

## Research Article

### PERFORMANCE OF FACULTY IN EXTENSION AND PRODUCTION IN STATE UNIVERSITY IN REGION 10

\* Dr. Eduardo C. Delgado Jr

Faculty, Bukidnon State University, Province of Bukidnon Philippines, Philippines.

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#### ABSTRACT

The academic advancement of faculty members is contingent on the university's planned transformation for advanced education in pursuit of personal, professional, and organizational development. Hence, this study aims to assess the production and extension, performance of faculty in state universities in region 10. Two hundred eighty faculty members were the participants in the study. Data were analyzed using mean and standard deviation to describe the indicators of this study, while Pearson product-moment correlation was employed to correlate between the independent and dependent variables. Multiple regression was used to identify the predictors of the performance of faculty. Findings revealed that Participants' performance in extension, and production is outstanding. There is a significant relationship between the performance of faculty and Extension in terms of partnership development is significantly related with performance of the faculty. partnership development, and research published best predict the performance of the faculty for human resource intervention. Hence an action plan is proposed to enhance the partnership development, and research publication. The obtained regression model is given by:  $Y' = -237.25 + 22.26X_1 + -20.74X_2$  where  $Y'$  = Performance;  $X_1$  = Partnership Development; and  $X_2$  = Research Published. This model is significant (F-value = 4.25,  $p < 0.05$ ) with an  $R = 0.453$  and an  $R^2 = 0.206$ . The regression model further reveals that in every increase in Partnership Development there is a corresponding increase in  $\beta = 22.26$ , and Research Published  $\beta = -20.74$ .

**Keywords:** Performance Of Faculty, Extension, Production.

#### BACKGROUND OF THE STUDY

The performance of faculty toward academic advancement with a planned transformation usually corroborated with the university as an educational institution that envisioned an advanced education in pursuit of personal, professional, and organizational development. This study aimed at improving the performance of faculty, particularly at the State Universities of Region 10, and seeks to extend attention by human resource intervention in an innovative transformation over two of the four-fold functions; extension, and production. Performance of faculty members in State Universities in Region 10 must be given attention particularly its essential contribution to institutional agenda. The CHED Memorandum Order No. 52 series of 2016 articulates the strategic thrusts and pathways that can feasibly address the challenges to actualize the potentials of higher education institutions, a) platforms for knowledge production and advancement, b) engines of development through responsive and relevant research programs, and c) producers of multi-specialists, creators, problem-solvers, collaborators, inventors, thinkers and innovators who can examine phenomena, explore new frontiers, and bring multidisciplinary and interdisciplinary lenses.

The Republic Act No. 8292 also known as the Higher Education Modernization Act of 1997, provided for in section 2, paragraph (d) ensures the enjoyment of academic freedom as guaranteed by the Constitution. Incurred herein are the faculty who shall enjoy their professional enhancement along with the guidelines provided for in the operational assessment and evaluation for promotion with the use of national guidelines indicated in the National Budget Circular (NBC) No. 461 evaluation for ranking and promotion. The integral and influential element of total quality assurance in the state universities

and colleges (DBM-CHED Joint Circular. 2016). As stated in section 4 of Republic Act 8292, the adoption of recent and innovative modes of transmitting knowledge like the utilization of data technology, the twin system, open learning, and community laboratory for the promotion of greater access to education, the faculty members shall enjoy the same for their teaching approach in using such modern and innovative instructional materials including the digital devices, and online accessibility platforms in transmitting knowledge to students, this new normal. Further, under paragraph 2, section 5 of Article XIV of the Constitution of the Republic of the Philippines, all institutions of higher learning, public or private, shall enjoy academic freedom and institutional autonomy.

