
Research Article

The Impact of Outreach Activities on the Vision Mission of School of Saint Anthony, Lagro, Philippines

Ava Ann P. Semorlan

School of Saint Anthony, Lagro, Quezon City, Philippines

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*Corresponding author:

E-mail:

a.semorlan@schoolofsaintanthony.edu.ph

ABSTRACT

This study assessed the alignment and impact of the Socio Civic Action Program (SICAP) Foundation, Inc. outreach activities on the Vision and Mission of the School of St. Anthony (SSA). The research utilized a quantitative descriptive research design. The study employed purposive sampling. There are 50 participants, consisting of 25 teacher and parent volunteers, and 25 beneficiaries of the Guidance and Basic Assistance for the Youth and Gift-giving programs. Data collection involved a 5-point Likert scale questionnaire. Findings indicated exceptional institutional alignment, with mean scores between 4.68 and 5.00. The volunteers highly praised student conduct and enthusiasm. Similarly, the beneficiaries provided perfect ratings for leadership and instructional clarity. These results suggest that SICAP initiatives successfully translate the school's "Sapientia et Virtus" (Wisdom and Virtue) philosophy into impactful social action. The study concludes that these programs effectively foster social responsibility and leadership. The study recommends enhanced reflective practices and longitudinal research to assess long-term community sustainability.

Keywords: *Community extension, institutional vision and mission, outreach programs, SICAP, School of St. Anthony, social responsibility*

Introduction

Humans possess a deep-seated concern for others including fellow people, animals, and the environment. This care stems from the spiritual belief that every individual is uniquely created by God with a purpose to share love. In turn, this foundational belief drives the creation of institutions and organizations that design targeted initiatives to aid vulnerable populations.

Caring for others is a noble endeavor that should be explicitly embedded within an institution's vision and mission, as it fundamentally shapes the values of the next generation.

Indeed, the success of institutional outreach is closely linked to the clarity and strength of these foundational statements, which serve as the guiding framework for developing effective programs and ensuring purposeful execution toward long-term objectives (Luebbe, 2025).

In organizational design, the vision acts as the base of the pyramid, encapsulating the institution's overarching aspirations. The mission then directs the day-to-day operations required to achieve those goals (Child Trends, 2025). Within the Philippine context, a school's vision and mission align institutional practice with the Department of Education's (DepEd)

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mandate to deliver quality, equitable, and culturally relevant learning (DepEd, n.d.).

Furthermore, Philippine educational institutions are required to conduct extension activities that directly benefit marginalized communities. As institutions implement these initiatives, community outreach is continually strengthened, fostering broader participation across diverse stakeholders. This sustained effort is sustained by a shared institutional understanding of the value of outreach work (Calimpos et al., 2023).

Designed to support, uplift, and empower underserved communities, outreach programs deliver essential services through projects focused on education, social planning, healthcare, and capacity building (ChildHope, 2025). Salazar (2020) demonstrated the tangible value of these initiatives, finding that institutional community extension services—particularly skills training, livelihood generation, and advocacy programs—yielded satisfactory positive impacts across both economic and social dimensions.

Ultimately, leaving a positive footprint through service creates a ripple effect, spreading optimism throughout the broader community. This explains the widespread prevalence of dedicated community extension offices across schools and universities in the Philippines.

This organizational framework stems from national policy in the Philippines, which positions community extension alongside instruction and research as a core pillar of educational quality. National guidelines from bodies such as DepEd and the Commission on Higher Education (CHED) mandate that institutions embed social responsibility into their core operations. For private sectarian schools, this regulatory mandate converges naturally with their spiritual charisms. Compliance thus transforms into a living expression of faith, allowing core values of service, stewardship, and preference for the marginalized to take active form through structured outreach.

Consequently, a growing body of research continues to evaluate the institutional impact of these programs, highlighting significant, reciprocal gains for both the community recipients and the volunteers themselves.

