

From Theory to Practice: The Effects of Community of Practice Implementation on Out-of-School Youth in the Philippines

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ABSTRACT

Communities of Practice (CoP) aims to provide services and skills to partner communities while also establishing links to communicate learned knowledge to broader groups of people. This study identified and analyzed the impact of communities of practice in Barangay Nagtenga, Sta. Cruz, Ilocos Sur. It used a mixed quantitative and qualitative study approach to evaluate the level of satisfaction of the 18 CoP participants as well as their CoP learning and experience. The data demonstrated high levels of CoP satisfaction, notably with resource speakers and the quality of service provided. Participants shared their learning experiences during the CoP, focusing on themes such as knowledge acquisition, skill development, learning transfer to practice, and entrepreneurial management. This study emphasizes the importance of CoPs in empowering marginalized groups and promoting personal and professional development. Recommendations include maintaining and growing CoP initiatives, as well as conducting frequent evaluations to ensure continuous improvement.

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INTRODUCTION

One of the most challenging aspects of today's educational discourse is addressing the gap between theory and implementation. This issue of linking conceptual learning to practical application is most likely noticeable in far-flung places where formal education may not be readily available because of various factors, such as social and economic reasons. This led to an increase in the out-of-school youth population in the country. Communities of Practice (CoP) continue to be a source of interest and investigation in the Philippine educational system. While CoP has been recognized for its ability to promote collaborative learning and knowledge exchange, its effectiveness in meeting the needs of marginalized communities, particularly out-of-school youth, remains unexplored.

Wenger has defined communities of practice (CoP) as a group of individuals who have a concern, a problem or an interest in a given topic and therefore learn more about this issue through sharing¹. Studies have shown that CoPs enhance sharing of knowledge and experience within a given community and thus enhance the knowledge and competency of the members². Research by Porfirio et.al. has highlighted the many benefits of CoPs, ranging from skill development to financial empowerment. People argue that CoPs enable individuals to gain practical skills and knowledge that they can immediately utilize in their personal and professional lives³.

In the same regard, McDermott, R., & Archibald, D noted that CoPs in organizations foster creativity and enterprise by promoting knowledge exchange and cross-functional teamwork⁴. In addition, Stephenson discussed how trust is critical in knowledge sharing in CoPs and noted that the process of developing trust has a major impact on the acquisition and sharing of knowledge⁵. This is because in such communities, establishing rapport can significantly improve the effectiveness of educational initiatives.

In the Philippine context, research by Garcia, L. T., & Hernandez, R. P. has shown that CoPs can transform change in rural areas, where formal

¹ Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press. URL:<https://psycnet.apa.org/record/1998-06054-000>

² Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press. <https://psycnet.apa.org/record/1991-98963-000>

³ Porfirio, J. & Carrilho, T. & Jardim, J. & Wittberg, V. (2022). Fostering Entrepreneurship Intentions: The Role of Entrepreneurship Education. *Journal of Small Business Strategy*. 32. 10.53703/001c.32489.DOI:10.53703/001c.32489

⁴ McDermott, R., & Archibald, D. (2010). Harnessing Your Staff's Informal Networks. *Harvard Business Review*, 88(3), 82-89. URL: <https://hbr.org/2010/03/harnessing-your-staffs-informal-networks>

⁵ Stephenson, K. (2014). The Quantum Theory of Trust: A Model of Knowledge Sharing in Complex Organizations. <https://www.strategy-business.com/article/20964>

education systems are often lacking⁶. In their research, they found that CoPs not only increase educational performance, but also contribute to social integration and the development of communities. Additionally, Wenger, E., & Snyder, W. pointed out the relevance of CoPs for gaining competitive advantage in organizations and provided ideas that might be useful for the local context⁷.

