A Concurrent Exploratory Study on Sectoral Engagement Model of an Altruistic Corporate Social Responsibility in Bureau of Jail Management and Penology

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Abstract: This paper presents the Sectoral Engagement Model of an Altruistic Corporate Social Responsibility in Bureau of Jail Management and Penology. University of Makati- College of Computer Science is true to its vision to providing information technology education committed to the development and adequate utilization and applications of information technology serve as ground inspirations to offer training inside the Makati City Jail for their residences. This study was conducted for the purpose of determining the status of learning basic computer application and basic troubleshooting in the Bureau of Jail Management and Penology inmates which form part of the college Altruistic Corporate Social Responsibility using the Concurrent Exploratory Research Methodology. Significantly, the majority of the respondents have an applied hands-on and experienced lesson from the actual training in the basic troubleshooting part of the program. The CSR provided an equal opportunity to adapt to an industry-based learning that they can use outside the vicinity of BJMP as their possible way of starting a new life.

Keywords: Corporate social responsibility, Concurrent exploratory, Sectoral engagement, Jail management, Sectoral engagement

INTRODUCTION

Higher education institutions as a knowledge enterprise serve as platforms for its faculty's professional development which outlines various faculty roles while doing their function in instruction, research and extension services. The university professional development programs are anchored to promoting and exposing its faculty to the societal needs, relevant and innovative initiatives as the driver in accelerating community, outreach and other corporate social responsibility activities. Outreach programs and engagement initiative of organizations and higher educational institutions foster social change and were clipped to the national and international socio-economic development, however among the running corporate social responsibility and outreach programs, most are dated rather than innovative which did not accelerate the sectoral engagement (Alshannag, Basah & Khairi, 2017).

Reducing recidivism is one of the component goals of every correctional institution; thereby several correction-based educations and rehabilitative endeavors have been implemented to suffice the criminal justice program. A meta-analysis of correction-based education, vocation, and work programs for adult offenders studies. The work of Wilson, Gallagher and MacKenzie (2000) which meta-analyzed the recidivism outcomes of 33 independent experimental and quasi-experimental evaluations of correction-based education, vocation, and rehabilitative work programs which found out that the program participants were recidivated at a lower rate than those who were nonparticipants. The scholarly contribution of Smith and Silverman (1994) to The Prison Journal about the Functional literacy education for jail inmates: an examination of the Hillsborough County jail education program, offenders in jails in Hillsborough County, Florida were opportune to participate in its 6 weeks of rehabilitative education program using the computer-assisted instruction for basic literacy education and GED preparation with high level of

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satisfaction on the program ran and 90% planned to continue their education upon being released from the bars.

Tyler and Kling (2006) estimated the post-release economic effects of participation in prison-based General Educational Development (GED) programs by using a panel of earning records and a rich set of individual information from administrative data in the state of Florida. The contribution of Jenkins (1994) Outreach Training Center for Mandatory and Literacy Education to the Journal of Correctional Education reported that 70% of prison inmates scored in the two lowest literacy levels established by the surveyors. Tennessee State University has taken seriously its responsibility to relate academic work to communities which are mutually beneficial and consistent with its goal of being model urban university by providing active leadership in all facets of integrating service with teaching and research, engaging faculty and staff as well as students in activities that benefit their communities (Chesney, Samuel & Fuller, 2009).

Adult correctional education programs: An update on current status based on recent studies of Jensen and Reed (2006), reported that the "participants in education programs such as Adult Basic Education, General Equivalency Degrees, and secondary education are less likely to recidivate, and, therefore, these programs meet the standards of what works." In the Philippines, the Department of Education under its Alternative Learning System (ALS) is providing rehabilitative and literacy programs while the Technical Education, Skills and Development Authority is giving out livelihood training to the inmates in closed coordination with the Bureau of Corrections.

Incongruent to its mission, University of Makati envisions to be the primary instrument where University education and Industry training programs interface its curricular programs, faculty development plans, extension and research initiatives. A Computer Basic Trouble Shooting course was spearheaded by the University Of Makati- College Of Computer Science from August 3, 2015, up to September 18, 2015, as the college Extension Program with 20 adult offenders incarcerated in the Makati City Bureau of Jail Management and Penology as the participants. Fundamental to this initiative is centered on the theory of Altruistic Corporate Social Responsibility in which faculty's emphatic and altruistic behavior evolved for the return-benefits it bears.

De Waal (2008) extended their effort and time through volunteerism in the knowledge transfer. Packer (1977), Fehr and Fischbacher (2003) and Schwartz (1977), postulated that altruism is a principled behavior that benefits another individual at some cost to the altruist, centered issues on selfishness and concern for the welfare of others.; in this sense outreach and extension services are provided and delivered by the faculty for free and they have had developed course modules and learning materials for free.