In the School of St. Anthony, the Socio Civic Action Program Foundation, Inc. (SICAP) functions as the socio-civic arm of the institution, operating under five specific program thrusts:

1. **Education:** Provides the Guidance and Basic Assistance for the Youth (GABAY), free livelihood/vocational training, and scholarships for deserving indigent students.
2. **Spiritual Development:** Implemented through community religious projects, such as retreats and recollections.
3. **Health:** Offers medical and dental missions.
4. **Social Awareness:** Increases student understanding of environmental, political, and social conditions via symposia, seminars, and immersion activities.
5. **Outreach and Relief Programs:** Caters to indigent recipients through gift-giving and relief operations.

Most stakeholders observed a positive impact from these specific programs.

Moreover, the SICAP programs are planned to align with the school's vision and mission, ensuring institutional goals are met. The following are the Vision and Mission of the School of Saint Anthony.

Vision

Aligning itself with the mission of the Church through the inspiration of St. Anthony Mary Claret's genuine love for God, It envisions Anthonians with wisdom and virtues.

Mission

Guided by the motto "Sapientia et Virtus" which means "Wisdom coupled with Virtues" the institution fulfills its educational activities in cooperation with other sectors by:

- Providing quality instruction and professional leadership
- Creating an academic community where students' love for learning is always coupled with the practice of virtues; and
- Producing graduates with a deep sense of social responsibility and involvement in responding to the needs of society."

(School of Saint Anthony, n.d)

There is currently limited research exploring the impact of outreach activities on the

fulfillment of the school's vision and mission. Thus, this study seeks to leverage the preceding ideas to assess the connection between SICAP's outreach activities and the school's vision and mission. The primary goal is to determine the impact of SICAP's activities on the school's established vision and mission.

Statement of the Problem

This study explored the views of the SSA Lagro SICAP Foundation's volunteers and beneficiaries on the impact of outreach activities to the vision and mission of the school. This study sought to answer the following questions:

1. How do volunteers evaluate the SICAP's outreach activities impact on the school's vision and mission?
2. How do beneficiaries evaluate the SICAP's outreach activities impact on the school's vision and mission?
3. How do the mean evaluations of volunteers and recipients compare regarding the alignment of SICAP outreach activities with the school's vision and mission?

Methodology

Research Design

This study employed quantitative research using the descriptive approach. Quantitative research is a systematic approach that focuses on quantifying data and using statistical analysis to generalize findings from a

study's sample to a larger population. It involves collecting, analyzing, and interpreting measurable, numerical data to test a specific hypothesis. Moreover, descriptive research aims to provide an accurate account of a population, situation, or phenomenon by detailing its characteristics (McCombes, 2023). The descriptive design is employed in this study to describe the specific program's performance and perceptions of stakeholders.

Participants

The study utilized a non-probability sampling technique, specifically purposive sampling. This method was used to select participants whose specific characteristics and experiences are aligned with the research questions that enable the researchers to explore essential insights (Golzar & Noor, 2024). The sample comprised 25 volunteers and 25 beneficiaries of the School of Saint Anthony's Socio Civic Action Program activities, including: Volunteer teachers and parents; Parents of the Guidance and Basic Assistance for the Youth (GABAY) pupils, and Gift-giving program adult recipients. The participants accepted the invitation to respond in the survey.

Table 1 shows the profile of the volunteer participants who served in the GABAY and Gift-Giving activities. Most of the respondents are employees

Table 1.

Profile Frequency of Volunteer Participants by Group and Outreach Activity

Sector	Outreach Activity		
	GABAY	Gift-Giving	GABAY and Gift-Giving
Employees	13	4	6
Parent Council		2	

Table 2 presents the profile of the recipient participants by community. The

participants are from the adopted communities of the school.

Table 2.
Profile of Recipient Participants

Community	f	p
Amparo	9	36
Margarita	8	32
Pechayan	8	32
	25	100

Research Instrument

The study utilized a 5-point Likert scale questionnaire (where 5 = strongly agree and 1 = strongly disagree) to gather data electronically via Google Forms from volunteer teachers and parents. To ensure inclusivity, printed Filipino-translated versions were also provided to recipients. All survey items were derived from the school's established vision and mission. Experts validated the research tool for clarity and content.

Below are the statements derived from the vision and mission of the school.

VISION: Aligning itself with the mission of the Church through the inspiration of St. Anthony Mary Claret's genuine love for God, It envisions Anthonians with wisdom and virtues.

"The volunteers acted wisely and virtuously during the outreach activity."

