

Impact of the Community Outreach Service on the Teacher Interns' Internship Readiness and Self-Confidence

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ABSTRACT

Community service can enhance students' cultural awareness and a positive outlook. It helps develop strong, supportive relationships, which can create a sense of belonging and solidarity. This study focuses on the impact of the community outreach service of the Teacher Interns' internship readiness and self-confidence. Its general objective is to recommend interventions that will help incoming Teacher Interns become prepared and aware of other relevant tasks a teacher could have when they are already in the actual internship and service. It employed a quantitative and qualitative research design using mixed methods to determine the impact of the community outreach service. Results show that 71.1% of respondents' reason for joining is to extend any assistance they can give to the beneficiaries, while others' reason is that they knew they could do the assigned tasks. Participants have different takeaways from each activity and from the assistance shared by their program that helped them in their journey as a Teacher Intern. Result also shows that 94.7 % of respondents chose five as their level of satisfaction, while 5.3% of respondents chose four as their level of satisfaction. Meanwhile challenges encountered by the incoming Teacher Interns are classroom management, time and schedule, confidence issues, venue and facility, preparation, transportation, resources, and logistical concerns. Participants suggested more beneficial and rewarding community outreach programs such as board games, the Teach the Teacher Program, a game show, a mini storytelling theater, a retreat, literacy and numeracy activities and more.

1. Introduction

Being a teacher is not an easy task. We often hear that a teacher is not only a teacher but also a nurse inside the classroom who cares for and treats their students in case one is hurt or wounded. He is also a farmer because he does farming and simple gardening inside the school premises. He is a carpenter who fixes broken chairs, shelves, and other things. An interior decorator who designs classroom to make it more motivating,

convenient and conducive for learning. An actor, an entertainer, an evaluator, an architect, a scientist, a business person, a communicator, an assessor, and many more. Yes, Teaching is a noble profession.

However, before teachers realize that they need to do anything and everything for their learners, they must first be exposed to the different tasks of the teaching profession. Aside from Field Study 1 Observation and Field Study 2, which is about Assistantship, community outreach can also be conducted before the deployment phase of the Teaching Internship candidates, which is also a practice of performing different tasks for them not to be overwhelmed but to be more enhanced, equipped and familiar as they enter the final stage of their schooling as promising teachers and molders of the youth instead. One of the activities incoming teacher Interns can do is the community outreach. Community Service has often rested on notions of philanthropy, charity, social service, and improvement that identify the community as a recipient, client, or patient, marked by economic, learning, or social deficits. More seemingly benign and disinterested than the stance of the cultural missionary is the logic of technical expertise, which brings needed skills, knowledge, and resources to the problems of struggling communities. (Flower, 2023). However, in this study, the beneficiary schools served as the cooperating school or community for the incoming Teacher Interns to offer their services, expose themselves and practice their skills, and talents.

Different Teacher Education Programs can offer different services based on their expertise for their community outreach. Students enrolled in the Bachelor of Elementary Education (BEED) Program could conduct storytelling, reading exercises, and other literacy programs. The Bachelor of Technology and Livelihood Education (BTLED) program students could conduct seminars and workshops on dressmaking, beauty and nail care, fishery, farming, electronics, and other specializations. Bachelor of Secondary Education (BSED) - English students could create and conduct an adult reading activities, proficiency and literacy program. On the other hand, BSED-Mathematics students could share techniques and strategies to understand Math concepts and simple computation while BSED- Science could conduct simple experiments and show findings on basic scientific research. Bachelor of Technical Vocational Teacher Education (BTVTED) Students could have orientation and workshops on basic dressmaking, food-related activities and preparations, etc. As teacher interns perform this, community service enhances their cultural awareness, and a positive outlook is promoted among them. It also helps them develop strong, supportive relationships, which can create a sense of belonging and solidarity. Community outreach is like water that refreshes and comforts someone's thirst because it builds relationships among community members. It helps identify needs and empowerment. By engaging with the community, participants make a meaningful impact that resonates far beyond the present moment. Frumkin and Jastrzab (2010) mentioned that because of their desire to help and serve others, people opt to volunteer. Another reason is that volunteers see the urgency of the beneficiaries' needs in their hearts. Additionally, it is the nature of the volunteers to assist those who need something because some volunteers are drawn to volunteering and helping. After all, it is their way to live out of convictions.

