



In aid of community policy and framework development: A sustainable integrated community advancement program

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Abstract

Aim: This paper describes the Sustainable Integrated Community Advancement Program, the University's framework for social orientation and community involvement initiatives (SICAP). Community Development Programs, the Integrated Components of Extension Programs, Academic and Service Units, and the Commission on Higher Education, Philippines, all benefit from the framework's comprehensive and coordinated approach to stakeholder engagement.

Methodology: Using the Sequential Explanatory Method, which permits the collection and analysis of quantitative data to be followed by the collection and analysis of qualitative data, the researchers employed a mixed research methodology.

Findings: The findings demonstrated that the programs had integrated the participants into national life and vitality and fostered participation, empowerment, and enhancement. By adopting and utilizing the proposed framework, the University was able to create and launch timely, appropriate, and effective programs.

Implications/Novelty: The findings from this study will serve as the foundation for new policies, guidelines for their implementation, and a shift in the University's priorities.

Key Words: Community Policy, Framework Development, Community Development Program, People Engagement, Empowerment

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INTRODUCTION

New approaches to community development lay the groundwork for positive transformation by addressing the problem (comprehensive) and the specific one (selective). This paper serves as a guide to community development, defined here as the process by which various groups work together to find novel approaches to recurrent issues. These group efforts mitigate the negative effects of economic, social, environmental, and cultural aspects of community well-being, leading to enhanced communication, health and hygiene, education, and integrated culture. This paper aims to investigate the effects of the socio-academic system and theories attributed to the grass-roots level on society and the academy. Such repercussions include stakeholder engagement, which propels framework development, and potential contribution to social theories, as well as ankle to the complexity of context, such as matrices of community development and sustainable and sustainable attributes. Urbanization has inspired boldness among city and town planners, even in rural areas. There have been problems and a need for more data collection in

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the long history of LGUs and localities' initiatives in metropolitan planning. Urban and local government planners across sectors should include statistics that can be used for needs assessment, project planning and implementation, and impact assessment in their plans and priorities for development.

Community Development

Community development theory provides social workers with the most applicable theoretical framework for enacting change within local communities, regional settings, and broader societal contexts (Sei 2016). Planning for the improvement of a community's economic, social, environmental, and cultural well-being is what we call "community development" (CD) (Ranjha 2013). Bhattacharyya (2004) proposed that community development follows the "nous of solidarity" and is based on the principles of "self-help," "felt needs," and "participation" with an underlying sense of community that can have a "catalytic effect" on local action (Chavis and Wandersman 1990). Community development initiatives investigate opportunities through modern crusades for community participation and empowerment (Craig and Mayo 1995) in development projects, frequently for the common purpose and the common good of the communities (Botes and Van Rensburg 2000; Wanninayake 2016).

Although SC has important implications for modern development research, community psychology perspectives on social capital theory and community development practice (Perkins, Hughey, and Speer, 2002) argue that the Theory can be reframed to inform (McClenaghan, 2000) community development practice at the interpersonal, community, institutional, and societal levels (Woolcock and Narayan 2000). The innovative development models (established by the non-governmental organizations in Bangladesh) that better participant livelihood through efforts in income generation, social-service endowment, and group capacity building are other examples of community development prototypes that reshaped society, like the Theory of poverty (Bradshaw, 2007). Whether using a comprehensive or selective development approach, partnerships between the public, private, voluntary, and community sectors are essential to community development (Gilchrist, 2009; Pathumporn and Nakapaksin, 2015).

The University Basis for Community Development

Jose Rizal University is a thriving institution because it incorporates extension programs into its curriculum to encourage community outreach and maintains a university-community partnership that benefits students, teachers, schools, and stakeholders (Vickers, Harris, and McCarthy, 2004). (Zlotkowski 1998). To guarantee the efficient, effective, and relevant implementation of the University's community outreach projects, the Community Development Office has adopted a framework based on community extension and outreach programs. With the help of the SICAP framework, the Community Development Office can create and implement programs that serve the community and the University's top priorities.

