

A MODEL COMMUNITY RELATIONS PROGRAM
FOR DE LA SALLE UNIVERSITY-EAC:
A PROPOSAL

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A Thesis

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by

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Abstract

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Statement of the Problem

This study primarily aims at responding to the increasing student-population of De La Salle University-EAC and their involvement in community activities through an improved school-community relations program. Specifically, the study looked into the following:

1. The school's field of concentration in its community-based action program.
2. The internal analysis of the school's program based on its strengths and weaknesses.
3. Its external based on the opportunities offered by its client-community and the problems encountered therein.
4. Based on the results of the above, what school-community relations program may be proposed?

In order to elaborate the above specific problems, the following research hypotheses were forwarded:

1. The DLSU-EAC field of concentration in its community-based action program is similar to that of the Philippine Union College (PUC) and Saint Augustine Major Seminary (SASMA).

2. The strengths and weaknesses of DLSU-EAC are also the strengths and weaknesses of PUC and SASMA; The strengths of DLSU-EAC are the weaknesses of PUC and SASMA and its weaknesses their strengths.

3. The opportunities offered by the client-community to DLSU-EAC are also the opportunities offered to both PUC and SASMA and the problems encountered therein by DLSU-EAC are also the problems encountered by both PUC and SASMA.

Methodology

This research was conducted at the three selected educational institutions: DLSU-EAC, PUC, and SASMA which are found in the municipalities of Dasmariñas, Silang and the City of Tagaytay respectively - all in the province of Cavite. It was started during the second semester of the school year 1987-1988 and finished in the second semester of school year 1988-1989, a period

of almost one year.

The combined methods of immediate synthetico-a-posteriori and mediate analytico-a-priori were used taking into account the following sources of information: first hand, primary, and secondary. This study was therefore more designed as a descriptive research. The researcher used both the interview portion and questionnaire in eliciting the information. It covered 3 administrators, 7 project officers, and 158 students with a total of 168 respondents. The study used the frequency counts and percentages in the treatment of its statistical data.

Findings

The results of the program, internal and external analyses indicated these findings:

1. It revealed the mean rating of 3 as the lowest and 4 as the highest where both are highly accepted as passing the evaluation scale of good and very good respectively. All the 3 schools reached the acceptable rating of 80% and above, averaging them at 84% turnout of respondents.

2. The DLISU-EAC field of concentration is similar to that of PUC and SASMA with related projects such as

propagation of God's Kingdom, information dissemination, and values reorientation. The Youth Educational Services (YES), the Community Extension Services (CES), and the Community Apostolate Program (CAP) which are the community-based programs of DLSU-EAC, PUC, and SASMA respectively are all geared towards giving services to the community particularly through the students.

3. About the external environment, it was found out that the opportunities offered by the client-community to the students are similar in all the three schools. The students were able to apply to the community the knowledge they learned inside the classroom; at their youthful age they already had the opportunity of serving the community. They met and communicated with different people in a real and true-to-life experience.

Similar problems were encountered by the students while implementing the program in the community: diseases, illiteracy, poverty, values deterioration, vices and crimes. Aside from these systemic societal problems, the students also encountered different institutions, both GO's and NGO's, working in one area not having an integrated, cooperative and coordinated effort.

The Communal University through Nonformal Education
(COMMUNE): A Proposed Model Community Relations
Program for De La Salle University-EAC

DLSU-EAC mandates a "relationship with God, fellow-men, and community" and "lifelong learning through community-based education." The school has to conscientize its students by not only putting the educational philosophies in their minds but also internalizing them in the total person thereby pouring them out by means of service to the community.

The school is already overburdened in performing its functions which are the very essence for its own existence. Private institutions like DLSU-EAC has a moral obligation to the people so that the more the community is developed through its HELPS the more the residents of a given community aspire for higher education. Hence, more individuals will enroll in the tertiary level.

Based on the needs then, at least as found out from the study conducted in the three schools that are located in the province of Cavite and are adjacent with each other, a program is proposed in such a way that its projects somehow cater to the felt needs of the community even before the Framework for Community Development (FCD) is applied.

The objective of the study which is the development of a Model Community Relations Program for DLSU-EAC is already attained conceptually at the moment. COMMUNE is an acronym which may imply many things. The social nature of man calls him to COMMUNE with others properly done by extending HELPS to the needy. In doing so, he is transforming the unfinished world, humanizing other individuals, and making himself divine. Health, Education, Livelihood, Pastoral work, and Sports are the much needed HELPS expected by the community in order to combat diseases, eradicate illiteracy, alleviate poverty, get away with deteriorating values, and turn away from vices and crimes.

