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EVALUATING THE IMPACT OF THE FREE CIVIL SERVICE EXAMINATION REVIEW PROGRAM: A CITY COLLEGE OF CALAMBA AND CITY GOVERNMENT COLLABORATION

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Abstract: A local college demonstrated its commitment to social responsibility by offering a free civil service review program, aiming to build the capacity of local government employees and the community, aligning with the college's mission to drive positive change. This study assessed the sustainability of this community extension program, specifically the joint CCC-CGC Civil Service review, where initially 303 participants registered, with 184 completing the survey, and their profiles were analyzed based on sex, civil status, age, and employment location. The evaluation covered four key areas: overall assessment, reviewers, lecture materials, and the review program itself, with statistical analysis using ANOVA conducted to determine differences in evaluations across these areas, revealing a normal distribution (Shapiro-Wilk p = 0.973) and homogeneity of variances (p = 0.725). Overall, participants rated all four areas as "very satisfactory," however, two significant findings emerged: evaluations of the reviewers' area differed significantly (p = 0.028) between CGC employees and participants from outside Calamba, and the evaluation of the program's benefits and convenience varied significantly (p = 0.019) across age groups, particularly with participants aged 38-42 and 52-57 rating this aspect as only "satisfactory." The study recommends continuing the program while addressing identified weaknesses, specifically improvements in lecture materials and extended program duration, and suggests future research should explore the program's impact on actual Civil Service exam scores.

Keyword: civil service review, community extension, reviewer, lecture materials, review program, exam preparation, capacity building

Introduction

The City College of Calamba (CCC) is dedicated to serving its community by providing accessible, quality education and empowering individuals to achieve their professional goals, particularly in the civil service sector. Recognizing the crucial role of local government employees in delivering essential public services, CCC launched a free civil service examination review program. This initiative aimed to enhance the skills and knowledge of aspiring civil servants, regardless of their background or financial circumstances, thereby fostering a more competent and efficient local workforce. By offering this program, CCC not only demonstrated its commitment to social responsibility and community development but also created a platform for collaboration and knowledge-sharing among the college, local government, and community members. This project

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aligns with CCC's mission to catalyze positive change and solidify its role as a valuable community resource. Driven by the belief that education should be accessible to all, CCC sought to remove financial barriers to civil service exam preparation. To ensure the program's continued success and maximize its impact, this study focused on evaluating the program's effectiveness through participant feedback, identifying areas for improvement, and exploring the potential for contextualization in future implementations.

Moreover, City College of Calamba believes in fostering inclusivity and empowering individuals to achieve their professional goals. Recognizing the significance of the civil service sector in shaping the welfare of our society, CCC has designed this initiative to support aspiring civil servants, regardless of background or financial circumstances.

CCC aims to enhance the local government workforce. Local government employees play a crucial role in delivering public services to the community. By providing them with access to a free civil service review program, the local college can help enhance the skills and knowledge of these employees. This, in turn, can result in a more competent and efficient local government workforce, capable of delivering high-quality services to the community.

Through this project, CCC empowers the community by fostering inclusivity and achieving their professional goals. Offering a free civil service review program to the community can empower individuals who are interested in pursuing a career in the public sector. This program can provide them with the necessary tools and resources to prepare for civil service exams, which are often competitive and require specific knowledge and skills. By empowering the community with access to this program, the local college can contribute to the development of a skilled and qualified local workforce, which can positively impact the community's overall well-being.

The local college's community extension program can serve as a platform for fostering collaboration and engagement between the college, local government employees, and the community. Through the civil service review program, the college can create opportunities for dialogue, networking, and knowledge-sharing among these stakeholders. This can result in a more cohesive and connected community, where local government employees and community members work together towards common goals and aspirations.

Moreso, this project also demonstrates social responsibility through the dedication and commitment of our volunteer reviewers. By providing this program, the college is actively contributing to the development and capacity-building of local government employees and the community. This aligns with the college's mission to catalyze positive change in the community and reinforces its role as an institution that is dedicated to the well-being and progress of its local area.

In reciprocation, the local college's community extension program can also enhance its reputation as an institution that is committed to serving the needs of its community. By providing a free civil service review program, the college can establish itself as a valuable resource for local government employees and community members who are seeking to improve their skills and knowledge. This can lead to increased goodwill, positive word-of-mouth, and enhanced community partnerships, all of which can contribute to the college's reputation and standing in the local area.

The City College of Calamba firmly believe that education should be accessible to all, and financial constraints should never hinder anyone from achieving their dreams, from pursuing a degree to passing the civil service examination. That is why this community extension program is completely free of charge. The local college is driven by the collective mission to empower aspiring civil servants, uplift communities, and build a stronger and more diverse civil service workforce. Hence, in this study, its main focused is to determine the points of improvement through attendees' evaluation of the program, and if contextualization can be considered in its succeeding implementation.

Research Problems

Through an evaluation of the program following eight Saturday sessions, the primary objective of the study is to recommend an Enhance Civil Service Review Program as an extension project of the City College of Calamba in collaboration with the City Government of Calamba. It specifically aimed to outline the demographics of the review participants in terms of sex, civil status, age range, and place of employment. Additionally, the program's post-evaluation took into account the following four areas: the review program's overall evaluation, lecturer and reviewer performance, materials and handouts used, and how the review program assisted the attendees generally. Lastly, the significance of at least one of the means was assessed using the test of inference when grouped according to profile to meet the end objective of proposing an enhanced review program if it has to be contextualized or implement generically.

The Framework of the Study

Figure 1 considered the Input-Process-Output (IPO) paradigm since the study is an evaluation study of a Civil Service Review Program.