The framework is designed:

(1) to serve as a guide to developing and implementing outreach programs that will address accreditation issues and requirements

(2) to provide various modes to facilitate participation and collaboration among stakeholders of CDO programs.

The planning, enactment, monitoring, evaluating, and assessing of projects' impacts can all use the same framework as a set of templates. This framework places emphasis on community development as opposed to individual development through thematic programs in the areas of education (Kaalaman), livelihood (Kabuhayan), health and sanitation (Kalusugan), environmental advocacy (Kalikasan), and good governance (Kuhasaan sa Pamamahala). Mobilization and institutionalization are the two phases of development that this framework undertakes. During this stage, the university pulls together its resources, forms ad hoc groups, and develops its identity.

The ad hoc groups mobilize the identified community's development needs, cultivate local leaders (empowerment), and inspire involvement. Once the program's viability has been proven, and new organizations have been formed, power is gradually transferred to them until they can sustain themselves (engagement). Even though the new group is free to make its own decisions, stakeholders are encouraged to remain involved to help them flourish.

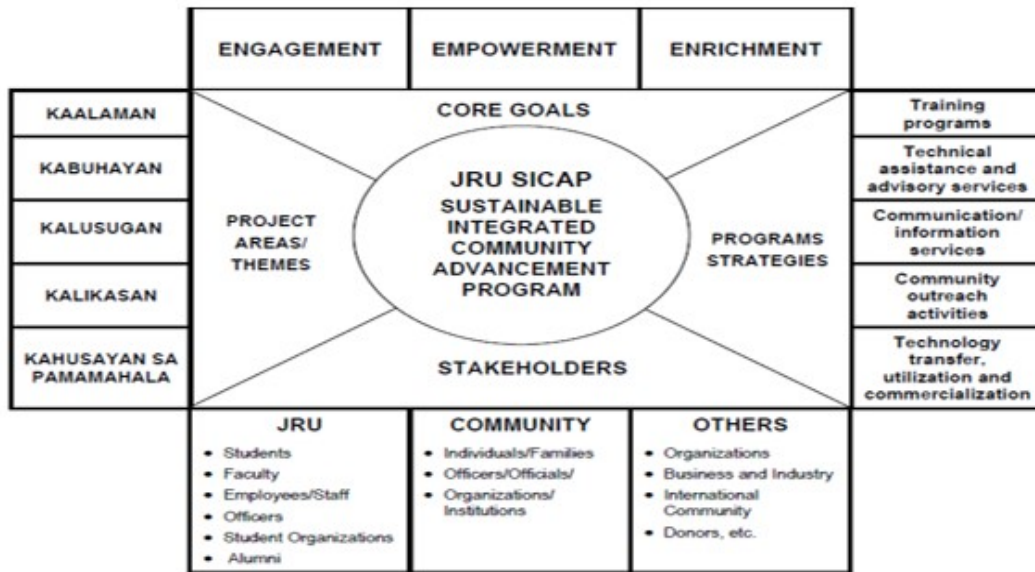


Figure 1. The SICAP framework

Objectives of the Study

This paper outlines the Sustainable Integrated Community Advancement Program (SICAP) of the Jose Rizal University- Community Development Office as a model for university-wide community engagement initiatives. This study also looks into (1) the types of initiatives that SICAP has supported under implemented programs for Education (Kaalaman), Livelihood (Kabuhayan), Health and Sanitation (Kalusugan), Environmental Advocacies (Kalikasan), and Good Governance (Kuhasyon sa Pamamahala); (2) identifying the stakeholders in each initiative; (3) capturing the beneficiaries’ perception and lived experiences of the programs; (4) identifying issues and concern.