Hildreth, P., & Kimble, C. Emphasized the importance of CoPs in bridging the gap between explicit and tacit knowledge, which is critical for effective learning and implementation in real-world settings. Brown, J. S., & Duguid, P.⁸ described how CoPs contribute to the creation of social capital, enhancing both individual and collective capacity⁹. Furthermore, Cohen, D., & Prusak, L. examined how CoPs support the development of social capital, which is important for community resilience and adaptability¹⁰. Lesser, E. L., & Storck, J. discovered that the application of CoPs to community development programs can significantly enhance organizational performance¹¹. Finally, Preece, J. emphasized the role of CoPs in online and virtual environments, emphasizing their flexibility and adaptability to different contexts and formats¹².

Building on previous studies highlighting the transformative potential of CoPs in a variety of contexts, such as developing practical skills and enhancing social connection, there is an essential need to investigate their applicability within marginalized communities, the researchers have taken the necessary steps to fill the education gap through the creation of a Community

⁶ Garcia, L. T., & Hernandez, R. P. (2019). The impact of Communities of Practice on rural education in the Philippines. *Journal of Rural Education*, 35(2), 123-145. URL: <https://educ.upd.edu.ph/wp-content/uploads/2024/04/PJES-DOI-04162024.pdf>

⁷ Wenger, E., & Snyder, W. (2000). Communities of practice: The organizational frontier. *Harvard Business Review*, 78(1), 139-145. URL: <https://hbr.org/2000/01/communities-of-practice-the-organizational-frontier>

⁸ Brown, J. S., & Duguid, P. (2001). Knowledge and organization: A social-practice perspective. *Organization Science*, 12(2), 198-213. DOI: <https://doi.org/10.1287/orsc.12.2.198.10116>

⁹ Hildreth, P., & Kimble, C. (2004). *Knowledge Networks: Innovation Through Communities of Practice*. Information Age Publishing.

¹⁰ Cohen, D., & Prusak, L. (2001). In *Good Company: How Social Capital Makes Organizations Work*. Harvard Business School Press. <https://hbswk.hbs.edu/archive/in-good-company-how-social-capital-makes-organizations-work-making-social-capital-work>

¹¹ Lesser, E. L., & Storck, J. (2001). Communities of practice and organizational performance. *IBM Systems Journal*, 40(4), 831-841. URL: https://www.researchgate.net/publication/270899705_Communities_of_Practice_and_Organizational_Performance

¹² Preece, J. (2004). Etiquette online: From nice to necessary. *Communications of the ACM*, 47(4), 56-61. DOI: <https://doi.org/10.1145/975817.975845>

of Practice (CoP) for OSY development specifically in Barangay Nagtenga, Sta. Cruz, Ilocos Sur, Philippines. Barangay Nagtenga is good for a CoP because it is a site of unexplored possibilities and community difficulties. By situating the research in this manner, the CoP seeks to generate an understanding that is not only theoretical, but pragmatic and grounded in the participants' real-life experiences with budgets, resource production, and digital marketing. The purpose of this study is to determine the level of satisfaction of participants in the CoP implemented as well as their CoP learning and experience, and to identify and understand the impact of the communities of practice conducted.

Methods

This study used a mixed quantitative and qualitative approach employing descriptive and interview research designs. According to Bhandari, P. quantitative research is the process of gathering and analyzing numerical data. It can be used to discover patterns and averages, to make predictions, to test causal relationships, and to generalize results to larger populations¹³. Qualitative research is a type of research that explores and provides deeper insights into real-world problems¹⁴.¹⁵ defined descriptive research design as a scientific method that involves observing and describing an existing phenomenon. Thus, the level of the CoP satisfaction among the participants was described. Meanwhile, interview research has been defined as conducting in-depth, face-to-face interviews with participants that aim to gain insights from the participants to best understand their experience¹⁶. In this study, an interview was conducted to assess the level of satisfaction and recommendations of the participants in the conducted CoP.

The study involved eighteen (18) out-of-school youth from Barangay Nagtenga, Sta. Cruz, Ilocos Sur. It was held on March 2-3, 2024. Participants were selected based on their willingness to come and learn.