INPUT	PROCESS	OUTPUT
Review Attendees' Profile Post-Review Evaluation -overall asssessment of the program -reviewers/lecturers performance -materials and handouts used -how the program helped them in general	Survey Questionnaire Organization and Descriptive and Inferential Analysis	Enhanced Review Program

Figure 1. The Research Paradigm

The study's paradigm was the conventional IPO paradigm for program evaluation. Researchers in several disciplines, including social science research, frequently employ the IPO model. It is a method for characterizing the structure of the program in program analysis, (Canonizado, 2021).

The input consists of demographic information about the respondents and components related to the dependent and independent variables of the educational research. In this case, all four review program areas were present. The procedure entails the use of surveys, data collection techniques, and statistical data analysis. Also included are data tabulation, analysis, and interpretation. The whole procedure is covered, from the information or data gathering required to carry out the educational study through the conclusions and recommendations to be included in the study's final product. The activity undertaken following the evaluation of the study's findings is known as the output. The improved Civil Service Review Program is the deemed output when respondents' better teaching-learning outcomes or performance of the review, and other relevant outcomes are drafted in the proposed plan of the next Civil Service Review Implementation.

Materials and Methods

Research Design

The design used in the study is a Survey Descriptive Research Design. Using survey design techniques, a lot of data may be gathered from a wide range of audiences. Frequency analysis and pattern recognition of survey results are made easier by the survey's design. Descriptive survey designs are used in evaluation research for the following tasks: (1) analyzing the demographics of a population or group of interest; (2) looking at audiences' opinions of the program's evaluation; and (3) determining participants' satisfaction with the program they were given and the caliber of customer service, (Voxco, 2021)

Population and Sampling

The three hundred three (303) formally registered review participants in the joint initiative of the City Government of Calamba (CGC) and City College of Calamba (CCC) Free Civil Service Review Program make up the study's population. Only 138 people participated because it was entirely voluntary. A complete enumeration was intended for the program evaluation, but due to ethical concerns and voluntary participation, about 61% of all participants responded to the evaluation survey.

Instruments of the Study

The CGC-CCC Civil Service Review Team created an institutional survey questionnaire before the program began as the study's main research tool. It is divided into five sections: the profile of the attendees; an overall assessment of the program; measuring indicators evaluating the reviewers; measuring indicators evaluating the lecture handouts and review materials used; measuring indicators; and the final section measuring indicators of how the review program benefited the attendees as a whole. The institutional evaluation form was developed by the review team's experts, thus only pilot testing was done before the questionnaire was released at the program's final Saturday session.

Data Gathering Procedure

The CGC-CCC Free Civil Service Program is divided into eight (8) Saturday Sessions, with the last Saturday session being devoted to final coaching, the post-test, and program evaluation as well as the

Closing Ceremony and awarding of certificates of completion. The in-between Saturdays were assigned to the six-subject coverage of the actual Civil Service Exam. Every review attendee's Facebook group conversation for the class segment had the QR code for the questionnaire evaluating the program. In this study, only the responses that were reflected in the Google form were examined.

Data Analysis

The analyses employed were descriptive and ANOVA parametric inferential. Frequency counting and the percent formula were both employed to describe the respondents' characteristics. Since data were not treated on an ordinal scale but rather on a 5-point interval scale with the following range of interpretation: 1.0-1.8: Needs Improvement; 1.81-2.60: Poor; 2.61-3.4: Satisfactory; 3.41-4.20: Very Satisfactory; 4.21-5.0: Excellent, mean and standard deviation were used to describe the four areas of the program evaluation. Analysis of Variance was done to see if there was a significant difference between at least one of the mean evaluations when they were grouped by profile, such as sex, civil status, age group, and place of job, with a normality value of 0.973.

Ethical Considerations

The free civil service review program established by a joint project of the Calamba City administration and Calamba City College should take into account the following ethical considerations: Each participant gave their informed consent by checking the Statement of Consent box on the Google Form before participating in the survey. The purpose of the evaluation and the planned use of the data were made very clear. Second, anonymity and secrecy - it's crucial to keep participant identities and responses a secret to protect their privacy. No portion of the manuscript stated names or exposed individual assessments, even though their emails had been collected; instead, raw data was kept on a password-protected drive to which only the paper's data analyst author had access. Two months following the study's publication, it will be permanently erased for verification purposes in case it is ever needed again. The survey's participation must be entirely voluntary to qualify. The only information included in this study's analysis was provided by the review attendees who responded to the survey.

Results and Discussions

The following results were presented according to the chronological arrangement of the research problems posted in the introduction part.

1. The Profile of the CSC Review Participants in the Free CSC Review Program

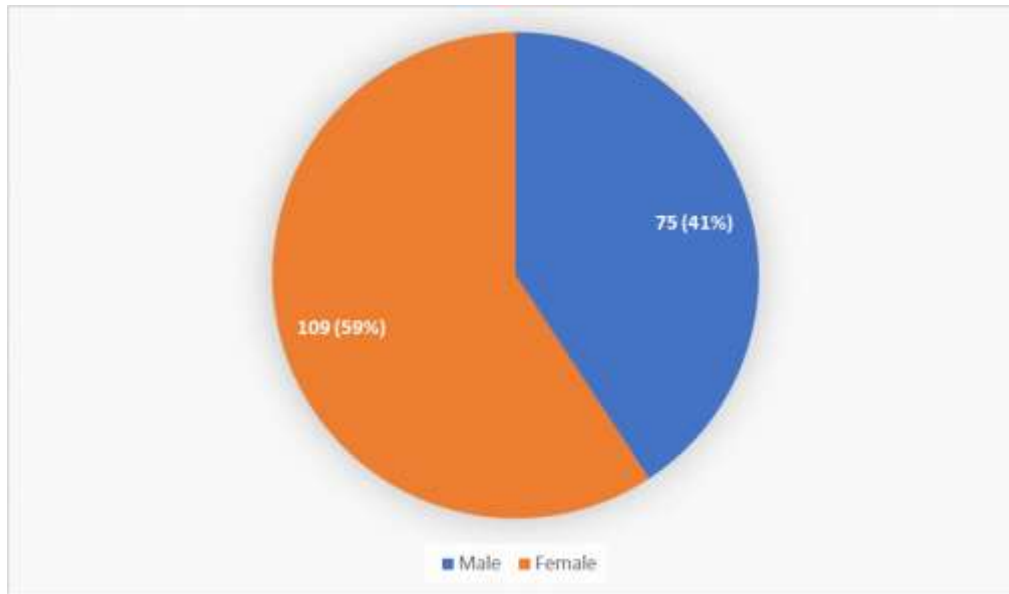1.1. The Profile of the Civil Service Review Participants in Terms of Sex