METHODOLOGY

This study integrates the programs which put beneficiaries into vigor and vitality into national life through dynamism and volunteerism exhibited by the JRUI and the program stakeholders. The researchers used mixed research methodology using the Sequential Explanatory Method which allows collection and analysis of quantitative data followed by a collection and analysis of qualitative data (Williams 2011; Creswell 2003). In the quantitative context, a descriptive secondary data analysis was conducted from the program surveys, instruments, assessment results, and CDO program-related documents. A result of the quantitative analysis was used to frame and collect quantitative data from the interviews, text-response to open-ended questionnaires and was analyzed using content analysis.

RESULTS AND DISCUSSION

Inducing progressive change in the community instigated by a higher education such as Jose Rizal University supplants development mechanisms of its stakeholders. With the programs of JRUI-Community Development Office, the subsequent subsections report some of CDO’s milestones since the inception of SICAP framework. The result presents the nature of the program, the beneficiaries and stakeholders and the activities on program implementation of Education (Kaalaman) Boluntaryong Lunas-Basa (SY 2015-2016); Livelihood (Kabuhayan) Tinapay ay Buhay, Munting Kalakalan para sa Kabuhayan; Health and Sanitation (Kalusugan) Kalusugan mo, alaga ko and under Good Governance (Kuhasyon sa Pamamahala) Design and Implementation of Barangay Information Management System (BIMS) for Barangay Daang Bakal, Mandaluyong City, Philippines: Its Implication to Sectoral Community Participatory Planning.

Education (Kaalaman)

Boluntaryong Lunas-Basa (SY 2015-2016)

Jose Rizal University thrives to deliver quality education and cares about good education. A Boluntaryong Luna-Basa program commenced in 2006 as the university response to the “Universe Primary Education” a program under the Medium Term Plan of the Republic of the Philippines. This program hurred the JRU Community Development SICAP Framework or Core Goals; enhancement, empowerment, and engagement. The program envisions to fulfill Department of Education’s endeavor that at least all children should finish elementary level that would lead to entering high school and higher aspirations of Education For All (EFA). This is a one-on-one reading tutorial by the JRU college students from different courses, especially BEED, BSED, and AB to the identified non-reader Grade 1 and Grade 2 pupils enrolled in Nuebe de Pebrero Elementary School and Addition Hills Integrated School (AHIS).

Enhancement. For the volunteer students, the activity had given them a wonderful experience and fulfillment as they leave their adopted pupil, who by the end of the program, showed a great improvement not only in reading and comprehension but also improvement in their personality;

Empowerment. Pupils also gained confidence and learnt values as it is incorporated during the tutorial. The activity empowered the pupil to develop reading and comprehension skills by being actively involved in tutorial sessions through the help of volunteer students;

Engagement. JRU was able to contribute to the program of the government as part of the “Medium Term Development Plan”.

Beneficiaries of the Program

The program beneficiaries include the non-reader Grade 1 and Grade 2 pupils enrolled in Nuebe de Pebrero Elementary School and AHIS, a government elementary school under the Mandaluyong Division of City Schools, Mandaluyong City, Philippines.

Stakeholders of the Program

The program stakeholders include the faculty and non-teaching staff of Nuebe de Pebrero Elementary School and AHIS, JRU-Community Development Office, JRU College Division, JRU Elementary Division, JRU Student Organizations and Mandaluyong Division of City Schools.

Program Implementation

JRU-CDO coordinators made the communication to the two adopted Elementary schools namely, Nuebe de Pebrero Elementary School and AHIS, for this year Boluntaryong Lunas Basa SY 2015-2016. Coordinators of the said schools conducted the orientation to the student volunteers coming from different courses; BEED, BSED, AB, BSN and BS Finance were the courses of these ‘volunteer teachers’. Teachers of the partner schools identified pupils who were challenged in reading comprehension and nonreaders at all. The Coordinators administered the pre-test to identify their literacy needs, and assigned one tutor to one pupil. The reading comprehension was based on the modules corresponding to the needs of the pupils. Likewise, materials were prepared by the Coordinators of the partner schools. Student-tutors were asked to observe closely the progress of the behavior and improvement in terms of reading and communication. The JRU faculty in charge of the Lunas Basa instructed the students to include stories on values and cleanliness. They have to give feedbacks through informal discussion with the adviser of the pupil assigned to them. It was agreed that one to two hours a day per week should be rendered for the effectiveness of the program. College students had the one-on-one tutorial session for selected Grade I and Grade II pupils to ensure the continuity of their lesson and the method used for every tutee. At the end of the term, Coordinators of the two elementary schools had to give the post-test for evaluation and assessment. On the part of the student volunteer, they have to make an individual report as to the observation made to their tutee. The culminating activity signifies the end of the program. The program was funded by JRU-CDO, students, and faculty from the College of Art, Criminology, and Education.