The College of Computer Science with its visions to provide information technology education committed to the development and adequate utilization and applications of information technology that serve as ground inspirations to offer training inside the Makati City Jail for their residences. This will give them an equal opportunity to adapt to an industry-based learning that they can use outside the vicinity of BJMP as their possible way of starting a new life. In this initiative, the Computer Basic Troubleshooting course was delivered to the 20 BJMP residents on a regular basis by the CCS Faculty members.

A dedicated faculty handled the program participants from the commencement of the program, regular checkpoints for learning, guided activities, and technical demonstration of the technical skills gained from the program. Participants were also oriented on the tools and their use in computer troubleshooting. The program includes hardware and software tracks in identifying and fixing computing system problems and sometimes involves both at the same time. The course modules presented basic to advanced troubleshooting guides from a general problem to specific and even complex ones. Figure 1 presents the stakeholders and sectors involved, coordinated and engaged with the collaborative undertaking.
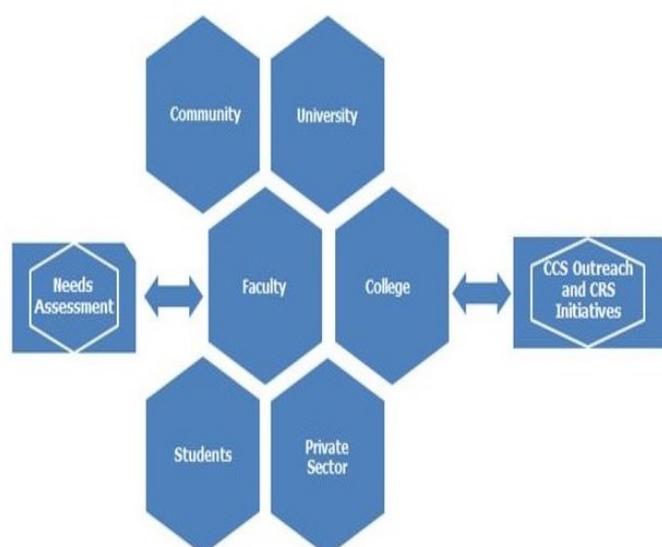
Figure 1. Sectoral engagement model in an altruistic CSR

This model warrants the engagement of the stakeholders as a bi-directional collaborative enterprise. The faculty is the focal point for this model since she has the innovative and scholarship roles outlined in the faculty development plan by the university and college. The faculty will be used in the system to conduct the identification of community with pressing and societal problems, conduct needs assessment in the identified community, plan and develop course and learning materials and deliver the program. The course materials were presented to the college internal bodies for quality control and alignment with the College Annual Development Plan including budgetary requirements when needed. It is also important to recognize the strengths of the faculty and college in its external partnership for resource generation and knowledge exchange. Students were engaged in assisting the program delivery to position their awareness and established shared responsibilities on the underserved and vulnerable populations and becoming a graduate of social importance. Private sector considered herein includes the ALCUCOA to which University of Makati and College of Computer Science adheres to its external and internal quality management system and accreditation requirements. Results of the CSRs are disseminated to the stakeholders and sectors involved to further the program.

Objectives of the study

This paper presents the Sectoral Engagement Model of an Altruistic Corporate Social Responsibility in Bureau of Jail Management and Penology of the University Of Makati- College Of Computer Science. This research pegged through mixed methods to investigate and examine the knowledge, perceptions, and challenges of delivering Basic Computer Troubleshooting as part of its extension program in the Bureau of Jail Management and Penology at Makati City Jail. The study also sought to identify the critical factors that facilitate the development, effectiveness and sustainability of the CSR initiative as a community-academic partnership. It is hooked 1) to profile the participants in terms of age, gender, educational attainment and civil status; 2) elicit and elaborate learning experiences and best practices after the program which were translated by Learners' Learning Experiences and Learners' Practice Teaching, 3) evaluate the effectiveness and sustainability of the program in terms of skills acquired and competency level of BJMP residence after the training was conducted through Learners' Skills and Learners' Computer Troubleshooting Competency Level.