Figure 2. The Frequency Distribution of the Respondents in Terms of Sex

This study looks at how many men and women took advantage of the free civil service exam offered by the City College of Calamba. There were 184 participants in all that were evaluated, with 75 (41%) men and 109 (59%) women. The idea that women typically predominate in civil service assessments is supported by literature and data sources, and this study is no exception.

The results of this study indicate that women participated in the review to a greater extent than men. Other research findings that demonstrate that women are more engaged in civil service activities than men, according to Smith (2015), confirm this tendency. U.S. According to research conducted by the Government Accountability Office in 2010, women are more likely to apply for and be offered promotions within the civil service. This is probably because women are more likely than men to have worked for government organizations (Basinger, S. J., Kalev, & Dobbin, 2009), and they also know and comprehend government policy better (Lips, 2013). Furthermore, it has also been reported that women are more likely than men to assume leadership roles within the public sector (Delahaye, C. A., & O'Neill, J., 2018) and are more likely to take initiative to solve problems and advance their departments (Tschirhart, M., & Brudney, J. L. (2006). These findings suggest that women often have a greater interest and commitment to civil service reviews than men.

In summative, this study provides proof that female involvement in civil service evaluations consistently outpaces that of men. This is perhaps because women are more involved and have more understanding in this field. Therefore, encouraging and supporting female participation in civil service reviews should never stop.

1.2. The Profile of the Civil Service Review Participants in Terms of Civil Status
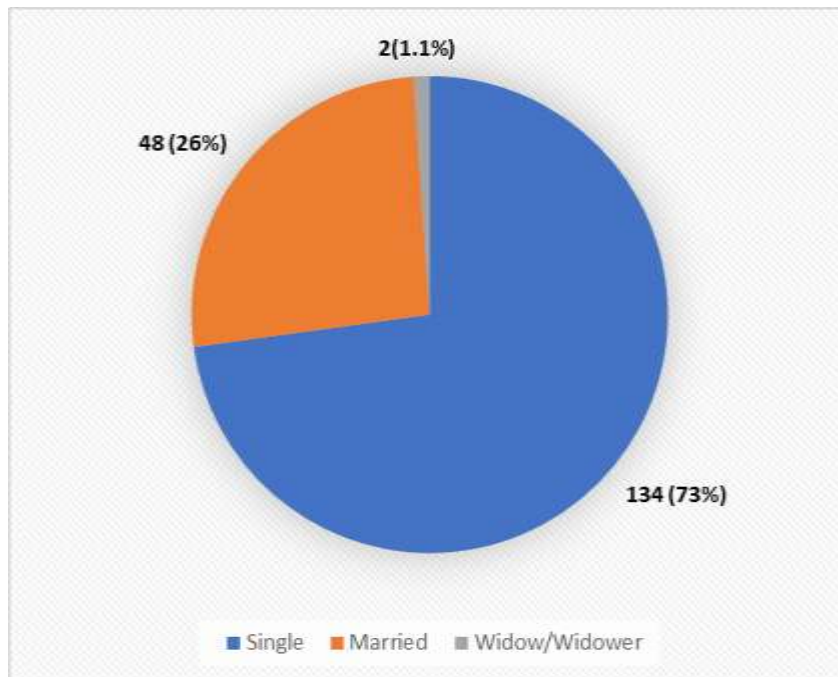

Figure 3. Frequency Distribution of the Respondents in Terms of Civil Status Interpretation of Civil Status Profile of CCC Civil Service Exam Program Attendees

Figure 3 demonstrates that over 75% of participants in the Civil Service Examination program offered by the Civil Service Commission (CSC) were single, 26%1 were married, and 1.1% were widowed or widowers. According to this civil status profile, single people are more likely than married people to spend more time engaging in personal development activities. This could be because they have more free time without the demands of raising children (DePaulo and Morris, 2005).

Due to competing duties and time constraints, marriage and parenting have been linked to poorer educational attainment (Guryan et al. 2008; McLanahan and Percheski, 2008). Single people without children frequently have more time and freedom to devote to self-improvement pursuits like review courses (DePaulo and Morris, 2005). Marriage redirects people's interests and energies toward the relationship and away from other pursuits, as Waite and Gallagher (2000) write in their book The Case for Marriage: "This diversion of interests and energies appears evident in the lower participation rate of married individuals in the CCC-CSC Review exam program. The civil status profile emphasizes how different life stages and obligations can affect people's priorities and use of their time (Settersten and Ray, 2010). All periods of life are crucial for personal growth, but single people without children have fewer external demands on their time and energy, which allows them to take full advantage of possibilities like the CCC-CSC review program. Thus, the civil status profile sheds light on the elements that encourage or discourage involvement in such initiatives.