Livelihood (Kabuhayan)

Tinapay ay Buhay, Munting Kalakalan para sa Kabuhayan

The "Tinapay ay Buhay, Munting Kalakalan para sa Kabuhayan is a bread and pastry production project aimed to provide total and diversified livelihood activities and income generating initiative for members of the MCAC community. The project inception looks into and will (1) empower the students towards developing leadership roles through a dynamic life-long learning and enriched curricular learning experiences and opportunities; (2) to empower the faculty towards a proactive professional development through expanded modes of expertise sharing, knowledge generation, and research utilization; (3) to empower the beneficiaries and stakeholders towards a proactive community and social development through an engaged, diversified, and sustainable livelihood, health, and productive community programs.

Beneficiaries of the Program

This bread and pastry production project aimed to provide total and diversified livelihood activities and income generating initiative for members of the MCAC community, empower students and faculty members and the community. Furthermore, the proceeds and products of the project were envisioned to support the children of a child care center.

Stakeholders of the Program

The project was conceptualized and implemented in coordination with CDO by five faculty members of the College of Hospitality and Tourism Management of Jose Rizal University. Through their efforts and expertise, the seminar, sourcing of tools and equipment and knowledge of how to run a business were shared. Funding and logistical support for the program were provided through the initiatives of the students and the College of Hotel and Tourism Management.

Program Implementation Activities

The key strategy to implement the project is through a holistic and integrated approach towards livelihood program delivery consisting of four components and activities:

Equipment, baking tools and ingredient source donations and procurement consisting of an institutional oven, working tables, baking tools and equipment including ingredients.

Seminar in pastry production particularly in pandesal making, soft bread, bread rolls and cupcakes.

Seminar on product management focusing on practical information and practices on product packaging and marketing, bookkeeping, product costing, accounting, sanitation and quality.

Project monitoring - a daily assistant will be assigned to monitoring for the first month after which monitoring shall be done twice a week to check and ensure proper accounting and income distribution to beneficiaries.

Health and Sanitation (Kalusugan)

Kalusugan Mo, Alaga Ko

Kalusugan mo, Alaga ko (English translation) is a project in improving health initiatives under the SICAP framework of the University Community Development Office anchored with the City of Mandaluyong Health Department- Operation Timbang commenced in the year 2005. It aimed to uplift the nutritional status of the preschoolers in Mandaluyong. The program aimed to identify malnourished, underweight or overweight preschoolers in their respective areas and launched the supplementary feeding program and emergency feeding assistance, hence reach or maintain their ideal weight not only through feeding program but also lectures and knowledge transfers on proper nutrition.

Beneficiaries of the Program

There were nine preschoolers in Brgy. Daang Bakal that were identified and classified as underweight, severely underweight and severely wasted. These preschoolers and their mothers were the beneficiaries of the

University’s project.