MISSION:

1. Providing quality instruction and professional leadership in the integral development of individuals as social beings;

"Clear and effective instructions were meticulously prepared and demonstrated throughout the outreach program"

"The volunteers exhibited effective leadership throughout the outreach activity"

2. Creating an academic community where students' love for learning is always coupled with the practice of virtues;

"The volunteers approached their learning experiences with great enthusiasm throughout the outreach program"

3. Producing graduates with a deep sense of social responsibility and involvement in responding to the needs of society.

"The students' volunteering manifested qualities that indicate they will be graduates with a deep commitment

to responsibility and social responsiveness"

(See sample questionnaire items in the Appendix.)

Data Collection Procedure

Volunteer teachers and parents from the GABAY (Guidance and Basic Assistance for the Youth) program and the gift-giving activities received questionnaires via Google Forms. Printed questionnaires were administered to selected parents of GABAY recipients and adult beneficiaries of the gift-giving activities. The Participants were fully briefed on the study's purpose and informed that their participation was entirely voluntary. Data was compiled into a spreadsheet for further review and analysis.

Data Analysis

Descriptive statistics was used to analyze the data, primarily by calculating the means of the questionnaire responses. These means served to determine the evaluation of the SICAP outreach activities' impact on the school's vision and mission, as perceived by both volunteers and recipients. Subsequently, an analysis per item was performed to examine the impact of the SICAP's Outreach Programs to the Vision and Mission of School of St. Anthony.

Results and Discussion

This section presents the results of the evaluation tool conducted to the volunteers and recipients of the outreach activities.

As shown in Table 3, the mean evaluation scores from parents and volunteer teachers demonstrate a strong belief that SICAP Foundation's outreach initiatives successfully reflect its vision and mission.

Table 3.*Rating from Volunteer Teachers and Parents*

Vision and Mission	Rating
The volunteers acted wisely and virtuously during the outreach activity.	4.86
Clear and effective instructions were meticulously prepared and demonstrated throughout the outreach program	4.68
The volunteers exhibited effective leadership throughout the outreach activity	4.77
The volunteers approached their learning experiences with great enthusiasm throughout the outreach program.	4.90
The students' volunteering manifested qualities that indicate they will be graduates with a deep commitment to responsibility and social responsiveness	4.68

Table 4 illustrates that the SICAP Outreach Program is in complete alignment with the school's vision and mission, based on the ratings provided by recipients.

Table 4.*Rating from Adult Recipients*

Vision/Mission	Rating
Ang aktibidad ay nagpapakita na ang paaralan ay sumusuporta sa paglinang ng mga Anthonians ng kanilang talino at mabuting pag uugali	5
May malinaw at epektibong mga tagubilin at masusing inihanda ang makikita sa buong outreach program	5
Ang mga boluntaryo ay nagpakita ng mabisang pamumuno sa buong aktibidad ng outreach	5
Masayang isinasagawa ng mga boluntaryo ang kanilang pagtulong sa kapwa.	5
Ang pagboboluntaryo ng mga mag-aaral ay nagpakita ng mga katangian na nagpapahiwatig na sila ay matatapos na may malalim na pangako sa responsibilidad at panlipunang pagtugon	5

The exceptionally high mean scores for both tables ranging from 4.68 to 5.00 suggests that the outreach programs successfully translate abstract institutional goals into tangible social action. In addition, High ratings for leadership and preparation (4.68 to 4.77) imply that the foundation has established a reliable framework for community engagement. Furthermore, a volunteer enthusiasm rating of 4.90 suggests that participation is driven by genuine interest rather than simple obligation. This aligns with the belief that caring for others

is a noble action central to shaping the next generation.

Moreover, the tables below present the connection of the items to the Vision and Mission of the School of St. Anthony. Data from Table 2 indicates strong agreement among volunteers and recipients regarding vision-aligned statements. These results highlight the practical application of wisdom and virtues throughout the outreach initiatives.