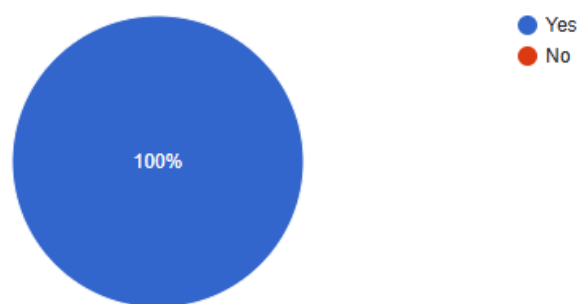
Since colleges and universities wish to strengthen or expand their volunteer service programs in the form of extension programs and activities, it is important to create activities that encourage service and volunteerism among students and employees in any act of service that they can share with the needing community to develop proper coordination cooperation, and active participation in any economic, civic, and social

engagements among its participants. A sense of responsiveness and commitment among its participants could also be practiced. Sax (1997), explained that one of the primary benefits of such centralized coordination is that it allows for more excellent continuity of community service activities, and has important implications both for the students themselves and for long-range institutional policy planning. Sax also emphasized that during college, service participants exhibit more significant increases in social self-confidence and leadership ability than do nonparticipants.

As a teacher enters his teaching profession, he practices communicating and mingling not only with his students and co-workers but also with other stakeholders such as parents, Barangay Officials of the place where he is teaching, and other government and non-government offices. Other schools also conduct extension services and assist selected government institutions or organizations. This activity allows Teacher Intern candidates to complete their experience in organizing and conducting outreach activities, where each program shares its specific skills with its chosen institution, even for a short period.

Figure 1 shows the survey results for all the respondents and participants of the Community Outreach in terms of their feelings and willingness to do the tasks assigned to them.

Figure 1. Percentage of Excitement of Participants in Joining the Community Outreach



The figure shows the percentage of participants' willingness and excitement to join in the outreach. The results show that all the respondents and participants of the community outreach are very willing and excited to share their skills and expertise in their specific skills. None has selected the "no" option in the questionnaire item. This means that students have the desire and initiative to help and share their skills. It is the nature of every individual to help others, especially the Filipinos who have always shown kindness, even during our forefathers. The result also proves that even though the generation today is occupied with modern technologies and other social media attractions, Youth today are still considered kindhearted and helpful by nature. Table 1 shows incoming teacher interns' tasks during community service before deployment. Table shows the specific tasks assigned and performed by the Teacher Interns before their deployment during the School Years 2022-2023 and 2023-2024. This table shows the specific area or service to which teacher interns were assigned during community outreach. Tasks included being the facilitator/ coordinator, storytelling, basic Math tutorials, simple experiment demonstration, reading drills and exercises, parents' workshops, preparing and serving snacks, and packing and preparing gifts for the pupils' beneficiaries.

Table 1: Specific Tasks of Volunteer Teacher Interns During their Community Outreach

Course and Program	Tasks/ Activities	Recipient
BSSED-English	Reading Exercises and Activities	Grade One Pupils
BSSED- Math	Counting Techniques and Styles	Grade Five Pupils
BSSED- Science	Simple Experiment Demonstration	Grade Six Pupils
BTLED	Food Service and Preparations	Participants
BTVTED	Seminar/ workshop on Food Processing	Selected Parents of Students
BEED	Story Telling and Game Activities	Pre-School Pupils

It shows that the activities assigned to them were according to their specific skills and expertise, based on the program in which they are enrolled. The researcher opted to study the impact of the community outreach service on the Teacher Interns' Internship readiness and self-confidence to develop the spirit of volunteerism among incoming teaching internship students before their deployment so that they will be able to value the importance of sharing their skills and talents to others and its emotional and psychological benefits among the volunteer Teacher Interns. Experiences will also help them determine their preparedness to help others, especially the parents and students who are the community service beneficiaries.