Faculty are at the center of the learning process, and students are the major beneficiaries in education; faculty's performance reflects the university productivity. Hence, if faculty are not productive, students will never be. (Etomes and Molua 2018). From another point of view, Getange. (2016) clarified that productivity for the faculty is assessed by the level of performance in the university, such as class attendance, student discipline, and proper use of educational resources to simplify the learning process

#### EXTENSION

Extension involvement could be deliberately labeled as the heart of community engagement. The SUCs have actualized the knowledge extended to the community through extension services executed by the faculty extensionist of the university through research to the community or beneficiaries although it does not happen directly it takes a long way to run because community engagement goes with a process. The modalities of extension program delivery by HEIs vary. There are delivery methods that focus on involving students to assist local organizations, some faculty and staff programs to address community development in form of educational associates, social

service, public health, livelihood and technical training, consultations, and direct application of R&D output. (Daquis, Flores, and Plandez, 2016). As explained further in a related study, A well- organized planning shall be done first before directing any extension programs, activities, and projects (PAPs) thus, community engagement will be successfully materialized; depending on the firmness and direct extension services conducted. Community Engagement is one specific outcome of operative extension services leading toward its sustainability, and that is continuously supervised and assessed (Medina, 2019). Further, Medina (2019) concluded that the SUCs engaged with extension activities through academics, production, and internationalization, but the major ways to launch community engagement are research and extension. There were some problems encountered in community engagement, particularly in research and extension. (Medina, 2019). Serona, N. (2020) emphasized that extension services as one of the core functions of the university and colleges mobilized by the faculty, extension programs are one of the areas being evaluated as to leveling of the university's productivity and achievement hence its indicators as to the extent and efficiency of the performance of the faculty extensionist will surely reflect the institutional productivity. Thus, in preparation for various assessments like the institutional sustainability assessment of CHED, Institutional and Program Accreditation of the Accrediting Agency of Chartered Universities and Colleges (AACUP).

## Production

As employers around the world experiment with bringing their employees back to offices, the leadership must act now to ensure that when they return, workplaces are both productive and safe. A well-planned return to offices can use this moment to reinvent their role and create a better experience for talent, improve collaboration and productivity, and reduce costs. Ultimately, the aim of this reinvention will be what good companies have always wanted: a safe environment where people can enjoy their work, collaborate with their colleagues, and achieve the objectives of their organizations. (Boland *et al.*, 2020). Understanding and being capable of reflecting on one's research practice is important not only because this enables academic scholars to be more conscious about their research designs and theory development, and improve processes of knowledge production ((Kallo and Houtbeckers, 2020)

These understandings, in turn, influence how research is conducted and why certain methods seem to be better for knowledge production than others. For instance, Derikson & Routledge (2015) make a moral statement by saying that "theoretical inquiry must always be accountable to rather than distant from actually existing community-based activism. Some scholars have urged researchers to articulate their values explicitly or design their research according to specific values. (Leyko *et al.*, 2019) Knowledge production is inherently political, not least because of the nature of academic research practice. Just as it is important to make visible various political visions in research domains. Thus, we advocate those scholars who participated in more explicit articulations of their pursuits whether they consider them to be political or not (Kallo and Houtbeckers, 2020).

In this new normal, everybody is undeniably working for the transition stage that probably no one can escape. In the instruction, classroom face to face discussion is really missed; google classroom is now a trending teaching and learning approach that teachers and students are struggling to transfer learning from and to and vice versa; for research, on the other hand, researchers are struggling for an accessible means to connect with the respondents; Whereas in the extension area, this probable community involvement but this time-limited physical and social meetings is one of the protocols to contain

the spread of the covid-19 virus. For the production, here comes the greater academic issue to test the skills and capability of faculty in coping with online class challenges to come up with a productive outcome at the end of the school year amidst the pandemic.

## Statement of the Problem

This study aims to assess the extension, and production performance of faculty in State University Colleges in Region 10. Specifically, this study answered the following questions:

1. What is the level of extension outputs among the faculty in terms of: Clientele Satisfaction, Leadership, Partnership Development, Community Responsibility?
2. What is the level of production of faculty in SUCs in Region 10 in terms of: Instructional materials produced, Seminars attended, Researches conducted, Research published,
3. What is the level of performance of the Faculty in SUCs in Region 10 for human resource intervention?
4. Is there a significant relationship between the performance of faculty and, Extension, and Production
5. Which of the variables, singly or in combination, best predict the faculty performance?
6. What human resource intervention to be done to raise the performance of the faculty?