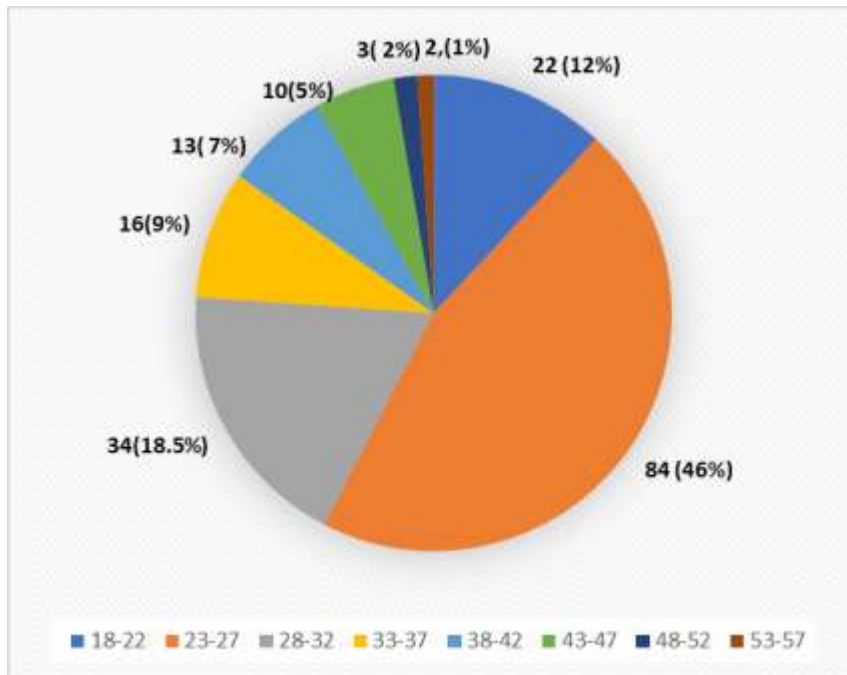1.3. The Profile of the Civil Service Review Participants in Terms of Age

Figure 4 Frequency Distribution of the Respondents in Terms of Place of Age

The age group of 23 to 27 made up over 84% of attendees, followed by 18 and 22. % of people aged 28 to 32. It is unexpected to see that 2% and 1%, respectively, of participants had ages between 48 and 52 and 52 and 57. Participating in review programs depends on your age. The Cognitive Theory still holds, according to a study by McDaniel et al. (1988), stating that cognitive ability grows from childhood to young adulthood and then starts to deteriorate around age 30. According to another study, people in their mid-30s are at the height of their careers and are driven to learn new information and abilities to enhance their jobs (Ng & Feldman, 2008).

The research reveals that those in their mid-to late-20s who are still launching their careers are more drawn to the review program. Due to competing family and work obligations, participants in their late 30s and older make up a decreasing percentage of the population (Ng & Feldman, 2008; McDaniel et al. 1988). However, the presence of senior attendees demonstrates that career growth is still a driving force at all ages.

In assumption, age is a factor in the profile of those who attend the Civil Service Exam Program, with those in their mid-to late-20s making up the majority of participants. Throughout the lifespan, motivations change, but the desire for job advancement and development does not.

1.4. The Profile of the Civil Service Review Participants in Terms of Place of Employment
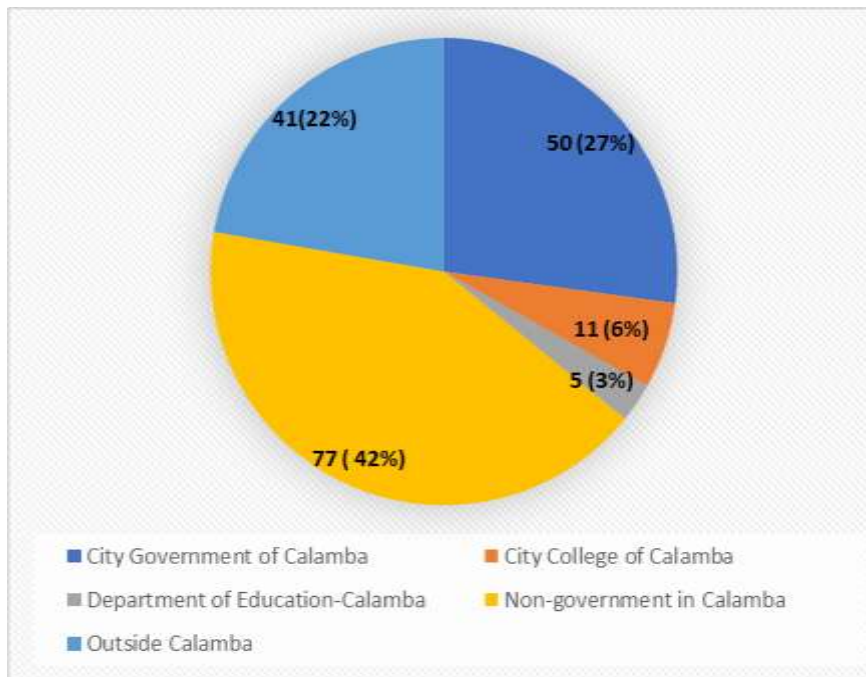

Figure 5. Frequency Distribution of the Respondents in Terms of Place of Place of Employment

Figure 5 shows the CCC's Civil Service Exam Program as it was presented to reviewers. The program's original intent was to prepare Calamba city government personnel for the Civil Service Exam. The regulation, however, lets registered exam takers from any employer participate, accommodating residents from outside the city government.

In comparison to the original aim of 27% for city government employees, 42% of the review participants were Calamba residents who were not employed by the city government. The city was kind in accommodating the 22% of participants who were from outside of Calamba. The remaining 3% came from the Calamba Department of Education (DepEd), while another 11% worked for the City College of Calamba.

The involvement of employees in the review program demonstrates that passing the civil service exam involves pursuing professional advancement and personal development. According to published research, working professionals prioritize passing the civil service exam because of its alleged advantages. 96% of exam participants stated in a study conducted by the Philippine Civil Service Commission in 2018 that passing will boost their professional prospects and opportunities. Another 87% stated that it would aid in salary and promotion increases. These variables most likely affected participation in the review program of the CCC-CSC.