Table 5*Vision Statement*

Vision Statement	Volunteer	Rating	Recipient	Rating
Aligning itself with the mission of the Church through the inspiration of St. Anthony Mary Claret's genuine love for God, It envisions Anthonians with wisdom and virtues.	The volunteers acted wisely and virtuously during the outreach activity.	4.86	Ang aktibidad ay nagpapakita na ang paaralan ay sumusuporta sa paglinang ng mga Anthonians ng kanilang talino at mabuting pag uugali	5

Table 6 highlights the volunteers' positive support for the school's mission to provide quality instruction and community leadership.

Notably, these outreach initiatives earned the perfect ratings from the recipients.

Table 6.*First Mission Statement*

Mission Statement	Volunteer	Rating	Recipient	Rating
Providing quality instruction and professional leadership in the integral development of individuals as social beings	Clear and effective instructions were meticulously prepared and demonstrated throughout the outreach program	4.68	May malinaw at epektibong mga tagubilin at masusing inihanda ang makikita sa buong outreach program	5
	The volunteers exhibited effective leadership throughout the outreach activity	4.77	Ang mga boluntaryo ay nagpakita ng mabisang pamumuno sa buong aktibidad ng outreach	5

Both volunteers and recipients highly value the school's outreach activities, which successfully combine learning experiences

with important values. This integrated approach ensures their continued participation is meaningful and impactful.

Table 7*Second Mission Statement*

Mission Statement	Volunteer	Rating	Recipient	Rating
Creating an academic community where students' love for learning is always coupled with the practice of virtues	The volunteers approached their learning experiences with great enthusiasm throughout the outreach program"	4.90	Masayang isinagawa ng mga boluntaryo ang kanilang pagtulong sa kapwa.	5

Table 8 outlines the perceptions of teachers, parent volunteers, and adult recipients regarding the values development of Anthonian graduates. Participants expressed a positive

outlook, expecting these students to become responsible and socially conscious members of society.

Table 8*Third Mission Statement*

Mission Statement	Volunteer	Rating	Recipient	Rating
Producing graduates with a deep sense of social responsibility and involvement in responding to the needs of society.	The students' volunteering manifested qualities that indicate they will be graduates with a deep commitment to responsibility and social responsiveness	4.68	Ang pagboboluntaryo ng mga mag-aaral ay nagpakita ng mga katangian na nagpapahiwatig na sila ay matatapos na may malalim na pangako sa responsibilidad at panlipunang pagtugon	5

The quantitative evaluations across Tables 3 through 8 indicate a overwhelmingly positive perception of the SICAP Outreach Program's alignment with the School of St. Anthony's vision and mission. Across all indicators, mean ratings fall within a high ceiling ranging from 4.68 to 5.00, confirming that institutional goals are successfully translated into observable social action. However, a comparative contrast emerges when analyzing the evaluation patterns of the two stakeholder groups: adult recipients consistently evaluated every metric at a perfect mean score of 5.00, whereas volunteer teachers and parents rated identical criteria between 4.68 and 4.77.

This divergence in scoring highlights a critical difference in experiential perception

between community beneficiaries and program implementers:

- Recipient Absolute Satisfaction (5.00 Mean): The unblemished 5.00 rating from adult recipients across all dimensions, wisdom/virtues (Table 5), leadership and instruction (Table 6), enthusiasm (Table 7), and social responsiveness (Table 8), reflects profound gratitude and a holistic evaluation of the outreach impact. From the perspective of community beneficiaries, the tangible presence, structured assistance, and warm disposition of the Anthonian volunteers completely satisfied their operational and relational expectations. For recipients, the program operates at maximum

effectiveness because it directly meets community needs while displaying exemplary social care.

- **Volunteer Self-Critical Evaluation (4.68–4.77 Mean):** Conversely, volunteer teachers and parents evaluated program preparation and leadership lower, at 4.68 and 4.77, respectively. Rather than signaling operational failure, this slight drop reflects an internal, self-critical lens typical of program organizers. Teachers and parent volunteers—being directly responsible for logistical planning, crowd management, and instructional execution—are acutely aware of minor friction points, time constraints, or administrative hiccups during implementation. Their slightly lower scores indicate a continuous desire for institutional refinement and operational perfection, which community recipients do not observe.
- **Alignment on Core Values (4.86–4.90 Mean):** Notably, the gap between the two groups shrinks significantly on items measuring intrinsic character and spirit. Volunteers rated student enthusiasm at 4.90 and virtuous action at 4.86. This strong convergence demonstrates that while adult volunteers maintain strict administrative standards for logistics (4.68), both stakeholders strongly agree that the student volunteers embodied genuine passion, wisdom, and values during their engagement.