## The Hypothesis of the Study

**H01:** There is no significant relationship between the performance of faculty and extension, and production.

**H02:** There is no variable influence the performance of faculty.

## Research Design

This study used descriptive-correlational and causal research designs. Data were gathered and analyzed quantitatively. Descriptive-correlational and causal research were designed to determine the faculty performance in extension, and production in State University and Colleges in region 10. Jaikumar (2018), expressed the idea of descriptive research design, which aims to observe, describe and document aspects of a situation as it naturally occurs; it was elaborated further, that the primary purpose of this design is not only to represent each of the variables but also to establish the relationship between two variables. Whereas Creswell (2014) defined correlational research design as used by researchers to describe and measure the degree of association between two or more variables or sets of scores. The procedure which subjects score on two variables is measured without manipulating any variables to determine whether there is a relationship. Another research design employed to clearly explain the process was the use of causal research design (Oppewal, 2010). Causal research design aims to investigate causal relationships and always involves one or more independent variables (or hypothesized causes) and their relationships with one or multiple dependent variables.

In this study, it was identified and was being tested that independent variables, extension, and production, were the causing effect; the faculty performance was tested a dependent variable and is the effect.

## METHODOLOGY

Participants of the study were the faculty with the permanent position in the three state universities of region 10, namely: Bukidnon State University (BukSU), Central Mindanao University (CMU), and the

University of Science and Technology of Southern Philippines (USTP). Participants were taken from the total faculty population in every state university mentioned above through the Proportionate Stratified Random Sampling procedure.

**Table 1: Population and Sample Distribution**

Name of State University	Population	Sample	%
BukSU Malaybalay Main Campus	321	87	31 %
Central Mindano University	430	117	42 %
University of Science and Technology of Southern Philippines	278	76	27%
<b>Total</b>	<b>1,029</b>	<b>280</b>	<b>100%</b>

Table 1 presents the population and sample distribution, wherein 87 (31%) of the total sample participants were coming from BukSU Malaybalay Main Campus, 117 (42%) of the full sample participants were taken from Central Mindano University (CMU), whereas 76 (27%) of whom were coming from University of Science and Technology of Southern Philippines (USTP).

Region 10, usually called Northern Mindanao, composed of 5 provinces: Bukidnon, Camiguin, Lanao del Norte, Misamis Occidental and Misamis Oriental served as the setting of the study. This is comprised of 9 cities: Cagayan de Oro, El Salvador, Gingoog, Malaybalay, Valencia, Oroquieta, Ozamiz, Tangub and Iligan. A total land area of 19,279.60 sqm km. covers the whole region; with a total population of 4.6 million as of the 2015 Census. It has 84 municipalities and about 2,020 barangays. Northern Mindanao, which geographically lies within Latitude 7°15' to 9°15' North and Longitude 123°30' to 125°30' East, is bounded on the North by the Bohol Sea, on the South by Lanao del Sur and North Cotabato; on the West by Zamboanga provinces; and on the East by Agusan Provinces and Davao. The research instrument used was adopted from the implementing guidelines of Common Criteria Evaluation (CCE) and Quality Contribution Evaluation (QCE) of the National Budget Circular (NBC 461) for the promotion and standardization of the salary of faculty and administrators at the SUCs and CHED- Supervised institutions including TESDA (Pada, 1998). Evaluation was done by the faculty concerned, peers, supervisor, and the students under the subjects taught by the concerned faculty. Per area of assessment has many criteria and is allotted 25 points each. The total raw point for the assessment area is 100. The raw points in each of the four assessment areas are multiplied by the corresponding weight. In rating using the criteria, a scale of 1 to 5 was used, with five as the highest (NBC 461 Zonal Center, 2011). The instrument is valid and reliable because it is a standardized instrument.

