools. They can employ these skills in assisting partner communities promote their product, services, and culture. Although, for BSA it will be a continuation of their research activity, the output will be beneficial to accounting or partner industry.

For the **second semester**, service-learning activities will be focused on the internship or industry immersion. In this course students are required to combine on-the job training with classroom learning to effectively prepare them, the future managers for productive careers in the business and tourism industry. The students will develop leadership and decision-making skills as they interact with industry leaders and customers. Their reflection of their service engagement will strengthen their planning and management skills as they spend time thinking what they have learned from their experience.

Points of Entry for Service-Learning Activities in the Existing CBMA Curriculum for Professional Courses

Level	Program	Course	
		1st Semester	2nd Semester
3rd Year	BSA	AE 20 – Acctg Information System	AE 6 – Acctg Research Method
	BSBA-FM	BAC 105 - PFS/Bus. Plan 1	BAC 107- PFS/Bus. Plan 2
	BSBA-MM/HRM	BAC 105 - Bus. Research 1	BAC 107 - Bus. Research 2
	BS ENTREP	Entrep 301 - Pricing and Costing	Entrep 304 – Bus. Plan Preparation
	BSTM	TM 302 – Research in Tourism 1	TM Elec4 – Research in Tourism 2
	BSHM	HMElec2 - Menu Design and Revenue Management	HM 303 – Research in Hospitality

4th Year	BSA	AE 8 – Accountancy Research	AE 7 - Acctg. Internship
	BSBA-FM, HRM	FM/HRDM 401 – Special Topics on Financial, Human Management	Practicum-Internship
	BSBA-MM	MMElec3-Environmental Marketing	Practicum-Internship
	BS ENTREP	Entrep 401 – Bus. Plan Implementation 1	Entrep 402 – Bus. Plan Implementation 2
	BSTM/BSHM	THC 110 – Entrepreneurship in Tourism and Hospitality	Practicum-Industry Immersion

Delivery Approaches and Strategies Appropriate for the Integration of Service-Learning Activities in the CBMA Curriculum

The College will utilize different delivery approaches and strategies for the integration of Service-Learning activities in the CBMA curriculum. There are delivery approaches and strategies suited to the Service-Learning activities for the first year and second year levels and professional courses.

From the following Service-Learning Models, the College was able to determine the suitable delivery approach for the Service-Learning activities:

1. **“Pure” Service-Learning.** These are courses that send students out into the community to serve. These courses have the core idea of service to communities by students, volunteers or engaged citizens. They are not typically lodged in any one discipline.
2. **Discipline-Based Service-Learning.** In this model, students

are expected to have their presence in the community throughout the semester and reflect on their experiences on a regular basis using course content as a basis for their analysis and understanding.

3. **Problem-Based Service-Learning.** According to this model, students (or teams of students) relate to the community as “consultants” working for a “client.” Students work with community members to understand a particular community problem or need. This model presumes that the students have knowledge they can draw upon to make recommendations to the community or develop a solution to the problem.
4. **Capstone Courses.** These courses are designed for professional courses in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the

knowledge they have obtained from their courses and combine it with relevant service work in the community.

5. **Service Internships.** Like traditional internships, these experiences are more intense than typical Service-Learning courses, with students working as many as 10 to 20 hours a week in a community setting. Like traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories.
6. **Undergraduate Community-Based Action Research.** In this model, students conduct research on a particular issue identified by a community organization. The research project is designed to address informational needs of the organization while applying classroom theory and knowledge. It enables students to integrate theory to practice. (Adapted from Heffernan, Kerrissa, 2001).

Service Learning is relevant to CBMA courses and this is supported by Grotrian & Jackson (2016) when they declared that “through Service-Learning, business students can improve upon academic and personal skills related to their discipline while building civic competency as they set

goals based on what they have learned, develop sensitivity and awareness, and improve critical thinking skills.”

Service-Learning can be implemented in different ways, nevertheless, the CBMA opted for its integration in the curriculum because it will provide opportunity for students to learn about environmental and social issues in a real-life context. Guided by the different Service-Learning models, delivery approaches were selected to suit the students’ service-learning activities.

Problem-Based Service Learning encourage students to go out in the community and address identified community needs or problems.

It is suited for **NSTP 1** since it will allow students from different programs to engage in a community activity that will address social and economic issue. This activity will provide them with better understanding of social issues. It will prepare the students for citizenship and social responsibility. As aptly stated by Balmeo et al., (2015), through “effective community service provided by the NSTP courses, students developed holistically as individuals, as students, and as responsible citizens of the society and country.”

Discipline-Based Service Learning is deemed appropriate for **NSTP 2, IO-RE 3 and IO-RE4** since these courses have community immersion component. Students’ community participation will be based on their program of study, engagement will be on a regular basis, guided by

their program learning outcomes. First year and second year students will have opportunity to relate community service to course content through regular preparation and submission of reflection. Schaffer (2004) avers that Service-Learning in the RE courses “will enable students to participate in service to those in need, which is an integral component of Christian faith and reflects upon their experience in a manner which encourages emotional and spiritual questioning and growth. Their service to the community will strengthen their spiritual formation as they observe and digest people’s struggles and difficulties.”

Problem-Based Service-Learning is appropriate for third year BSA, Entrep and BSHM courses and fourth year FM, MM, HRM, BSTM and BSHM courses.