The study focuses on the impact of the community outreach service on the Teacher Interns' internship readiness and self-confidence during the School Years 2022-2023 and 2023-2024. The study's general objective is to recommend possible other activities that will help incoming Teacher Interns be more prepared and aware of other relevant tasks a teacher could have once they are already in the actual internship and service aside from their experiential courses. This will also give initial ideas on proposing an extension program to be spearheaded by the teacher interns for the coming years. Specifically, it intends to identify participants' common reasons for joining community outreach. while determining how the specific activity as students' community outreach helps them in their journey as a Teacher Intern throughout their Internship. Through this study, the level of satisfaction of incoming Teacher Interns with their participation and experiences during the pre-deployment outreach activities could be identified as well as the challenges or concerns they encountered during the said outreach program. From the result of the study, other beneficial and rewarding community outreach experiences and or extension services based on the respondents' suggestions may also be proposed.

2. Literature Review

This literature review aims to present information and relevant studies related to the concept and findings of the study on the triumphs and struggles of the Teacher Interns during their internship experiences.

Jarapa (2026) stressed that being a teacher is not just about delivering lessons and providing feedback; a teacher must be genuinely interested in helping students and must have the passion for teaching, with strong work ethics, and positive attitude. Being a teacher is not a simple task but rather a practice of patience, forbearance, and commitment to the profession and professional ethics (Jarapa & Pan, 2024)

Borsatto, et.al., (2024) emphasized that Sustainable Development Goal (SDG) can be proved by the fact that having community outreach is to establish a relationship between society and the university, conceiving the exchange of knowledge from actions developed and the sharing of knowledge with those involved in the community outreach (da Mota et al., 2019). Further, they emphasized that there is a contribution to education that reveals an integral force of the university with other sectors of society, establishing bridges between science, knowledge, art, and technology based on local, regional, and national priorities when articulated through community outreach actions.

Bohns and Flynn (2021) emphasized that where there are more empathic individuals, might expect higher levels of compliance in response to a help request because they better appreciate others' desire to be helpful. According to them, studies have shown that people are more generous than we expect, a phenomenon sometimes called the "myth of self-interest" (Miller & Ratner, 1996) Indeed, many people believe that in helping each other, they feel a warm glow. (Andreoni, 1990; O'Brien & Kassirer, 2019). They feel good whenever they help others, a feeling that there are external rewards for helping (Kunda & Schwartz, 1983).

Some research suggests that when people are disinhibited, they default to behaving pro-socially rather than selfishly, counter to what many people expect (Rand et al., 2015), as Bohns (2021) further explains that every individual in any part of the world has the heart to extend their skills and expertise to the needy and feel a sense of accomplishment whenever they can.

Khaleghi (2017) found that there was an overall satisfaction found across 144 participants with a mean score of 13.049, with a standard deviation of 3.5406, with higher scores indicating greater satisfaction, which also shows that participants are delighted with the conducted outreach and engagement

Nowaiser et al. (2015) found that the Interns gained many benefits from their experiences. Some of those are that it helped them become aware of the population's needs (Vidal et al., 2002). The most common approach colleges and universities adopt for engaging in community outreach, especially as outreach efforts mature, is to create a center that assumes responsibility for outreach on the institution's behalf. Over half of the activities reported by our sample grantees were implemented through such a center. These centers are most often part of an academic division, usually a professional school. Regardless of where they are housed in the academic institution, however, they can play a variety of roles. These include brokering relationships among individual departments or schools and community organizations or residents; raising and/or managing funding; supporting the design and implementation of activities conducted by others in the university; and delivering services directly.

Study by Bocarro & Witt (2002) said that there are a variety of barriers that can hinder effective engagement. They emphasized challenges such as the problem of program sustainability, which is susceptible to budget cuts because often, staff can be quickly reassigned to facility-based programs. Within the departmental environment, these barriers include underappreciation of the effort involved, lack of time, lack of incentive, and lack of support (Fischer & Reuber, 2011; Ivala & Gachago, 2012; LaBelle et al., 2011; Zhao & Rosson, 2009). The study by Barton, et al., (2017) mentioned that extension

educators and green industry professionals perceive digital engagement as time-consuming with a low return on investment.