2. The Level of Evaluation Rating Assessed by the Review Participants in the Free CSC Review Program.

2.1. The Level of Evaluation Rating Assessed by the Review Participants in the Overall Free CSC Review Program

Table 1: Frequency Distribution on the Overall Assessment of the Respondents in the Free CSC Review Program

OVERALL ASSESSMENT OF THE PROGRAM	EXCELLENT		VERY SATISFACTORY		SATISFACTORY		POOR		NEED IMPROVEMENT		MEAN	VI
	F	%	F	%	F	%	F	%	F	%		
Reviewer/Subject area professor	124	67.4%	48	26.1%	12	6.5%	0	0.0	0	0.0	3.26	S
Review Schedule & Time	83	45.1%	74	40.2%	24	13.0%	3	1.6%	0	0.0	4.61	E
Communication before the review	103	56.0%	62	33.7%	17	9.2%	2	1.1	0	0.0	4.29	E
Question/Answer in the sessions	110	59.8	63	34.2	11	6.0	0	0.0	0	0.0	4.45	E
Interaction during the review	116	63.0	60	32.6	8	4.3	0	0.0	0	0.0	4.54	E
Technical assistance before, during, and after the training	113	61.4	56	30.4	15	8.2	0	0.0	0	0.0	4.53	E
OVERALL MEAN											4.50	E

Legend: 1.0-1.8: Needs Improvement; 1.81-2.60: Poor; 2.61-3.4: Satisfactory; 3.41-4.20; Very Satisfactory; 4.21-5.0: Excellent

The evaluation of a collaborative project between CGC and CCC is shown in Table 1. The evaluation is outstanding overall with a mean weight of 4.5 out of 5. One of the five measuring indicators is at a satisfactory level, while the other four are at an excellent level.

A review program attempts to assess and raise the level of the joint program's content quality (Palmer, 2008). Effective review procedures offer insightful criticism that may be used for ongoing progress (Weeks, 2009).

According to Table 1's data, CGC and CCC should continue to perform well in terms of scheduling, communicating before and after the review, and providing technical support. Additionally, they ought to keep doing open Q&A sessions. To better serve a broad group of review attendees, the reviewer or subject area professor should adjust their teaching approach.

In a nutshell, based on the high ratings, the College seems to have an efficient review method in place. To reach excellence across all metrics, they should preserve their strengths while concentrating on enhancing the areas classified as satisfactory. The collaborative project is set up for long-term success with ongoing development based on review comments.

2.2. The Level of Evaluation Rating Assessed by the Review Participants in the Free CSC Review Program in terms of its Reviewers

Table 2: Frequency Distribution on the Assessment of the Respondents in the Free CSC Review Program in terms of the Reviewers

REVIEWERS	EXCELLENT F	%	VERY SATISFACTORY F	%	SATISFACTORY F	%	POOR F	%	NEED IMPROVEMENT F	%	MEAN	VI
1. Reviewers/ instructors possess qualifications	120	65.2	51	27.7	13	7.1	0	0.0	0	0.0	4.58	E
2. Reviewers' competency and mastery of the subject matter were evident	124	67.4	48	26.1	12	6.5	0	0.0	0	0.0	4.61	E
3. Reviewers were informative, inspirational, entertaining, and not boring.	117	63.6	53	28.8	14	7.6	0	0.0	0	0.0	4.56	E
4. The reviewers presented the lecture with organization and clarity.	120	65.2	54	29.3	10	5.4	0	0.0	0	0.0	4.6	E
5. The reviewers were time efficient and with time management.	109	59.2	60	32.6	15	8.2	0	0.0	0	0.0	4.51	E
6. The reviewers were enthusiastic and dynamic.	119	64.7	50	27.2	14	7.6	1	0.5	0	0.0	4.56	E
7. The reviewers brought out concepts during the session for opportunities for discussion	119	64.7	51	27.7	14	7.6	0	0.0	0	0.0	4.57	E
8. The reviewers-initiated quality interaction among the reviewers.	121	65.8	51	27.7	12	6.5	0	0.0	0	0.0	4.59	E
9. The reviewers gave tips on taking the examination aside from teaching the essential concepts.	120	65.2	53	28.8	11	6.0	0	0.0	0	0.0	4.59	E
10. The reviewers had a good command of the language in delivering his/her lecture.	123	66.8	51	27.7	10	5.4	0	0.0	0	0.0	4.61	E
OVERALL MEAN											4.58	E

Legend: 1.0-1.8: Needs Improvement; 1.81-2.60: Poor; 2.61-3.4: Satisfactory; 3.41-4.20; Very Satisfactory; 4.21-5.0: Excellent

The information in Table 2 shows that while the review attendees' overall evaluation of the reviewers or lecturers was at a reasonable level, the individual lecturers' in-depth performance was assessed at an excellent level with an average score of 4. 58.

This discrepancy draws attention to the speakers' two strongest suits. With a score of 4.61, the reviewers first proved their expertise and knowledge of the material. According to published research, content expertise is necessary for efficient instruction (Darling-Hammond, 2000). Additionally receiving a 4, the reviewers had a strong command of the language while presenting the lessons. 61. Effective content communication is facilitated by lecturers' language skills (Gatbonton, 2008).

The data show that the 12 lecturers generally presented lectures with clear organization and clarity, scoring 4.60. These strengths should be maintained in future review programs. However, the weakest area was the reviewers' schedule and time management, though still scoring an excellent 4. 51. There were cancelations and rescheduling miscommunications, reflecting conflicts in schedules. This issue will be addressed in the next implementation with a defined contingency plan.

In summary, while the reviewers demonstrated several strengths, effective time management remains an area for improvement. The literature identifies several qualities effective reviewers should possess, including strong content knowledge, clear communication skills, and good time management (Stes et al. 2010). The data suggest the first two qualities were present but time management could be strengthened.