It is suitable for **BSA students** since their mentoring assistance will be extended to Senior High school students with learning difficulty in basic accounting. However, their service can go beyond working with individuals in need to focus on advocacy using knowledge and skills derived from their academic field of study (Meyers, 2009). The workshop they will conduct on finances and budgeting will address economic issue of residents of partner community. This approach will also permit **BS Entrep and BSHM** students to engage in activities that will provide remedy to community social issues. The training that will be provided by **Entrep students** to women on product costing and pricing will empower them to engage or start a small business. This

will augment family earnings and uplift lives. The livelihood training that will be provided by **BSHM students** for mothers/women will develop their cooking skill and will help address poverty and unemployment problems of the partner community.

It is also applicable to **BSBA fourth** year students as this approach require them to focus activities on addressing needs of individuals and groups. **BAFM** students will organize conference for small business entrepreneurs. This conference will focus on emerging trends and technologies that would assist business owners in their endeavors. As they extend their service to the business owners, they will learn to appreciate their chosen career. This approach is also suited to **BA-MM and HRM** since their activities will be centered on promoting products and services of partner communities. The students would be able to apply the knowledge learn from their courses like advertising and professional salesmanship. They will coordinate with CCI with regards to products of the Agta community, an established institutional partner and plan how their products can be brought to the Legazpi City market. Students can have options from UST-Legazpi partners. The problem-based Service-Learning approach is also appropriate for **BSTM/BSHM students** in promoting destinations and culture of towns in the province of Albay. They will have the chance to showcase best culture and destinations. This could be an avenue to increase tourist arrival thus addressing livelihood concerns of small business enterprises. Activities

can include sponsoring of photo exhibits of different cultures and destination, cultural show, and search for Mr. and Miss Bicol Tourism. This promotional event can be held in UST-Legazpi where different colleges and senior high students from feeder schools can be invited. This will also be a promotional opportunity for CBMA programs.

Community-Based Research Service-Learning is appropriate for all the third year CBMA students including fourth year BSA.

It will be utilized by all CBMA programs in their research and feasibility courses. This approach will require researchers to go out and conduct interviews with community members to identify relevant issues, write a literature review on the topic, and use research methods to assess the scope of the problem. The “results of the research study are communicated to the agency so that it can be used to address community needs” (Meyers, 2009). Representatives from partner organization/industry or community will be invited during the research presentation. And the most important part of their activity is the preparation of reflection that will show the relevance of their activities to their classroom learning.

Service-Learning Internship is proper for CBMA OJT and immersion courses for it will enable CBMA students to practice their business skills by providing meaningful service to partner community or organization. The skills acquired in the classroom will now be utilized to assist

partner organizations in meeting different needs. It will also allow Entrep students to apply their entrepreneurial skill while helping women group to start small business. They will provide assistance in the operation and evaluation of business endeavor. Students in this course will be required to regularly prepare reflection on their experiences, challenges, and learnings.

CONCLUSIONS AND RECOMMENDATIONS

From the findings of the study, the following were drawn:

1. CBMA Service-Learning activities are determined based on the students’ program of study and readiness for community service. Their Service-Learning activities are classified as direct, indirect, advocacy and research-based. Activities are selected based on the topics included in the course syllabi. The inclusion of these activities in their program of studies will expose students to community’s issues.
2. Entry points for service-learning activities are identified from first to fourth-year level. Entry point for first year is the NSTP courses and religious education for second year. For third and fourth-year level entry points are identified from the selected professional courses per program. Previous practices are

considered in the selection of entry points.

3. Delivery approaches and strategies are selected based on the Service-Learning activities of students per program. Delivery approaches for CBMA Service-Learning activities are: Problem-based service learning, community-based researched; discipline-based and internship service-learning. Students' amount of community exposure was also considered in determining the suitable delivery approaches and strategies.

Based on the findings and conclusions of this study, the following are hereby recommended:

1. To provide training to faculty members for the Service-Learning integration in the curriculum and programs.
2. To include service-learning in the faculty syllabi-making and module preparation as part of their innovative teaching approaches. This could be a good avenue for meeting ranking and accreditation requirements.
3. To require faculty to connect with community organizations and partners for service opportunities. This will strengthen linkages and networking.
4. To build faculty awareness of Service-Learning and other non-traditional teaching methodologies. Distribute information on Service-Learning and other types of experiential

classroom learning. This will improve faculty teaching style.

5. To convene program chairs and faculty members to come up with an institutional rubric for Service-Learning assessment.
6. To coordinate Service-Learning initiatives with the Center for Community Involvement, being the social development arm of UST-Legazpi for the list of community partners where the college can connect and serve.
7. To involve students and community partners in the determination of Service-Learning activities to address real community needs.
8. To integrate Service-Learning activities in all curricular offerings and network with other colleges for Service-Learning opportunities involving specialized needs.
9. To use flexibility in the delivery of approaches and strategies to suit students' preparedness and community's readiness for Service-Learning.
10. To institutionalize Service-Learning. It should be integrated in the curriculum and supported by faculty and students.
11. To make Service-Learning a part of the college culture. Include it in the new faculty and student orientation.
12. To conduct an impact study of Service-Learning on the students and community.
13. To come up with monitoring and evaluation tool for the

implementation of Service-Learning activities.

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