Wilson et al. (1995) stressed that in consumer satisfaction with a rehabilitation mobile outreach program, there is a high level of global satisfaction based on the report, with 97.2% of respondents preferring to have community outreach rather than traveling to an urban rehabilitation center. This shows that participants in every community outreach may be satisfied with doing community outreach.

3. Research Methods

3.1. Research Design

The study employed a cross-sectional design to determine the impact of the community outreach service on the Teacher Interns' Internship readiness and self-confidence. The quantitative method used ranking to determine students' interest and willingness to join, students' level of satisfaction with their participation and experiences, and to identify the challenges/ concerns the incoming teacher interns encountered during the outreach program. For the qualitative part, an informal interview was conducted to gather information from some study participants and the specific learnings students gained during the community service. A focus group discussion was conducted in a small group with 3-5 former internship students to validate the quantitative analysis result and support the study's findings.

3.2. Participants

This research used a purposive sampling method for the respondents. The study's respondents were the selected Teaching Internship Students of the College of Education during the Second Semester, School Years 2022-2023 and SY 2023-2024. These students were the ones who signified interest and willingness to do the community outreach based on their interests and skills.

3.3. Application Process & Data Collection Tools

To obtain the desired information on determining the impact of the community outreach service on the Teacher Interns' Internship readiness and self-confidence, the study adhered to all ethical requirements and protocols in data collection. The researcher first sought the college dean's approval and the student respondents' approval to answer the questions through the letter of approval indicated in the first part of the Google form. After getting the approval to proceed, Sample Google Form Questionnaires were sent to a faculty member who was a companion and also has an experienced in community outreach for content validity and pilot testing. After incorporating the comments and suggestions during pilot testing, the researcher sent a questionnaire form link to another three former internship students who were part of the activity for the final validation. After another revision due to additional suggestions of the student validator, the researcher-made questionnaire using Google Forms was forwarded to students who were the target participants of the study. Respondents were asked to complete the questionnaire during their free time, at home, and whenever they wished to, and when there was a strong internet connection.

The study used a researcher-made questionnaire comprising the following parts: Part I

pertains to the demographic profile of the respondents. Part II relates to the specific tasks, reasons for joining the activity, and participants' level of satisfaction in joining the community outreach. Part III refers to their learnings, concerns, and suggestions for each activity during their community outreach before the Internship deployment phase.

4. Results

Presented below are the results, discussions, and implications of the data obtained which were arranged according the objectives of this study. Community outreach or activity is one of the experiences initiated by the Office of the Student Teacher's Coordinator through the Internship students before deployment to their cooperating schools. These activities during community outreach aim to provide students with the necessary experiences for incoming teacher interns so that they can at least have an idea and experience of other related tasks teachers are doing.

Table 2: Specific Reasons of Teacher Interns for Joining the Community Outreach

Reasons	Percentage
Yes, because I want to extend my assistance that I can give to the beneficiaries	71.10%
Yes I do, because I know, I can do the tasks	23.7%
Yes, because I was thinking that those were part of our tasks as incoming Teacher Interns	5.2%
Total	100%

Table 2 explains that 71.1% respondents agreed that their reason to join is to extend any assistance they can give to the beneficiaries. In contrast, 23.7% respondents chose to join the community outreach because they knew they could do the assigned tasks. Further, 5.2% of the respondents had the reason that the activity was part of their task/ or requirement as incoming Teacher Interns. Moreover, other options to choose from are "Yes, because I want to know what the activity is all about"; "No, I was just recommended because they know that I have the skills on the assigned tasks"; "No, I was just recommended because they know I have the skills for the assigned tasks."; "No, I just had no choice because there were only a few in our class," and "No, I was just assigned by somebody/ my classmate," and other reasons, but none of the respondents chose the mentioned other reasons. These signify that students still have the good intention and initiative to join and be part of the community outreach for a good reason. Specific learnings and feedback gained by the Teacher Interns from the activities during community outreach that help them in their journey as Teacher Interns are shown.