2.3. The Level of Evaluation Rating Assessed by the Review Participants in the Free CSC Review Program in terms of its Lecture Handouts/Materials

Table 3: Frequency Distribution on the Assessment of the Respondents in the Free CSC Review Program in terms of the Lecture Handout/Materials

LECTURE HANDOUT/ MATERIALS	EXCELLENT F	%	VERY SATISFACTORY F	%	SATISFACTORY F	%	POOR F	%	NEED IMPROVEMENT F	%	MEAN	VI
1. The materials were given before the lecture started or at least right after.	98	53.3	61	33.2	22	12.0	2	1.1	1	0.5	4.38	E
2. The materials were not solely discussions of the concepts but include practice set examinations.	98	53.3	63	34.2	22	12.0	1	0.5	0	0.0	4.4	E
3. The materials were provided in soft copies.	85	46.2	57	31.0	37	20.1	4	2.2	1	0.5	4.2	VS
4. The materials were provided in hard copies with legible ink quality.	98	53.3	63	34.2	20	10.9	3	1.6	0	0.0	4.39	E
5. The materials are complete and comprehensive.	99	53.8	65	35.3	18	9.8	2	1.1	0	0.0	4.42	E
OVERALL MEAN											4.36	E

Legend: 1.0-1.8: Needs Improvement; 1.81-2.60: Poor; 2.61-3.4: Satisfactory; 3.41-4.20; Very Satisfactory; 4.21-5.0: Excellent

The data in Table 3 indicates that the review attendees generally gave an excellent rating of 4. 36 on average to the lecture hand-outs and materials used in the review program. Across the six subject areas covered, the materials received an average rating of 4. 42, also considered excellent.

This high comprehensiveness score may be due to the inclusion of practice exam sets, not just lecture discussions, as Indicator 2 suggests. The lowest-rated indicator was the availability of soft copy materials, with a mean score of 3. 2. The non-distribution of soft copies was intentionally in the policy of the school for two reasons. First, copyright issues make it difficult to monitor and control if soft copies are spread widely, unlike hard copies which can be left with the college after use. Second, lecturer-made exercises and practice sets are the only ones distributed as hard copies to control sharing.

In terms of standard materials, Ong et al. (2008) recommend that review materials should include a mix of lecture notes, handouts, worksheets, exercises, and practice exams to facilitate learning. The materials should be updated regularly to reflect the latest knowledge and include relevant examples and visual aids (Ong et al. 2008). Additionally, soft copies of key materials should be provided to support accessibility and flexibility in learning (Ong et al. 2008).

2.4. The Level of Evaluation Rating Assessed by the Review Participants in the Free CSC Review Program in Terms of its Review Program

Table 4: Frequency Distribution on the Assessment of the Respondents in the Free CSC Review Program in terms of the Review Program

REVIEW PROGRAM	Excellent F	%	Very Satisfactory F	%	Satisfactory F	%	Poor F	%	Needs Improvement F	%	Mean	VI
1. The program helped me prepare for the exam.	121	65.8	51	27.7	11	6.0	1	0.5	0	0.0	4.59	E
2. The program highlighted the areas covered in the civil service examination	111	60.3	58	31.5	13	7.1	2	1.1	0	0.0	4.51	E
3. The program highlighted strategies in test-taking.	111	60.3	59	32.1	14	7.6	0	0.0	0	0.0	4.53	E
4. The length of the program/review was sufficient	96	52.2	57	31.0	25	13.6	3	1.6	3	1.6	4.30	E
5. The review schedule was accurate (not too long, too short, too early, or too late)	104	56.5	53	28.8	22	12.0	4	2.2	1	0.5	4.39	E
6. Review staff were courteous and friendly	121	65.8	53	28.8	9	4.9	1	0.5	0	0.0	4.61	E
7. The review staff had online support for queries	106	57.6	61	33.2	15	8.2	1	0.5	1	0.5	4.47	E
8. The review program had an attendance mechanism and participant monitoring.	119	64.7	55	29.9	10	5.4	0	0.0	0	0.0	4.59	E
9. The review program had a progress tracker	112	60.9	57	31.0	14	7.6	1	0.5	0	0.0	4.52	E

mechanism.												
10. The review program provided pretest and post-test results.	118	64.1	47	25.5	15	8.2	3	1.6	1	0.5	4.51	E
OVERALL MEAN											4.50	E

Legend: 1.0-1.8: Needs Improvement; 1.81-2.60: Poor; 2.61-3.4: Satisfactory; 3.41-4.20; Very Satisfactory; 4.21-5.0: Excellent

The top three indications that earned commendable ratings throughout the Review Programs' evaluation are shown in Table 4. The first clue is the helpful and polite employees, which was given a mean score of 4.51. This shows that the staff's upbeat and accommodating demeanor was greatly appreciated by the participants and contributed to a positive experience throughout the program.

The duration of the program or review sessions, however, is one sign that is inside the outstanding range yet has gained attention for its quality. According to the feedback, attendees feel that certain topics like reading comprehension, word analogies, grammar, problem-solving, logical reasoning, data representation, and numerical series need to be covered for a little bit longer. This comment offers insightful suggestions for upcoming program upgrades.

With a grand mean of 4.50, the 10 indications of the entire program were all evaluated overall at an exceptional level. This proves that the program satisfied the requirements and expectations of the participants. A review extension program's viability depends on participants receiving individualized support and direction. Johnson (2012) emphasized the need of providing participants with specialized care, mentorship, and counseling services to address their particular needs and difficulties. Increased participant satisfaction and retention rates result from this strategy. Also, sustaining a successful review extension program requires a commitment to continuous evaluation and improvement. Chen et al. (2019) found that programs that regularly assessed participant feedback, monitored outcomes, and made necessary adjustments based on evaluation data were more likely to achieve long-term success.