The data was gathered from the 280 total respondents and were collected from the survey instruments then summarized and tabulated according to the following five points Likert-type scale responses, and qualifying statements:

**Table 2, Assessment Criteria of the Performance of Faculty in, Extension, and Production**

Scale	Range	Descriptive Rating	Qualitative Description
5	4.51-5.00	Outstanding	The performance almost always exceeds the job requirements. The faculty is an exceptional role model.
4	3.51-4.50	Very Satisfactory	The performance meets and often exceeds the job requirements.
3	2.51-3.50	Satisfactory	The performance meets job requirements.

2	1.51-2.50	Fair	The performance needs some development to meet job requirements.
1	1.00-1.50	Poor	The faculty fails to meet job requirements.

The study used descriptive statistics such as mean and standard deviation to describe the study's variables. Pearson Product-Moment Correlation was used to establish the relationship between faculty performance and the extension, and production. The application of predictive analysis of multiple regression to identify the degree of influence of the input variables on the process variables, which mainly need intervention as the output of the study.

**RESULTS AND DISCUSSION**

Problem No. 1. What is the level of Extension services among the Faculty in terms of: Clientele Satisfaction, Leadership, Partnership Development, Community Responsibility?

**Table 3. Mean and Standard Deviation on the level of Extension among Faculty in terms of Clientele Satisfaction, Leadership, partnership development and Community Responsibility.**

Clientele Satisfaction	Mean	SD	Description
1. The extension proposal/plan is based on the needs/problems of the clients (there is a consultation with the client during the conceptualization of the extension plan).	4.75	.204	Outstanding
2. Meet and discusses with the clientele the knowhow of the extension activity(s) for its usability and/or client's benefits.	4.74	.205	Outstanding
3. There is an information campaign for proper information of the clientele about the extension activity(s).	4.76	.204	Outstanding
4. Monitors and evaluates the quantity and quality of services provided to clientele.	4.75	.205	Outstanding
5. Extension activity(s) really helps and/or address the clients' needs or problems.	4.76	.205	Outstanding
<b>Leadership</b>			
6. Regularly communicates quality output of the extension proceeding to colleagues/staff/clientele/ subordinates.	4.73	.185	Outstanding
7. Manages priorities to get the job done and able to look for better ways to confront conflict situations in an honest and direct manner.	4.73	.185	Outstanding
8. Encourage/motivates participation/cooperation of the people evolved in the extension activity(s).	4.73	.186	Outstanding
9. Suggests/introduces strategies that enhance colleagues/staff/clientele/subordinates' skills and abilities to perform the extension activity(s) in a more efficient manner.	4.73	.187	Outstanding
10. Communicates directly, openly, honestly and shares information with the concerned individual or people involved in their extension activity(s).	4.73	.187	Outstanding
<b>Partnership Development</b>			
11. Coordinates with local residents, businesses and other government functionaries for possible extension collaboration.	4.69	.228	Outstanding
12. Conducts consultative meetings and/or dialogues with stakeholders on priority extension plan supporting their needs.	4.67	.228	Outstanding
13. Regularly meet concerned sector to discuss ways in which the extension undertaking can create better working environment, and full cooperation and participation.	4.69	.237	Outstanding
14. Establishes linkages with local/national	4.67	.233	Outstanding



agencies for possible funding of extension undertakings (sourcing of funds).			
15. Communicates directly, openly, honestly and shares information with the concerned sectors, and considering comments, and suggestions for improvement, if necessary.	4.69	.233	Outstanding
<b>Community Responsibility</b>			
16. Creates safe working environment where activities conducted consider the ethical and moral predicament of the community and/or the sector involved.	4.73	.198	Outstanding
17. Conducts extension activity(s) where the responsibilities of the concerned sectors to the community are addressed.	4.72	.202	Outstanding
18. The extension activity(s) conducted with significant contribution to the community and increase awareness on community issues and concerns.	4.74	.201	Outstanding
19. The extension activity(s) is instrumental and/or in of consideration of public safety, environmental safety, and sharing of quality-related information with the sector involved.	4.73	.195	Outstanding
20. Assumes impartial responsibility and accountability on the extension proceeding and its effect or impact to the community and/or other sectors involved.	4.73	.201	Outstanding
<b>Over All Mean</b>	<b>4.72</b>	<b>.205</b>	<b>Outstanding</b>

As shown in Table 3 above, where the mean and Standard Deviation on the level of extension among faculty members in terms of clientele satisfaction, Leadership, partnership development and Community Responsibility were presented, it revealed that faculty members in the state universities in region 10 was manifested to be an exceptional model for their performance in extension, and rated with outstanding with an overall mean value of (M=4.72) with the standard deviation (SD=.205).