Table 2. Learnings Gained by the Teacher Interns during the Community Outreach

FEEDBACK	
Program: BEED	Activity: Story Telling
I learned how effective big books and other instructional materials are	
I developed skills in changing voice based on the character in the story	
I learned how to capture students' attention and adapt stories to make them more engaging for young learners	
I gained valuable skills in voice modulation, pacing, and expression, which helped me communicate more effectively	
I discovered strategies for how to catch up with the early-age students assigned to me	
It gave me confidence. I learned the techniques my groupmates are using when they are telling the story, which I was able to use during my actual internship	

Gained experience in handling younger students	
Program: BTVTED	Activity: Seminar for Parents
I improve skills in talking to many people	
I think it is a great opportunity to share knowledge by taking part in the outreach program	
I developed my self-confidence	
Program: BSED English Math Science	Activities: Reading Exercises and Activities Teaching Counting Techniques and Styles Experiment Demonstration
I improve my understanding of educational theories and methods by enabling us to apply what we have learned in the classroom to real-world situations	
I learn to involve the learners by asking them questions or making the lecture fun for them	
Broaden ideas and strengthen position as educators by fostering a relationship with the community	
It helped me prepare and become well-acquainted with students before the actual internship took place	
I learn how to manage time properly	
It is an excellent opportunity to prepare for the teaching profession	
I learned the importance of fostering imagination and encouraging students to ask questions, as it deepens their understanding and keeps them actively involved	
I learned that reading is an integral part of learning and must be prioritized by the field of education, since there are children who are willing to learn	
I learned to be patient and apply the theories and concepts I learned inside the classroom to the actual field	
I learned to be mindful of my words and actions	
It gave me a preview of what could be encountered when already practicing the profession	
Kids are adorable. Their smiles made my day. When they learned that determining odd or even is just a piece of cake, they were so amazed	
Students' eagerness to learn always drives me to do things that can help them	
It's all worth it when they learn something from you.	
It gave me a preview of what could be encountered when already practicing the profession	
It also helped me prepare myself in terms of the strategies in order to get to know the interests of my students	
Program: BTLED	Task: Food Preparation
Flexibility, sharing, and giving	
Team Cooperation	
Be responsible for the assigned tasks	
OVER ALL FEEDBACK	
Distinct communities have distinct needs and help	
I understand how teachers can impact the lives of children	
It is important to be helpful when there is still an opportunity to share and do it.	
Patience, adaptability, and effective communication are important, especially when teaching young students.	
Parents' support and participation are crucial to students' learning.	
I realized that not everyone is privileged to be given a chance. If we were given the chance to help, even in a simple way, we should give it to others.	
There is more to knowing others. Sharing what you know means a lot to others. Being exposed to those kinds of outreaches was indeed fulfilling	
You can teach and impart knowledge to everyone. You need a heart to do so and the willingness to serve.	
I learned many things from the activity, such as how enthusiastic the learners are even when we are outsiders to them.	
You know you are meant to be a teacher if you enjoy the hardest part of being an educator	
Stressful situations cannot solve problems	

It takes a village for an event to be a more successful one
Seeing real-world scenarios has increased my motivation to succeed
It strengthened my desire to serve as a medium for information transfer
I was able to feel and experience what it is like to be in the field
I was not as nervous as I was before during the outreach
Participating in the outreach initially immersed me in the school community, and I was able to observe the students' behavior.

The table is about the learnings gained by the Teacher Interns from the activities during community outreach that help them in their journey as Teacher Interns. It shows the specific takeaways each program has learned from each activity and assistance shared by their program. It also shows that participants in the community outreach had great experiences during the activity. They became aware of their role and responsibility toward their community; their awareness of social responsibility towards the needy and underserved was encouraged; and it raised the willingness of the providers to devote part of their professional career to the community. This implies that in every part of the world, students are generous enough to share their expertise to the best they can. Likewise, despite minimal hours of sharing their skills and talents, this also shows that they learn in every activity the beneficiary students do. Their involvement in the activities gave them additional orientation on the strategies to use, engaging with the community, building self-confidence, and handling students' behavior. Further, participants' responses show that they had more than one learning to express their thoughts on the experiences they gained. It also shows that responses are optimistic and looking forward to the continuous conduct of similar activity.