METHODOLOGY

The researchers used the Concurrent Exploratory research methodology. It is a mix of quantitative and qualitative research design. A mixed method is a methodology used in conducting research that involves collecting, analyzing and integrating the quantitative and qualitative data in a longitudinal program of

inquiry (Creswell, Plano Clark, Gutmann & Hanson, 2003). Survey Questionnaire consisted of three parts; a) demographic profiles of the respondents, b) learning experiences and practices after the program, and c) skills acquired and competency level of the participants of the initiative. The instrument employed 5-point Likert Scale with the following Likert items: weight and the descriptive interpretations in this study. For Learners' Learning Experience (5) 4.51-5.00- Strongly Agree, (4) 3.51-4.50- Agree, (3) 2.51-3.5 - Neutral, (2) 1.51-2.50- Disagree, (1) 1.00-1.50- Strongly Disagree. The Likert Items in the Learners Practice Training are as follows: (5) 4.51-5.00- Excellent, (4) 3.51-4.50- Above Average, (3) 2.51-3.50 - Average, (2) 1.51-2.5- Below Average and (1) 1.00-1.50 Poor. The Likert scale used in the Learners' Skills (5) 4.51-5.00- Excellent, (4) 3.51-4.50- Above Average, (3) 2.51-3.50- Average, (2) 1.51-2.50- Below Average and (1) 1.00-1.50- Poor.

The instrument has been administered to the twenty (20) Makati City Bureau of Jail Management and Penology (BJMP) residence participants enrolled in the Computer Basic Trouble Shooting from August 3, 2015 up to September 18, 2015 of the University of Makati-College of Computer Science Extension Program. The frequency count and percentage were used in the analysis of the quantitative data, content and text analyses were used for qualitative data based on the data gathered from the focus group discussion and .triangulation using Dedoose Application, a cross-platform app for analyzing qualitative and mixed methods research with text, photos, audio, videos, spreadsheet data and more.

RESULTS AND DISCUSSION

After review of the literature, data gathering and analyses conducted, responses from FGD were considered and the succeeding subsections detail the results and related interpretation. Three major themes that participants thought were strongly and mutually beneficial to the CSR were: (1) there is life after incarceration; (2) creation and nurturing of trust; (3) and strengthening of community capacity (BJMP).

Demographic profiles of the participants

Table 1: Demographic profile of participants (Age)

Age	Frequency	Percentage (%)
51 to 69	0	0
35 to 50	11	55
21 to 34	9	45
18 to 20	0	0
Others	0	0
Total	20	100

Table 2: Demographic profile of participants (Civil Status)

Civil Status	Frequency	Percentage (%)
Single	9	45
Married	10	50
Seperated	1	5
Divorce	0	0
Widow	0	0
Total	20	100

Table 1 shows the demographic distribution of BJMP residence participants according to age. The table depicts that most of the participants are from thirty five to fifty years old where it holds a fifty five percent of the total respondents followed by the group form twenty one to thirty four years old. Table 2 presents the demographic distribution of BJMP residence participants according to civil status. Fifty percent of the participants are married while only one is separated. On the other hand forty five percent of the participants are single.

Table 3: Demographic profiles of the participants
according to educational attainment

Educational Attainment	Frequency	Percentage (%)
Elementary	0	0
High School	8	40
Vocational	1	5
College	10	50
Master	1	5
Doctorate	0	0
Total	20	100

Table 3 provides the demographic distributions of BJMP residences according to educational attainment. Half of the participants are college graduates while forty percent of the participants are high school. On the other hand only five percent of the participants are vocational and doctorate graduates.

Learning experiences and follow up practices after delivering the program
The learning experiences and follow up practices after delivering the program are presented in Tables 4 and 5 respectively.

Table 4: Learners' learning experiences

Indicators	Weighted Mean	Interpretation
1. I had effective interactions with the instructor	3.8	Agree
2. I had effective interactions with other students	3.9	Agree
3. I felt that i was in control of my learning	4.0	Agree
4. I actively participated	4.3	Agree
5. I took advantage of learning oppotunities and resources	4.4	Agree
6. I developed knowledge of basic concepts and facts	4.4	Agree
7. I learned to think critically about the subject	4.1	Agree
Average Weighted Mean	4.1	Agree

Table 4 presents that majority of the respondents rated "Agree" on their learners' learning experiences with an average weighted mean of 4.11. The result signifies that the pedagogy and the technological shift used in the delivery of the training were approved and accepted by the participants.

Table 5: Learners' practice training

Indicators	Weighted Mean	Interpretation
1. Uses computer in week	3.9	Above Average
2. Establish computer cable connections	3.8	Above Average
3. Open a computer casing	3.8	Above Average
4. performs computer maintenance	3.7	Above Average
Average Weighted Mean	3.8	Above Average

Table 5 shows the learners' practice training of the respondents. The BJMP residences gave an average weighted mean of 3.78 which interpreted as "above average" on their practice training. The result signifies that most of the respondents are doing hands on and experiencing the lessons from the actual training.

Skills acquired and competency level of BJMP residence after the training was conducted
The skills acquired and competency level of BJMP residence after the training was conducted is presented in tables 6 and 7 respectively.