Among faculty members in terms of clientele satisfaction were presented, it revealed that faculty members in the state universities in region 10 was manifested to be an exceptional model for their performance in extension, in terms of clientele satisfaction. among the indicators of clientele satisfaction for the extension area, implied the most affirmative impact on the client with the mean value of (M=4.76) "There was an information campaign for the proper information of the clientele about the extension activity(s) and Extension activity(s) helps" and, or address the clients' needs or problems. Implied further that extension activities were negotiated with the stakeholders ahead of time; thus, clienteles were satisfied and there was a mutual relationship between the universities' extensionists and the beneficiaries of the extension program especially since they felt that the program has addressed their needs. This idea was supported by a statement, "A need is defined as a gap between (what currently is) and (what should be) (Altschuld and Watkins 2014). Needs assessment is a process to identify people's needs, which purpose is to use the information gained to make plans to meet those needs Findings showed that all indicators of Extension in terms of leadership were successfully attained by the faculty extensionists and their beneficiaries of the selected universities in region 10.

The Extension program of the selected universities in partnership development implies faculty extensionists performed at an outstanding level in terms of partnership development, these manifest responsive participation of faculty extensionists in community responsibility. It was supported further in a related study which indicates that HEIs are expected to work in partnership with communities, businesses, and industry in facilitating the transfer of knowledge or technology on specific developmental areas that directly affect the lives of individuals, families, and communities (CMO

52, 2016). The extension activity(s) was conducted with a significant contribution to the community and increased awareness of community issues and concerns; thus, in this study; it acquired a mean value of (M=4.74); this is emphasized further in R.A. No. 11293, (2019, which stipulated in section 4, (h) strengthening and deepening interactions and partnerships among actors from the public and private sector, academe, Micro, Small, Medium Enterprises (MSMEs) research and development institutions and communities towards promoting inclusive growth and improving the quality of life through innovation.

Problem No. 2. What is the level of production of faculty in SUCs in Region 10 in terms of, Instructional materials produced, Seminars attended, Researches conducted, Research published?

**Table 4, Level of Performance of the Faculty in Production in terms of Instructional materials produced, Seminars attended, Researches conducted, Research published**

<b>Instructional materials produced</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
1. IMs provide knowledge in all topics, in-depth pertinent information based on facts.	4.72	.209	Outstanding
2. IMs allow the instructor to engage learners by supporting concepts through the use of multimedia, including sound clips, video, images, hands-on experience and interactive games.	4.71	.202	Outstanding
3. IMs offer learners the opportunity to practice concepts and develop a learning that demonstrates their level of understanding.	4.73	.205	Outstanding
4. IMs allow the instructor to support learners with varying levels of ability and foundational skills by providing additional support that include quizzes and tests.	4.72	.210	Outstanding
5. IM is paramount to the success of the course. While textbooks are useful, it's necessary to supplement the information with other relevant materials.	4.70	.200	Outstanding
<b>Seminars Attended</b>			
6. Regularly attended seminars with colleagues/staff/ subordinates.	4.74	.172	Outstanding
7. Manages priorities whenever there is a call for attendance to seminars.	4.71	.181	Outstanding
8. Encourage/motivates participation/cooperation of the people evolved in the production activity(s) like trainings & seminars.	4.74	.160	Outstanding
9. Suggests/introduces strategies that enhance colleagues/staff/clientele/subordinates' skills and abilities to perform the production activity which ideas taken from seminars attended.	4.73	.172	Outstanding
10. Communicates directly, openly, honestly and shares information learned from the seminars attended that involved in their production activity(s).	4.72	.171	Outstanding
<b>Researches Conducted</b>			
11. Conducts researches in a systematic inquiry by suitable methodologies set by specific professional fields and academic disciplines.	4.71	.193	Outstanding
12. Consults for review from the Institution Review Board (IRB) during the conceptualization of the research conducted.	4.70	.190	Outstanding
13. Discussed with the clientele the research results for their usability and/or client's benefits.	4.71	.193	Outstanding