Figure 3 shows the level of satisfaction of incoming Teacher Interns with their participation and experiences during the pre-deployment outreach activities.

Figure 3: Level of Satisfaction of Participants in the Community Outreach

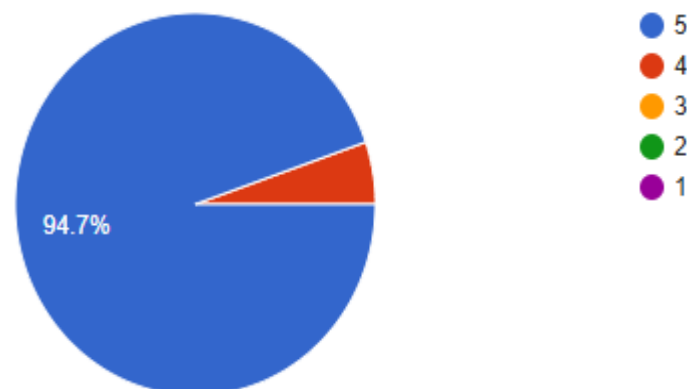


Figure 3 shows the level of satisfaction of incoming Teacher Interns with their participation and experiences during the pre-deployment outreach activities. 94.7 % chose five as their level of satisfaction, while 5.3% chose four as their level of satisfaction in the community outreach. This implies that participants were satisfied and enjoyed the activities conducted during the community outreach, which shows that the program and activities were successful, or met participants' expectations from the said activity. It can be determined that community outreach could be done as part of the enriching activities of incoming Teacher Interns, where they can not only share their talents and skills but also enjoy and learn from the activities they conduct. However, glitches still happen despite thorough preparations and anticipations of possible issues

and concerns during monitoring and preparations. Table 4 presents the challenges/ concerns the incoming Teacher Interns encountered during the outreach program.

Table 4. Challenges/ concerns the incoming Teacher Interns Encountered During the Outreach Program.

Challenges/ Concerns	Rank
Classroom management	1
Time and schedule	2.5
Confidence issues	2.5
Venue and facility	4
Preparation	5.5
Transportation	5.5
Resources	7
Logistical concerns	8
Total	

In the study, the community outreach participants and respondents shared different challenges they encountered during the activity. Table 4 shows the challenges and concerns that the incoming Teacher Interns encountered during the outreach program.

According to most of the respondents, classroom management are the most common challenges. This refers to the difficulties experienced by the participants in managing the class while performing the assigned tasks. The learners' attitude and interest in listening to the stories, discussion, and presentation matter for the smooth flow of the discussion. According to the respondents, this may be because the participants do not have enough experience in handling students and do not have enough skills in classroom management. Another reason may be that pupils do not know them well, or maybe it is the nature of the children to stand, talk to their seatmates, and misbehave if the maximum hour of interest has been reached.

Second challenges among participants are the challenges in time and schedule. This includes time management, availability, and sufficiency. Managing time during the preparation and execution of the activity, as well as the time allotted for preparation, presentation, and tutorials, during Science experiments and demonstrations, Math technique teachings, story, and others, was a concern due to the limited time for execution and preparation. Availability and time sufficiency were also a challenge to the faculty, student facilitators, and volunteers as well, since most participants had a hectic schedule and different academic concerns; the schedule given by the counterpart school also had to be considered. Same number of participants agreed that the challenge they encountered was a confidence issue. This refers to their confidence to stand in front, teach, and share their skills, even though they know that their clientele is pupils who are younger than them. Confidence issue also refers to the confidence of the pupils to recite, perform, and participate in the activity.

Based on some participants, who mentioned that their challenge is the venue or the facility during the conduct of the outreach. This includes the space, availability, and convenience of both the pupils and participants of the activity. This also includes identifying the specific area or place where the activity will be conducted, where all participants could share their specific skills with their counterparts. It was a challenge to the storyteller as they grouped the pupils and just seated them in each corner of the room, which made the whole area full of noise while at least three storytellers were

conducting storytelling. This also happened to the English group, where all the groups inside the class were compressed together in one area or classroom.