Table 1: The Kalusugan Mo, Alaga Ko program implementation matrix

Schedule	Activity	Beneficiary	People Involved		
2015			Jose Rizal University	Community	LGU
Week 1	1 Lectures on Nutritional Food and Nutritional Value	Mother & Children	Graduate Studies, GS Students and Organization with CDO	Nutritionist-in-Charge of Daang Bakal	City Nutrition Action Officer, City Nutritionist
(July 25)	2 Food Distribution				
Week 2	1 Lectures on Nutritional Food and Nutritional Value	Mother & Children	College of Arts, Criminology and Education, Students and Organization with CDO	Nutritionist-in-Charge of Daang Bakal	City Nutrition Action Officer, City Nutritionist
	2 Food Distribution				
	3 Distribution of Literatures in Proper Nutrition				
Week 3	1 Lectures on Nutritional Food and Nutritional Value	Mother & Children	College of Business Administration and Accountancy, Students and Organization with CDO	Nutritionist-in-Charge of Daang Bakal	City Nutrition Action Officer, City Nutritionist
	2 Food Distribution				
Week 4	1 Lectures on Nutritional Food and Nutritional Value	Mother & Children	College of Nursing, Students and Organization with CDO	Nutritionist-in-Charge of Daang Bakal	City Nutrition Action Officer, City Nutritionist
	2 Food Distribution				
Week 5	1 Lectures on Nutritional Food and Nutritional Value	Mother & Children	Elem. Division, HR, Finance, Registrar and Deans office, Students and Organization with CDO	Nutritionist-in-Charge of Daang Bakal	City Nutrition Action Officer, City Nutritionist
	2 Food Distribution				
Week 6	1 Assessment and Program Evaluation	Mother & Children	Community Development Office	Nutritionist-in-Charge of Daang Bakal	City Nutrition Action Officer, City Nutritionist
	2 Food Distribution				

Stakeholders of the Program

The program is spearheaded by the JRU-College of Liberal Arts, Criminology and Education and College of Business Administration and Accountancy. It was supported by the Graduate School, College of Nursing, Elementary Division and High School Division. The Registrar, Finance, Human Resource and the Deans Office also participated in the program. Likewise different Academic and Non-Academic organizations volunteered and participated in the course of the project.

Program Implementation Matrix

The table 1 presents the timing, program activities, the beneficiary and the persons involved. This matrix

allowed the program stakeholders to successfully implement the activities and employed project management skills such as project time management, cost management, scope and quality management.

Good Governance (Kuhayanan sa Pamamahala)

The inception of the 1991 Local Government Code has empowered local authorities to institute services and functions under the law of the land. In 1997, the Community-Based Information System (CBIS) project was implemented as one of the components of the Social Reform Agenda of then President Ramos using the Minimum Basic Needs (MBN) Approach (Celeste 2004). The installation of the CBIS in Barangay was a dynamic process and required human resources to undertake the project and to sustain it through regular updating. The information serves as the tool to enable the development actors to congregate their resources and to focus on priority projects to address the immediate needs of the local constituents after the problems were identified (Baltazar et al. 2014). Statistical information is a tool to acquaint people with the quantitative aspects of their community life and development. If no information will be available as the basis for planning at the local level, services required and development objectives will never be realized.

Barangay ID System and Bilis Serbisyonang Barangay: An Outreach Activity for Barangay Daang Bakal, Mandaluyong City

The Project Beneficiary

The Barangay Information System is a joint project between a group of BSIT senior students and their advisers. Its main objective is to provide Barangay Daang Bakal, a Window-based ID System and Serbisyo Bilis which is the provision of documents comprised in the barangay. The following are its specific objectives: (1) provide a Window-based information system which contains a database for the barangay to easily record their transactions, create certifications, and record barangay disputes or cases; (2) provide a Window-based information system which allows manipulation of the transactions and saving of data by a barangay administrator with a password; (3) and allow the student groups and IT department faculty to be engaged in an enriched learning experience about how a barangay provides service to its public constituents, analysing their manual processes, and developing an automated information system which helps the barangay perform their service in an efficient and faster way.

The Project Details and Stakeholders

The system application developed was dubbed as Design and Implementation of Barangay Information Management System (BIMS) for Barangay Daang Bakal, Mandaluyong City, Philippines: Its Implication to Sectoral Community Participatory Planning which intends to streamline the current file management system of Barangay Daang Bakal to improve its local governance, sectoral planning, and policy formulation at barangay level.