While both groups evaluated the program favorably, a comparison of their feedback reveals distinct insights into the impact of the outreach activities. Regarding the alignment of values, both volunteers and recipients strongly agree that the activities manifest the school's vision of wisdom and virtue, as evidenced by their respective ratings of 4.86 and 5.00. In terms of perceptions of execution, recipients provided perfect 5.00 ratings for leadership and instructional clarity, whereas volunteers provided slightly lower, though still high, ratings ranging from 4.68 to 4.77. This disparity implies that while the community perceives the execution as almost

perfect, volunteers may recognize minor areas for internal administrative improvement.

Consistent with Luebbe's (2025) findings, the aforementioned results support that successful institutional outreach depends heavily on the clarity and resonance of its Vision and Mission. Through outreach initiatives, the holistic development of stakeholders are improved. By moving beyond the traditional classroom and home routines, outreach programs allow employees and parents to exhibit worthwhile experiences that can also be translated to their students and children. They will also develop a deep sense of engagement realizing the positive impact of their actions to the indigent beneficiaries. In this connection, the students apply their academic learning, by exposing themselves in real-life experiences. Both volunteers and recipients can also strengthen their moral formation. The volunteers exercise the value of care, generosity, humility, respect and integration. The recipients, on the other hand, develop the value of appreciation, gratitude, hope, solidarity, and resilience.

Conclusion

The study confirms a seamless alignment between the school's Vision and Mission and its community engagement, with perfect scores of 5.00 in social responsibility demonstrating how "wisdom and virtues" are translated into visible action. This institutional identity serves as a foundational framework for every activity, echoing Luebbe's (2025) note that a strong mission ensures purposeful execution. Operational excellence is evidenced by high volunteer ratings for leadership (4.68 to 4.77) and perfect satisfaction from recipients, validating an effective operational framework driven by meticulous organization. These findings reflect Childtrends' (2025) position that a mission should guide day to day operations to ensure programs are impactful rather than superficial.

Additionally, the consistent enthusiasm of volunteers, rated at 4.90, demonstrates a successful bridge between academic theory and moral practice, fulfilling the goals of holistic education. This transformation allows students to internalize empathy and stewardship, aligning with Salazar's (2020) research on the

positive social impact of community extension. Finally, the consensus between observers and recipients serves as a powerful validation of the school's success in producing socially responsive graduates. The data proves the outreach program is an effective training ground where students internalize a deep sense of involvement and social responsibility.

Moreover, high ratings in "wisdom and virtues" show that students successfully transition from classroom theory to real-world practice. Outreach transforms abstract concepts like empathy into tangible experiences, facilitating effective moral formation. The consistent positive feedback from all stakeholders confirms that these values are genuinely integrated into the students' character.

Further, service learning bridges academic goals with community engagement, creating a comprehensive educational experience. These activities serve as a classroom extension where students apply leadership and communication skills to address social challenges. The perfect scores from recipients and the strong coordination of the SICAP Foundation highlight a successful, reciprocal exchange supported by a reliable operational framework

Recommendations

Training & Preparing Volunteers

- Create clear training programs and workshops before events so that students, teachers, and parents learn key skills in leadership, safety, and community service.
- Include mandatory debriefing sessions after activities so students can think about what they experienced and connect it to the school's core Claretian values.

Building Strong, Lasting Partnerships

- Create multi-year plans that offer continuous support and lasting benefits to the community.
- Prepare an easy, standard process for community members to give feedback so activities can adapt to their changing needs.
- Work closely with local government units (LGUs), non-government organizations (NGOs), and community groups to share

resources and expand the program's reach.

Checking Progress & Improving the Program

- Design a system to follow up on both graduates and partner communities over time to see how the program affects students' future careers and community growth.
- Combine numbers or surveys with personal stories and interviews (like focus groups) to better understand how the program changes lives
- Study outcomes across different grade levels and school branches to find what works best, fix problems, and apply good practices everywhere

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