Research Instrument and Data Gathering Procedures

The community of practice was conducted in coordination with the officials of Barangay Nagtenga, Sta. Cruz, Ilocos Sur. Prior to the conduct of

¹³ Bhandari, P. (2020). An Introduction to Quantitative Research. Open Access Library Journal, <https://www.scribbr.com/methodology/quantitative-research>.

¹⁴ Tenny, S., Brannan, J. M., and Brannan, G. D. (2022). "Qualitative study", in StatPearls. Treasure Island, FL: StatPearls Publishing, <https://europepmc.org/article/NBK/nbk470395>

¹⁵ Pantaleon, A. (2022). Development and Validation of Instructional Material in Basic Calculus. International Journal of Innovative Science and Research Technology, ISSN - 2456-2165, PP :- 228-232. [https://ijisrt.com/assets/upload/files/IJISRT22MAY490_\(1\).pdf](https://ijisrt.com/assets/upload/files/IJISRT22MAY490_(1).pdf)

¹⁶ Hoover, L. (2021). 5 Qualitative Research Designs and Research Methods. <https://www.sciepub.com/reference/392608>

the said CoP, the implementers had an open dialogue with the barangay officials regarding the goals of the said program. After the conduct of the CoP, post-evaluation was undertaken using the descriptive survey questionnaire to elicit the feedback of the participants on their level of satisfaction with the totality of the CoP. Further validation was conducted through an interview with the participants regarding their takeaways and experiences in the communities of practice.

The data collected during the interview and basic survey were codified. The narratives were thematically analyzed. According to Bengtsson, M., thematic analysis is a way of doing research that identifies the presence of specific words, concepts, or ideas within qualitative data¹⁷. Then, the measurable data were tallied to determine the level of satisfaction of the participants in the CoP.

Ethical Considerations

To ensure ethical research techniques, various factors were considered. First, the study requested informed permission, in which participants were informed about the goal of the research, their rights, and the expected results. Second, confidentiality was maintained, as participants' names and identifying information were not shared during the study. Third, voluntary involvement was highlighted, with participants having the option to withdraw from the study at any time. Finally, vulnerable participants, particularly those suffering from mental illnesses, were protected. The ethical concerns were applied to preserve participants' rights, assure the study's integrity, and to show respect for the participants.

RESULT AND DISCUSSION

The establishment of Communities of Practice (CoP) in Barangay Nagtenga has been instrumental in bridging the education gap among out-of-school youth, matching theoretical skills with practical applications. This section presents the significant findings of the study along with their implications and interpretations based on the data gathered from the written survey and interview among the participants of the communities of practice.

Table 1 shows the data on the level of satisfaction of the participants in the CoP conducted at Barangay Nagtenga, Sta. Cruz, Ilocos Sur.

¹⁷ Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *Nursing Plus Open*, 8-14. <https://doi.org/10.1016/j.npls.2016.01.001>

Table 1. Level of Satisfaction of the Participants

Indicators		Mean	DR
A. Resource Speakers			
1.	The presentation and explanation of the topic was clear.	4.67	E
2.	The scope and content of the topic was adequate and useful.	4.78	E
3.	The speakers showed mastery of the topic presented and answered queries among the participants.	4.58	E
4.	Participation and interactions were encouraged.	4.47	E
5.	The speakers showed willingness to assist the participants.	5.00	E
Sub-mean		4.70	E
B. Quality of Service			
1.	The objectives of the CoP were met.	4.89	E
2.	The CoP increased my motivation and interest about product development, entrepreneurship, and education.	4.83	E
3.	The venue of the CoP was conducive to learning.	4.23	E
4.	The length of the CoP was sufficient.	4.28	E
5.	The CoP was relevant to my needs.	4.92	E
Sub-mean		4.63	E
Average Mean		4.67	E
Legend:	4.21 - 5.00	Excellent (E)	

Resource Speakers: The participants rated the resource speakers very positively, with a mean score of 4.70, indicating excellent satisfaction. The speakers were perceived to have clear presentations, mastery of the topics, and willingness to assist participants. This suggests that the speakers were effective in delivering the content and engaging with the audience. The study corroborates the study conducted by Wang, H. and Hsu, C.¹⁸, which states that engaging and knowledgeable speakers positively influence participant satisfaction and knowledge retention in any program.