The Purpose of the BIMS

The system aimed at;

- Providing a profile of LGU officials and household profiles in the barangay
- Determining the LGU officials' and leaders' knowledge and perception about BMIS,
- Identifying evolution of file management approach used in the barangay hall,
- Documenting barangay processes that can be streamlined as basis of establishing and maintaining BMIS,
- Identifying the community participatory planning,
- Framing up model for database management system for barangay governance,
- Designing, developing and deploying an integrated Barangay Information Management System which covers all the functions, activities and transactions of the barangay,
- Evaluating Capability and Capacity Management of the Barangay in maintaining the Barangay Information Management System , and
- Conducting an impact assessment related to Barangay Information Management System

The Project Implementation Activities

Project milestones were identified by the development team, supervised and approved by the faculty advisers

including the planning, design, development, testing, and documentation. The student groups alongside their faculty advisers developed this barangay information system for Barangay Daang Bakal with several meetings and module presentation to the Barangay Officials with Barangay Captain. In the conception of the design and development, several consultations were held following the constraints that the Barangay may adhere. The application modules were integrated and performed. The testing is conducted through dry runs of the system and its actual acceptance test. One major activity noted was the Launching and Turn-over of the Barangay Information Management System in the Barangay Daang Bakal which was held on October 28, 2015. It was graced by the system developers from JRU BSIT Seniors, the faculty advisers from the College of Computer Studies and Engineering, the JRU Community & Development Office Director and staff, Barangay Captain and other barangay representatives.

Impacts of the Programs

Teachers of the non-readers and low comprehension level pupils who were program recipients revealed that the nine pupils were thriving in the elementary level and the earlier batches of the program are now in high school. The Boluntaryong Lunas Basa Program contributed to keeping these pupils in school and completed their basic education on time. The student volunteers pooled their know-hows in the program which they were able to redirect and value what they have in life, gained better appreciation of one's education, and partaking of one's knowledge, talents and skills, through the process of sharing and volunteering. The program contributed significantly to the learning opportunities for the students, achieving self-esteem and serving as a positive role model of JRU. Based on the feedback of the College of HTM students, the learning experience gained in the "Tinapay ay Buhay, Munting Kalakalan para sa Kabuhayan" project, enhanced their interpersonal skills organization, management, leadership rigor, to become the innovative and critical thinker. On the part of the faculty, they viewed the "Tinapay ay Buhay, Munting Kalakalan para sa Kabuhayan" project as the functional core of other community projects of the College of Hotel and Tourism Management which can afford assortments of learning opportunities, applications, and researches.

Issues and Concerns in the Program

The newly formed groups and endowed local leaders or program coordinators are fragile and still vulnerable to drying off the program; hence CDO has to consistently monitor the progress and its sustainability. The Adhoc group of JRU needs to always keep contact with the local coordinators. The issues and concerns in sustaining the program include assembly of the next heirs, local resource mobilization, knowledge transfer materials, and the timing. These issues and concerns however, can be countervailed by intensifying the implementation of SICAP Framework in all university and CDO-related undertakings.

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

A SICAP framework can aid in Community Policy and Framework Development particularly in community development as a vivacious arena of social-related endeavors. Using this framework, the university was able to develop and implement programs which were responsive, relevant and with efficient programming. The result showed that the programs have positioned the people into vitality and national life and encouraged engagement, empowerment, and enrichment. Depicted in the framework, are the thematic programs and strategies; hence the CDO shall design comprehensive social accountability initiatives which embed the social matrices and protection of natural environment. The researchers recommend that the JRU-CDO should intensify mobilization of the program sustainability, develop university-community-private sector partnership, establish the university personality for community psychology and research, and institutionalize community development initiatives to position the University for private funding and scholarship, design and receive grants-in-aid. Also, empirical and in-depth investigation of the implemented programs could be done on the feasibility of technology transfer from incubator to commercialization.

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