Conclusions

In view of the findings derived from the study, the following conclusions were drawn:

1. The services extended by the institution to the community usually depend on the expertise that the institution has.
2. Two or more institutions working in the same area are more efficient and effective when working in an integrated, coordinated and cooperative effort.

3. The strengths of one institution may be or may not be the strengths of the other institutions and the weaknesses of one may be or may not be the weaknesses of the others.
4. The strengths and weaknesses of an institution greatly depend on the top level management.
5. Knowledge is not learned only in the classroom through formal schooling but also in the community through a nonformal way.
6. The students learn more the realities of life when exposed to community activities.
7. A Communal University through Nonformal Education can respond to the growing needs of the society as found out in this study.

Recommendations

After a careful analysis of the findings of this study and after drawing up the conclusions, the following are recommended for the successful implementation of the program:

1. The administration should support the implementation of the school-community relations program.
2. The orientation-briefing of the program to the faculty members and students be integrated in

- the programming of the school calendar.
3. The hiring of a full-time social worker.
 4. The offering of the program as a separate subject and as a requirement for all first-year students.
 5. The involvement of the academic community.
 6. The networking of all agencies working in the same area of coverage.
 7. The development of a self-help/self-reliant attitude among the community residents.
 8. The planning of programs/projects should be based on the tripartite consultations comprising the school as the lead group, the community as the recipient, and the other government and private organizations as the support services.
 9. The replication of the research be conducted using longer periods of time.
 10. The duplication of this model by other interested individuals/institutions.
 11. The creation of an inter-Cavite association where members are active participants of the program.
 12. The conduct of a follow-up research after a few years of the program implementation.

The Mission Statement of DLSU-EAC and other institutions for that matter should encourage the members of the academic and non-academic community to go on involving oneself in this moral obligation. The failures should not be the reason for stopping the program. Instead, the implementors of the program should find ways how to go on improving the school-community relations program so that in the last analysis it would be the model of all models.

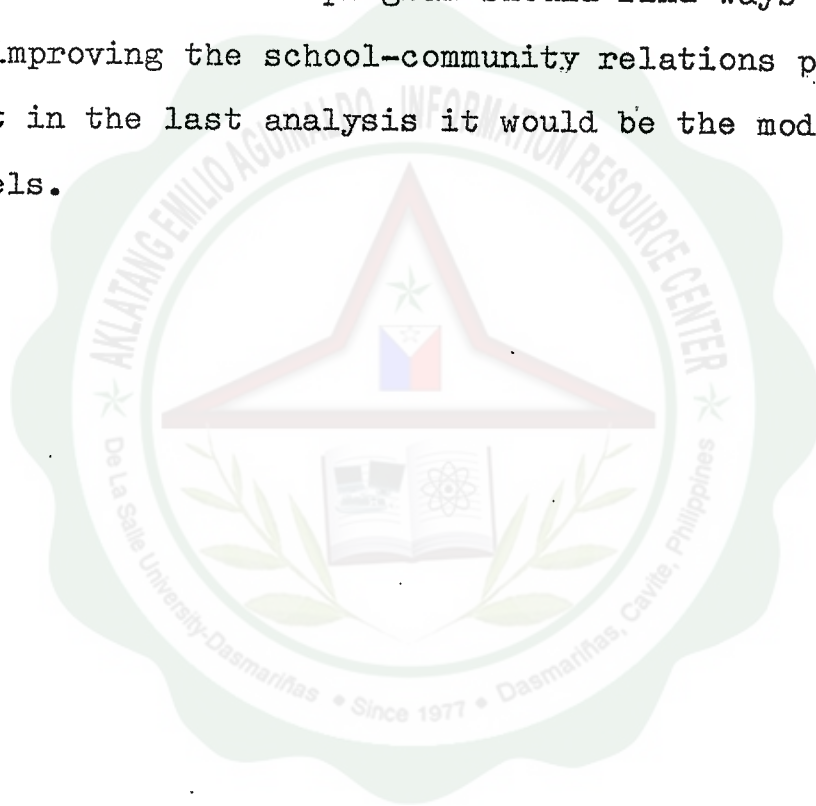


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