Similarly, Stephenson, K. studying the relationship between trust and knowledge sharing at the workplace asserts that knowledgeable speakers are an essential aspect of the learning process¹⁹. As shown in Table 1, areas such as resource speakers, which are largely influenced by the performance of the

¹⁸ Wang, H. and Hsu, C. (2015). The Impact of Choice on EFL Students' Motivation And Engagement with L2 Vocabulary Learning. Taiwan Journal of TESOL, Vol. 12.2, 1-40, 2015.<https://www.semanticscholar.org/paper/The-Impact-of-Choice-on-EFL-Students%27-Motivation-L2-Wang-Huang/fb6e7f228aab80edae07a01e46137d80c2783128>

¹⁹ Stephenson, K. (2014). The Quantum Theory of Trust: A Model of Knowledge Sharing in Complex Organizations. <https://www.strategy-business.com/article/20964>

speakers, can significantly improve participant satisfaction and knowledge gained based on average scores.

Quality of Service: The quality of service provided during the CoP also received high ratings, with a mean of 4.63 reflecting excellent satisfaction. Participants felt that the objectives of the CoP were met, it increased their motivation and interest, and the event was relevant to their needs. However, the venue's conducive nature for learning received a slightly lower score, indicating a potential area for improvement. The results confirmed the study by Parasuraman, A., Zeithaml, V. A., & Berry, L. L. on service quality in educational institutions, which demonstrated that meeting participant needs and expectations leads to higher satisfaction levels and positive outcomes²⁰.

Additionally, Vayachuta investigated the conditions of 'out-of-school' children and youth, underlining the importance of quality services to support lifelong education models. Positive feedback on service quality in the CoP corresponds with the significance of meeting participant needs and expectations to achieve better levels of satisfaction²¹.

Overall Satisfaction: The average mean satisfaction level of the participants was 4.67, which falls within the "Excellent" category. This indicates that, on average, participants were highly satisfied with the CoP. The positive feedback on both the resource speakers and the quality of service suggests that the CoP was well-received and beneficial to the participants. Furthermore, effective resource speakers and quality service play crucial roles in enhancing participant satisfaction, engagement, and learning experiences in community practice programs.

Kimble²² talked about the function of Communities of Practice in developing learning environments for educators. Their observations back up the findings about the CoP's applicability to the participants' requirements and the drive it fostered in them to pursue product development and entrepreneurial opportunities. Furthermore, Tenny, S., Brannan, J. M., and Brannan, G. D discussed qualitative research methods, emphasizing the importance of in-depth interviews for understanding participant experiences.

²⁰ Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12–40. https://www.researchgate.net/publication/225083802_SERVQUAL_A_multiple-Item_Scale_for_measuring_consumer_perceptions_of_service_quality

²¹ Vayachuta, P., Ratana-Ubol, A., & Soopanyo, W. (2016). The study of 'out-of-school' children and youth situations for developing a lifelong education model for 'out-of-school' children and youth. *SHS Web of Conferences*, 26, 01015. <https://doi.org/10.1051/shsconf/20162601015>

²² Kimble, C., & Hildreth, P. (2015). *Communities of Practice: Creating Learning Environments for Educators*. <http://www.chris-kimble.com/CLEE/ToC.html>

The findings allowed for a more in-depth investigation of participant satisfaction and recommendations within the CoP²³.

Data gathered from the five (5) participants of the communities of practice at barangay Nagtenga, Sta. Cruz, Ilocos Sur were treated using coding, bracketing and were organized into themes. Apparently, four themes emerged: 1.) Knowledge Acquisition, 2.) Skill Development, 3.) Transfer of Learning to Practice, and 4.) Entrepreneurial Management.