3. The Comparison of the Mean Level of Rating Evaluation in the Free CSC Program when grouped according to Profile.

3.1. The Comparison of the Mean Level of Overall Rating Evaluation in the Free CSC Program when grouped according to the Profile

Table 5: Mean Distribution on the Comparison of Overall Assessment of the Respondents in the Free CSC Review Program when grouped according to profile

PROFILE	SUB-AREAS	MEAN	F-Value	p-value	DECISION	REMARKS
Sex	Male Female Total	4.5067 4.4954 4.5000	0.018	0.894	Failed to Reject Ho	Not Significant
Civil Status	Single Married Widow/Widower Total	4.5062 4.4931 4.2500 4.5000	0.209	0.819	Failed to Reject Ho	Not Significant
Age Group	18-22 23-27	4.5833 4.5060	1.786	0.093	Failed to Reject Ho	Not Significant

	28-32	4.5147				
	33-37	4.7604				
	38-42	4.2179				
	43-47	4.3000				
	48-52	4.5556				
	53-57	3.7500				
	Total	4.5000				
	City Government of Calamba	4.5133				
	City College of Calamba	4.6667				
Employment Address	Depart of Education-Calamba	4.9333	2.018	0.094	Failed to Reject Ho	Not Significant
	Non-government in Calamba	4.3918				
	Outside Calamba	4.5894				
	Total	4.5000				

To assess the overall program evaluation across diverse participant profiles, Table 5 examined the relationship between attendance characteristics and overall program ratings. Analysis aimed to determine if significant variations existed in participant opinions. However, results indicated no statistically significant differences in evaluations based on attendees' profiles, as all p-values exceeded the alpha level of 0.05. This suggests a uniform and consistent positive evaluation of the program, irrespective of participants' varied backgrounds, life experiences, or demographics. This consistent positive response highlights the program's success in providing an inclusive and equitable experience.

The importance of inclusive program design, catering to diverse backgrounds, is underscored by the need to ensure equal reception among participants. As Ainscow (2020) emphasizes, creating inclusive educational settings requires a focus on removing barriers to participation and learning for all individuals. This aligns with broader principles of education accessibility and public service motivation. Research by Perry and Hondeghem (2008) highlights that individuals motivated by public service values often seek opportunities for professional development that enhance their ability to serve their communities. Further, contemporary studies on civil service preparation, such as those that examine the efficacy of test preparation programs (e.g., contributing to improved exam performance) are very numerous. For Example researches related to test preperation and educational access are very common. One example of the general concept of educational access is shown in work regarding equity in educational access. (Dawson, 2022).

Specifically, studies conducted within the local context of Calamba, such as those by Lanuza et al. (2023) and Lanuza et al. (2022) have directly examined the effectiveness of free civil service examination review programs. Lanuza et al. (2023) demonstrated the positive impact of such programs on review attendees' performance using a pre- and post-test model. Additionally, Lanuza et al. (2022) utilized a factorial MANOVA analysis to evaluate the "CCC OPLAN KALINGA" program, highlighting its role in bridging wisdom through free civil service examination reviews for

public servants. These studies reinforce the importance and effectiveness of providing accessible review programs to enhance the capabilities of local government employees.

While this study demonstrates the program's overall success, future evaluations could benefit from explicitly linking findings to established program evaluation models, such as the Kirkpatrick Model or the CIPP Model, to provide a more structured framework for assessing impact and identifying areas for improvement.

3.2. The Comparison of the Mean Level Rating Evaluation for the Reviewers in the Free CSC Program when grouped according to the Profile

Table 6: Mean Distribution on the Comparison of the Respondents' Assessment in the Free CSC Program Reviewers when grouped according to profile

PROFILE	SUB-AREAS	MEAN	F-Value	p-value	DECISION	REMARKS
Sex	Male	4.6333	1.160	0.283	Failed to Reject Ho	Not Significant
	Female	4.5413				
	Total	4.5788				
Civil Status	Single	4.5866	0.347	0.707	Failed to Reject Ho	Not Significant
	Married	4.5708				
	Widow/Widower	4.2500				
	Total	4.5788				
Age Group	18-22	4.7000	2.032	0.054	Failed to Reject Ho	Not Significant
	23-27	4.5833				
	28-32	4.6088				
	33-37	4.7875				
	38-42	4.3077				
	43-47	4.4000				
	48-52	4.5667				
	53-57	3.5500				
	Total	4.5788				
Employment Address	City Government of Calamba	4.3320	2.793*	0.028	Reject Ho	Significant
	City College of Calamba	4.4727				
	Depart of Education-Calamba	4.9200				
	Non-government in Calamba	4.2805				
	Outside Calamba	4.4341				
	Total	4.3576				

*Significant at 5%

Based on attendance characteristics, Table 6 looks at how the profile may be a factor based on participants' assessment. There were no statistically significant variations in the assessment depending

on the attendees' profiles, however, one grouping variable existed with at least one unequal mean evaluation, this is the attendees' place of employment. The initial market of the review program was supposed all the employees of the city government of Calamba, but the LGU is so generous to extend it to others, the lowest evaluation mean of 4.3974 was found on the assessment of the non-Calambeños employee one reason is the locale was the venue was conducted. It is somewhat tiring for them to travel face-to-face to the CCC campus which made them absent or late in the review sessions. Numerous studies stress the importance of choosing an ideal location that meets the requirements of all participants. For instance, Smith and Johnson (2018) investigated how participant involvement in review programs was impacted by venue accessibility. They discovered that participants were more inclined to attend and actively participate in the program when the setting was convenient. This shows that equal reception and engagement are facilitated by an accessible setting.

Additionally, Brown and Davis (2019) carried out a qualitative investigation to look into the significance of venue comfort in review programs. They discovered that participants' comfort in the setting had a beneficial impact on their participation and overall experience. When the setting offered a friendly and cozy atmosphere, participants felt more at ease and were more inclined to participate enthusiastically.