Preparations were also a challenge for respondent participants. This involves the preparation of the activity proposals, communication, permits, necessary materials, food, and snack preparation. Every activity will not be as easy as expected, whether it's just for a half day. Still, everything has to be prepared for the smooth flow of the activity. Thorough preparations should be made before achieving a successful outcome from the activity.

On the other hand, transportation is also a challenge, as other respondents mentioned. It refers to the availability of the school service vehicle and seating capacity. The seating capacity of the available school service is not enough to accommodate all the community outreach participants. Since the other school service vehicle is sometimes unavailable during the planned activity, other participants had to use local vehicles. Meanwhile, using passenger vehicles or local transportation, as well as being unfamiliar with the area, causes a delay in coming to the venue of the event

Resources are another challenge for few of the respondent participants. This refers to the financial concerns that will be necessary to cover meals and snacks of the beneficiaries and participants, teaching instructional materials and devices, transportation, and other miscellaneous expenses that the activity needs. An organization's budget sometimes does not suffice for all the activity expenses, necessitating the organization to be more resourceful.

Meanwhile there are other participants who mentioned that managing group dynamics and ensuring all activities ran smoothly posed logistical concerns. This participant means that a larger number of participants to assist and help with logistical work would be very helpful to focus on the specific tasks assigned to them and lessen the load on the participants. This implies that every implementation of the outreach program could experience challenges in different ways. However, these challenges could be managed with the participants' and organizers' creativity and commitment.

With the challenges encountered by the participants, the researcher also gathered proposed beneficial and rewarding community outreach experiences and outcomes from the respondents. Some of the respondents' suggestions are Board Games, Teach the Teacher Program, Game Show, Mini Story Telling Theater, Retreat, and Literacy and Numeracy Activities.

5. Conclusion

Results of the study reveal that extending any assistance participants can give to the beneficiaries and joining the community outreach, because they know they can do the assigned tasks, are the participants' common reasons for joining the community outreach. Meanwhile, according to them, specific community outreach helps students in their journey as a Teacher Intern because, for them, it also helped them in many ways, such as they were able to build self-confidence, be patient and apply the theories and concepts they learned, broaden their ideas and strengthen position as educators, improve skills in talking to many people, gave them a preview of what could be encountered, helped them prepare themselves in terms of the strategies and they learned how to manage time properly. They also gained valuable voice modulation,

pacing, and expression skills, which helped them communicate more effectively. They emphasized that for them, participating in the outreach program was an excellent opportunity for them to share their knowledge and skills.

The result also shows that 94.7% of participants chose five, or the maximum level of satisfaction, during their participation in the said activity. In comparison, only 5.3% chose four as their level of satisfaction with the community outreach. On the other hand, respondents suggest other beneficial and rewarding community outreach experiences and outcomes, such as Board Games, Teach the Teacher Program, Game Show, Mini Story Telling Theater, Retreat, and Literacy and Numeracy Activities.

Based on the study's results, the combined researcher and the participants' suggestions and recommendations are as follows:

- i. The outreach days may be lengthened; they can be a week-long or a series of monthly activities.
- ii. Provide more fun activities.
- iii. Have early plans and preparation. Alternative plans may also be created
- iv. Let every participant be aware of what is expected of them.
- v. Separate spaces and facilities for different tasks may be requested and provided.
- vi. Involve all the teacher interns if possible, allowing each Intern to partake in this enriching and productive experience.
- vii. All the materials, the venue, and the participants must be ready and well prepared.
- viii. Use the moment to make friends and unforgettable memories.

Ethics Approval and Consent to Participate

The researcher follows research ethics set by the Research, Extension, Production and Enterprise Development (REPED) of Bicol State College of Applied Sciences and Technology (BISCAST). Necessary procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee. Informed consent was obtained from all participants.

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Conflict of Interest

The author declares no conflict of interest

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