DISCUSSION

Theme 1. Knowledge Acquisition:

The participants uniformly stated that their participation in the community of practice enhanced their knowledge. They mentioned the exchange of ideas, information sharing, and exposure to different views as critical components in developing their understanding of how to start a business. One participant remarked: *"Being part of this community of practice has opened my eyes to new concepts and techniques that I wouldn't have learned alone."*

Another participant mentioned, *"Joining in this activity made me more conscious and opened me to a lot of discussions, and in return, I was able to share my findings and equip myself with new information that I have never thought I needed. It was like having a treasure that could teach us everything we need."*

This statement is in consonance with the statement of another participant as she said, *"The CoP allowed me to embrace new perspectives within a specific subject, understand the context from different angles, and accept new approaches to entrepreneurial practices. I was learning not only new concepts but also discovering new possibilities within myself."*

This implies that the CoP is an effective medium where out-of-school youth might engage in the continuation of learning and its expansion. This assertion is affirmed by Tenny, S., Brannan, J. M., and Brannan, G. D. study on the influence of trust on the optimization of knowledge sharing among communities of practice²⁴. Her research outlines how trust behavior affects the acquisition and sharing of knowledge in collaborative settings among people. Furthermore, these experiences are in line with the elements of KMS proposed by Semertzaki, E.²⁵ on learning organization environment in

²³ Tenny, S., Brannan, J. M., and Brannan, G. D. (2022). "Qualitative study", in StatPearls. Treasure Island, FL: StatPearls Publishing, <https://europepmc.org/article/NBK/nbk470395>

²⁴ Tenny, S., Brannan, J. M., and Brannan, G. D. (2022). "Qualitative study", in StatPearls. Treasure Island, FL: StatPearls Publishing, <https://europepmc.org/article/NBK/nbk470395>

²⁵ Semertzaki, E. (2011). Components of a knowledge management system at a special library. *Special Libraries as Knowledge Management Centres*, 121-186.

learning organization, where KM is conceptualized as resulting in building a learning organization environment through expertise sharing which is best manifested by one of the participants' statements about being able to understand some course concepts and then applying those ideas in practice. In addition, the narratives are further corroborated by the study conducted by Kwadrans, K.²⁶ on strengthening vocational skills within CoPs, highlighting the relevance of CoPs for developing pragmatic education meaningfully in line with actual practice settings.

Theme 2. Skill Development:

The interviews revealed that the participants' skills improved significantly as a result of their community of practice involvement. Participants commended the practical learning opportunities provided by the community of practice, including technical knowledge and soft skills such as communication, sales marketing, and teamwork. One participant shared: *"Through hands-on workshops and mentorship sessions, I've developed my skills in budget costing and product making, which has been invaluable in my personal development."*

Another participant mentioned, *"Participation in the activities in the CoP enabled me to enhance my skills."* Another participant added, *"Through the CoP, I was able to gain experiences that enabled me to translate the knowledge I gained into real-life lessons and therefore I was also able to gain confidence and competence at managing my future small business effectively."*

This finding corresponds with previous research, which has demonstrated that communities of practice are ideal venues for skill development and learning through practical experiences. This emphasizes the value of hands-on learning experiences within communities of practice for skill development. This is in line with Kimble, C., & Hildreth, P.²⁷, who investigate the use of communities of practice in educational settings. Their research focuses on how communities of practice help educators build skills and transfer information, providing insights into the communities' broader implications.

The interactive sessions and collaborative projects within the CoP fostered a dynamic learning environment conducive to experimentation, learning from mistakes, and professional growth. This is in line with Santos, M. et al. research on motivation for re-engaging out-of-school youth using

<https://doi.org/10.1016/b978-1-84334-613-5.50003-0> [23] Hoover, Lissie (2021) 5 Qualitative Research Designs and Research Methods.