3.3. The Comparison of the Mean Level Rating Evaluation for the Lecture handouts/Materials in the Free CSC Program when grouped according to the Profile

Table 7: Mean Distribution on the Comparison of the Respondents' Assessment in the Free CSC Program Lecture Handouts/Materials when grouped according to profile

PROFILE	SUB-AREAS	MEAN	F-Value	p-value	DECISION	REMARKS
Sex	Male	4.3520	0.009	0.926	Failed to Reject Ho	Not Significant
	Female	4.3615				
	Total	4.3576				
Civil Status	Single	4.3627	0.279	0.208	Failed to Reject Ho	Not Significant
	Married	4.3583				
	Widow/Widower	4.0000				
	Total	4.3576				
Age Group	18-22	4.4818	1.916	0.070	Failed to Reject Ho	Not Significant
	23-27	4.3190				
	28-32	4.4647				
	33-37	4.5625				
	38-42	4.1538				
	43-47	4.2200				
	48-52	4.4667				
	53-57	3.0000				
	Total	4.3576				
Employment Address	City Government of Calamba	4.4680	1.342	0.256	Failed to Reject Ho	Not Significant
	City College of Calamba	4.6818				
	Depart of	4.9600				

	Education-Calamba	4.3974				
	Non-government in Calamba	4.6293				
	Outside Calamba	4.5005				
	Total					

*Significant at 5%

Table 7 displays equal levels of perception based on the evaluations made by attendees of the lecture materials and used handouts. The materials were deemed appropriate for use across all sexual orientations, age groups, civil statuses, and employment addresses because there were no statistically significant changes in the assessment depending on the profiles of the attendees. It should be emphasized that the contents were created with the average handler in mind while considering the general user.

Table 8: Mean Distribution on the Comparison of the Respondents' Assessment in the Free CSC Review Program when grouped according to profile

PROFILE	SUB-AREAS	MEAN	F-Value	p-value	DECISION	REMARKS
Sex	Male	4.5067	0.013	0.513	Failed to Reject Ho	Not Significant
	Female	4.4963				
	Total	4.5005				
Civil Status	Single	4.5134	0.113	0.893	Failed to Reject Ho	Not Significant
	Married	4.4646				
	Widow/Widower	4.5000				
	Total	4.5005				
Age Group	18-22	4.5864	2.485*	0.019	Reject Ho	Significant
	23-27	4.5048				
	28-32	4.5382				
	33-37	4.7437				
	38-42	4.2077				
	43-47	4.3800				
	48-52	4.6000				
	53-57	3.1500				
	Total	4.5005				
Employment Address	City Government of Calamba	4.4680	2.050	0.089	Failed to Reject Ho	Not Significant
	City College of Calamba	4.6818				
	Depart of Education-Calamba	4.9600				
	Non-government in Calamba	4.3974				
	Outside Calamba	4.6293				
	Total	4.5005				

*Significant at 5%

Based on the review of attendees' perceptions of the Free Civil Service Review Extension Program's impact, Table 8 examines how participant profiles influence their assessments. The results indicate no

statistically significant variations in the assessment based on attendees' profiles. However, one grouping variable, age, revealed at least one unequal mean evaluation. Specifically, the 52-57 age group exhibited the lowest mean value of 3.15. While still within a "very satisfactory" range, qualitative feedback suggested that this age group experienced a faster lecture pace compared to younger participants. Therefore, it is recommended that the committee consider grouping this age bracket with similar age ranges in future iterations.

The importance of age-appropriate program design is further underscored by studies that demonstrate the impact of age on learning preferences and cognitive capacities. For example, Lanuza et al. (2023) and Lanuza et al (2022) in their evaluations of civil service review programs in Calamba, highlighted the need for tailored approaches to meet the specific needs of diverse participant demographics. These studies support the notion that grouping review program participants by age range is crucial for ensuring the strategy is appropriate for them. Learning preferences, cognitive capacities, and communication preferences can all be strongly influenced by age. By clustering individuals based on age, we can modify the review program to match each participant's unique needs and improve their learning experience. This approach aligns with broader principles of inclusive education, where program design is adapted to accommodate the diverse needs of learners.

Conclusion and Recommendations

The themes highlighted in this study underscore the essential components for sustaining a successful review extension program, emphasizing equitable participation from all stakeholders, including review attendees, the Local Government Unit (LGU), and the City College of Calamba. The long-term effectiveness of such programs is significantly influenced by active participant engagement, personalized support, inclusive program design, and continuous evaluation, as supported by established literature on adult learning and program evaluation (Knowles et al., 2020; Patton, 2018). Specifically, the performance of reviewers, the quality of review materials, and the program's impact on actual Civil Service examinees are critical elements for consideration.

Review extension programs, when designed and implemented effectively, not only reinforce foundational principles but also instill hope and foster aspirations for professional growth among participants. This aligns with the concept of self-efficacy, where individuals' beliefs in their ability to succeed directly influence their performance (Bandura, 1994). As recommended by this study, maintaining high standards and continuously improving program delivery are crucial for sustained success. This includes addressing identified weaknesses, such as refining lecture pacing and considering age-based class grouping to accommodate diverse learning needs, as highlighted by studies on differentiated instruction (Tomlinson, 2014).

Furthermore, the significant impact of LGU support reinforces the importance of community partnerships in educational initiatives. Research on community engagement in education emphasizes the role of collaborative efforts in enhancing program sustainability and effectiveness (Epstein, 2001). The LGU's investment in this program not only signifies its commitment to public service development but also highlights the reciprocal benefits of such partnerships, where community well-being is enhanced through accessible educational opportunities.

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Declaration of Interest Statement

The authors declare that they have no conflict of interest.

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