14. Utilize appropriate research procedures, and/or methodologies in meeting clients' needs and problems.	4.70	.186	Outstanding
15. Address the participants' needs or problem with the research results	4.71	.191	Outstanding
<b>Research Published</b>			
16. Suggests/introduces strategies that enhance colleagues/staff/clientele/subordinates' skills and abilities to perform the research publication which is not a derogatory publishing company/organization.	4.58	.256	Outstanding
17. Regularly communicates quality output of the research proceeding to colleagues/staff/clientele/ subordinates before submitting the article, discuss with the journal editor as well to make quick progress in this direction.	4.60	.260	Outstanding
18. Research has been checked with a professional editing firm copy editing (not just proofread) offered by professional agencies.	4.56	.260	Outstanding
19. Encourage/motivates participation/cooperation of the people evolved in the research publication proceedings.	4.57	.256	Outstanding
20. The citations/references should be included in the article as per the style stipulated by the publisher.	4.51	.249	Outstanding
<b>Overall Mean</b>	<b>4.67</b>	<b>.206</b>	<b>Outstanding</b>

Table 4 presents the mean and standard deviation on the level of production among faculty in terms of instructional materials produced, seminars attended, researches conducted, research published. The result of the study showed that the faculty has obtained an outstanding level of performance in production with an overall mean value of (M=4.67) with a standard deviation of (SD=.206). This implies the ability of faculty in dealing with strategic learning where students can be motivated to study. These ideas have been concretely supported by UNESCO (2016), as it intends to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Lockwood (2018) extended his idea in education and training that may have prepared materials to simulate fault diagnosis or used multimedia and computer-based packages to provide a resource in teaching. At its simplest, you may have given learners a technical report, blueprint, circuit diagram, or extract to study together with a series of questions to answer. The data emphasized as it revealed the most remarkable indicators presented above, which indicates that IMs offer learners the opportunity to practice concepts and develop learning that demonstrates their level of understanding; this obtained a mean value of (M=4.73) manifested in this result that instructional materials production considered relevant strategy in enhancing students ability to learn and understand the subject matter through the use of instructional materials produced by the faculty. Ko & Sammons (2014) emphasized the effective curriculum delivery lies in the hand of educators; the instructional materials and resources have substantial impact on curriculum delivery and learners achievement and performance. In this study, instructional materials were produced for effective curriculum development and educational upliftment.

Among the indicators presented, which were revealed to be the most relevant and have obtained a mean value of (M=4.74), it showed that faculty members regularly attended seminars with colleagues/staff/subordinates. This implied equitable learning gained by the faculty members, regardless of their rank; encouraging/motivating participation/cooperation of the people evolved in the production activity(s) like training & seminars; this also manifested a collective approach as practiced by the faculty in-state university.

A related study was conducted to emphasize the essence of attendance at training and seminars by the faculty members, as supported by Achimugui and Onojahi (2017), faculty members should be motivated to attend meetings, workshops, and conferences to advance their knowledge and skills in managing the production and utilization of instructional materials. On the level of production among Faculty in terms of research published, most highlighted indicator had obtained a mean value of (M=4.60) when faculty members regularly communicate quality output of the research proceeding to colleagues/staff/clientele/ subordinates before submitting the article, discuss with the journal editor as well to make quick progress in this direction. These implied corroborative approaches in dealing with publishable research. Holmlund, Witell, & Gustafson (2020) rationalized the essence of corroborative action among colleagues as it stated that different faculty members with different competencies would collectively evaluate the contribution of research with its methodological research condition.