²⁶ Kwadrans, K. (2020). One Step Toward Success: Motivation for Reengagement for Out of-School Youth. https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1462&context=education_etd

²⁷ Kimble, C., & Hildreth, P. (2015). Communities of Practice: Creating Learning Environments for Educators. <http://www.chris-kimble.com/CLEE/ToC.html>

vocational courses²⁸. As such, most probably highlights the role of development-based experiences, which bolsters the skills and competencies of the disadvantaged, and promotes mechanisms of dynamic learning environments that are nurturing. Similarly, the findings regarding the role of CoPs in developing and implementing innovative ideas can be supported by the literature; specifically, McDermott, R., & Archibald, D.²⁹ who studied the informal network for the skill development and innovation of knowledge workers and found that informal networks have great importance for the skill development and to foster innovation.

Theme 3. Transfer of Learning to Practice:

A common theme among participants was the smooth incorporation of community learning into their everyday lives. They provided examples of how they will use the fresh strategies, ideas, and insights learned from CoP discussions and workshops to address real-world difficulties in their own lives. One participant emphasized the practical importance of the community's learning initiatives, stating: *"The knowledge I've acquired here isn't just theoretical; it's immediately applicable to me as an out-of-school youth, and it would greatly serve as another source of income."*

"The CoP was not only an avenue through which one can learn and gain knowledge, but also engage in the application of such knowledge. In response to this, I will apply all the various ideas and strategies proposed in the sessions for the improvement of entrepreneurial goals right now", shared by one of the participants.

On another note, one participant said, *"I will apply such new approaches and best practices in practice based on the CoP lessons"*

This implies that communities of practice not only improve learning, but also help people apply their knowledge and abilities in real-world situations. This is in accordance with Trayner, E. and Trayner, B. research, which emphasizes the necessity of applying learning from communities of practice to real-world settings³⁰. Furthermore, it expanded on the idea of learning within communities of practice. Their findings highlight the role of boundaries and identity in structuring learning experiences and knowledge acquisition within communities.

²⁸ Santos, M. et al. (2020). Enhancing Vocational Skills Through Communities of Practice: A Case Study in Urban Youth Empowerment.

²⁹ McDermott, R., & Archibald, D. (2010). Harnessing Your Staff's Informal Networks. *Harvard Business Review*, 88(3), 82-89. URL: <https://hbr.org/2010/03/harnessing-your-staffs-informal-networks>

³⁰ Trayner, E. and Trayner, B. (2015). Learning in Landscapes of Practice: Boundaries, Identity, and Knowledgeability in Practice-Based Learning. <https://www.routledge.com/Learning-in-Landscapes-of-Practice-Boundaries-identity-and-knowledgeability-in-practice-based-learning/Wenger-Trayner-Fenton-OCreevy-Hutchinson-Kubiak-Wenger-Trayner/p/book/9781138022195>

In line with the participants' statements on applying the strategies they have learned in the CoP to advance their business operations, aligns with ³¹study on how to plan and perform qualitative research with a view of assessing the practical application of the gained knowledge is applicable. This reinforcement supports their capacity to apply the learned theoretical concepts to real-life solutions, it also proves the positive results of CoPs as it assists in bridging the theory-practice divide.

Additionally, the participants' perceptions that they acquire increased confidence in the employment of new concepts and approaches in their businesses as they participate in CoP are also similar to the study by³² that focused on the development of lifelong education models for out-of-school children and youths. This reinforcement underlines the value of the practical learning paradigms that CoPs present in improving issue-resolution capabilities and cultivating adaptability, learning, and development.

Theme 4. Entrepreneurial Management:

Remarkably, entrepreneurial management emerged as an essential theme among the participants. The participants shared stories about how their participation in the community of practice helped them acquire an entrepreneurial mindset, whether they were running small businesses or pursuing innovative concepts. They commended the CoP for creating an environment that promotes risk-taking, creativity, and strategic thinking. One participant described the transforming impact on their entrepreneurial journey, as she stated: *"I've learned how to identify opportunities, manage resources effectively, and adapt to changing market dynamics."*

One participant mentioned, *"CoP helped build an entrepreneurial personality within me, it sharpened my abilities to think out of the box, take calculated risks, and grab the opportunities existing in the business environment."*