Table 6: Learners' skill

Indicators	Weighted Mean	Interpretation
1. Identify parts of the computer	3.95	Above Average
2. Diagnose basic computer hardware problems	3.65	Above Average
3. Prepare the computer case (Install power supply, I/O shield and spacers)	3.75	Above Average
4. Install drives (DVD, Floppy and HDD)	3.95	Above Average
5. Install the CPU, fan, heat sink and memory module on the motherboard	3.70	Above Average
6. Install the cablings (Power connectors, FDD Connector, IDE/SATA Connector, USB headers and system panel header)	3.90	Above Average
7. Attach the monitor, keyboard, mouse and plug into a power source.	4.00	Above Average
8. Assemble and install network connection.	3.65	Above Average
Average Weighted Mean	3.82	Above Average

Table 6 illustrates the learners' skill of the respondents. As presented in the table above, the BJMP residents simultaneously rated themselves as "above average" on all the indicators having an average weighted mean of 3.82. It is disclosed from the table that most of the respondents acquired skills from the training.

Table 7: Learners' computer troubleshooting competency level

Competency Level	Frequency	Percentage (%)
Unfamiliar	3	15
beginner	6	35
Average	10	50
Advanced	1	5
Expert	0	0
Average Weighted Mean	20	100

Table 7 shows the learners' computer troubleshooting competency level. It is indicated in the table that half of the population of the respondents has an average competency level. They were able to demonstrate a general competency in a number of computer troubleshooting followed by 35% of the respondents under the beginner level that is capable of performing basic functions in a limited number of computer troubleshooting. Furthermore, 5% of them are in the advanced competency level; acquired the ability to competently use a broad spectrum of computer technologies. On the other hand, 15% of the respondents are still unfamiliar with an explanation of having no experience in computer technology.

Three themes emerged related to the corporate social responsibility and outreach program

Those incarcerated in the Makati City BJMP viewed the program to be satisfying and have made their personal contentions on how the program impacts their life directions and even life after they will be released from jail. These three major themes emerged from the content and text analyses. The themes include: (1) there is life after incarceration; (2) creation and nurturing of trust; (3) and strengthening of community capacity (BJMP).

There is life after incarceration
Some offenders attributed that their captivity was their last minute of existence, but to some extent, they have expressed appreciation because of the program "there is still life for them". The program did not only teach their autonomy in technical rigor but also open their perspective that years to count after their stint behind bars, they will return back to the society to live morally and ethically although shortcomings waited for them (participants elaborated).

Creation and nurturing of trust
It's not only in school where academic success and trust is nurtured; "because I enrolled in this program, the climate and learning environment I have experienced to be treated with fairness and dignified, valued

and still important" said one of the participants. It is notable to let people behind bars feel that we still care for them, we value their being and respect what had happened and lighten their burden to some degree.

Strengthening of community capacity (BJMP)
The program had strengthened our interpersonal and technical skills and abilities to identify problem and resolve it eventually using the pre-formatted solutions or by logical thinking. Although there were shortcomings on the technical resources such as the hardware, the program was beneficial for us since it prepared us to better ourselves and even the community (BJMP) whereby they were able to experience first-hand training from the faculty-trainers. Outreach programs like Computer Basic Troubleshooting encouraged inmates to take and advance to TESDA.

CONCLUSION AND RECOMMENDATIONS

The research was conducted for the purpose of determining the status of learning basic computer application and basic troubleshooting in the Makati City-BJMP. Based on the findings, it signifies that majority of the respondents have applied hands-on and experienced lessons from the actual training in the basic troubleshooting part of the lesson. To insure a continuous benefit being accorded to the literacy involved, adequate facilities must be provided for the learner; hence the number of computers must be also provided as well as the maintenance of the hardware. The respondents learned from basic computer troubleshooting may apply what they've learned for the maintenance of the hardware. To further this initiative, it is recommended that the college must acknowledge and establish the need to link knowledge co-creation in the outreach and engagement programs. It must also ensure that the college outreach programs and extension services are significantly linked and relevant to the foundational vision of the College of Computer Science and the University of Makati. As a local university and funded by the same recipient city, it is recommended to advance in dialogue to institutionalized initiatives in Makati City BJMP, composed of the Makati City Hall representatives, Department of Social Welfare and Development, internal component bodies of university such as VPAA, College Deans, Department Heads, and Faculty Outreach Coordinators of each college and other non-teaching units. From the advanced dialogues, develop a sustainable college Community and Outreach Development Plan which compartmentalizes the academic and non-academic initiatives linked to societal, city, university and college priorities. Research on effectiveness or impacts of the program versus the participants who were released from jails could be done to empirically investigate the courses of implementation and to countervail issues and concerns related to the initiative.

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