Additionally, another participant affirmed these statements as she said, *"Engaging in the CoP also provided me with a better understanding of my business and enabled me to develop confidence in the improved provision of services in a rapidly changing environment."*

By implication, communities of practice can play an important role in developing entrepreneurial skills and mindsets among participants. McDermott, R., & Archibald, D. investigated how firms might use informal networks, such as communities of practice, to drive innovation and entrepreneurial efforts. Their findings emphasized the strategic value of

³¹ Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *Nursing Plus Open*, 8-14. <https://doi.org/10.1016/j.npls.2016.01.001>

³² Vayachuta, P., Ratana-Ubol, A., & Soopanyo, W. (2016). The study of 'out-of-school' children and youth situations for developing a lifelong education model for 'out-of-school' children and youth. *SHS Web of Conferences*, 26, 01015. <https://doi.org/10.1051/shsconf/20162601015>

communities of practice in fostering entrepreneurial thinking and knowledge exchange³³.

The participant's positive statements about the CoP boosted confidence to explore change, and readiness to respond to market forces corroborates the assertions of Trayner, E. and Trayner, B.,³⁴ who noted that creating CoPs nurtures entrepreneurial aptitude among disadvantaged youths. The amenability of peers and mentors to idea generation, and the willingness to try out new strategies or accept prior failure also fits the principles of CoPs and the goal of providing clients with a framework that will help them adapt and learn about the business world.

This is similar to the research conducted by Reyes, J., & Cruz, L.³⁵, which examined the concept of intelligent failure and its role in encouraging innovation inside businesses. Their perspectives on learning from mistakes within communities of practice are consistent with the participants' experiences of risk-taking and creativity fostered by the community of practice in *Barangay Nagtenga*.

The narratives obtained from interviews with participants of the communities of practice in *Barangay Nagtenga, Sta. Cruz, Ilocos Sur*, provides a vivid representation of information enrichment, skill development, practical application, and business empowerment. These themes not only represent the participants' collective experiences, but also highlight the value of community-driven learning and collaboration in promoting personal and professional growth in the local context.

CONCLUSION

With the salient findings of the study, it can be concluded that the community of practice in *Barangay Nagtenga, Sta. Cruz, Ilocos Sur*, was a success that benefited both the participants and the community. Participants in the community of practice in the said area were Very Satisfied with the resource speakers, the quality of service, and overall experience. Furthermore, the community of practice helped participants acquire knowledge, develop skills, apply what they had learned, and run their businesses. Furthermore, the

³³ McDermott, R., & Archibald, D. (2010). Harnessing Your Staff's Informal Networks. *Harvard Business Review*, 88(3), 82-89. URL: <https://hbr.org/2010/03/harnessing-your-staffs-informal-networks>

³⁴ Trayner, E. and Trayner, B. (2015). Learning in Landscapes of Practice: Boundaries, Identity, and Knowledgeability in Practice-Based Learning. <https://www.routledge.com/Learning-in-Landscapes-of-Practice-Boundaries-identity-and-knowledgeability-in-practice-based-learning/Wenger-Trayner-Fenton-OCreevy-Hutchinson-Kubiak-Wenger-Trayner/p/book/9781138022195>

³⁵ Reyes, J., & Cruz, L. (2019). Fostering Entrepreneurial Competencies Among Disadvantaged Youth: The Role of Communities of Practice.

community of practice's practical learning opportunities greatly helped participants' personal and professional development, and positive feedback on entrepreneurial mindset development within the community of practice highlights its role in fostering participant innovation and strategic thinking. As a result, it is highly recommended that community of practice efforts be sustained and expanded in order to reach a larger audience and improve learning experiences. Furthermore, there must be regular evaluations of community of practice programs. Continuously adapt and redefine the program based on the evolving needs and feedback of the participating OSY. Gathering participant feedback and integrating suggestions for improvement can help to guarantee that the learning experiences provided are continuously improved.

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