Findings implied that collective support and philosophical contributions from colleagues, staff, clientele, and subordinates had enlightened the mind of the faculty/authors to pursue the publication of their research. Publishable research usually must undergo a professional editing procedure thus faculty members in state universities in region 10 achieved it spontaneously, as revealed in this study which is presented in the table above that an indicator with a mean value of (M=4.56) implied that research has been checked with a professional editing firm copy editing (not just proofread) offered by professional agencies. Faculty-researchers were having their research edited and proofread as they have rated outstanding, well-edited research in the SUCs has motivated them to be engaged in research publication; as indicated in a related journal study by Staiman (2019), a scientific editor can provide support services and help researchers accomplish their goal to publish quickly in a respected journal

Problem No 3. What is the level of performance of the Faculty in SUCs in Region 10 for human resource intervention?

**Table 5. Level of performance of the Faculty in SUCs in Region 10**

Range of Performance Rating of the Faculty	N	Mean	Sd	Qualitative Description
161.00 - 200	55	176.89	13.05	Outstanding
121.00 - 160.09	168	133.53	10.82	Very Satisfactory
81.00 - 120.09	57	98.03	8.91	Satisfactory
Total	280	134.82	27.30	Very Satisfactory

Table 5 presents the level of performance of the faculty in SUCs in Region 10. The study showed that out of 280 participants, there were 57 (20%) belonged to the Satisfactory level with a mean value of M=98.03 and SD=8.91, while 168 (60%) them belonged to the Very Satisfactory level with a mean value of M=133.53 and SD=10.82 whereas, there were only 55 (19.64%) participants belonged to Outstanding level and has garnered a total Mean=176.89 with an SD=13.05. As shown in the table above that SUCs in Region 10 performed Very Satisfactory with a total mean Value of M=134.82 and SD=27.30 in SUCs in Region 10 meet and often exceed the job requirements. Based on the range of performance ratings of faculty in region 10, it revealed that 60% of the total faculty has performed very satisfactory performance, this manifests as a productive asset of the university in terms of the four-fold functions.

These findings have relevance with the study revealed by Getange (2016) as he emphasized that educators' efficiency in producing learning resources, techniques in teaching, and dealing with students'

ability to respond effectively are virtues that should be sustained all throughout the school system.

Problem 4. Is there a significant relationship between the performance of faculty and the Extension, and Production?

H<sub>01</sub>: There is no significant relationship between the performance of faculty for human resource intervention and instruction, research, extension, and production.

**Table 6. Relationship Between Performance of Faculty and, Extension, and Production**

Variables	Pearson Correlation Coefficient	p-value	Interpretation
Clientele Satisfaction	.067	.266	Not Significant
Leadership	-.029	.628	Not Significant
Partnership Development	.188**	.002	Significant
Community Responsibility	.057	.340	Not Significant
Instructional Material Produced	.042	.483	Not Significant
Seminars Attended	.051	.399	Not Significant
Research Conducted <sup>2</sup>	-.012	.843	Not Significant
Research Published <sup>2</sup>	-.063	.292	Not Significant

\*\* Significant at 0.01 level (2-tailed)

Table 6 presents the result of the Pearson correlation analysis indicating that there was a positive correlation between the Performance of the Faculty and, Extension (Partnership development)  $r = 0.188$  was marked as significant, and there was a

positive correlation with the faculty performance. The result of the study indicates that the variables are positively correlated and are statistically significant, with a p-value of  $<.01$ . Based on the data, the null hypothesis (H<sub>01</sub>) was rejected. The study's findings revealed that there was a significant relationship between the performance of faculty and the Extension. It was proved in the study of Mojares (2015) as cited by Serona *et al.*, (2020), explained that Extension programs in SUCs in the Philippines were considered a service which was specified in the faculty perspective that the nature of extension as community service and can be done only when needed.

Medina (2019) identified the challenges and issues encountered by SUCs in initiating community engagement, particularly in the partnership development, as it has been observed that faculty members were less motivated to extend community service and have considered them a second-rate purpose to research, having multiple responsibilities and functions. Serona *et al.*, (2020) further revealed that there were challenges mostly encountered by the faculty-extensionists were found to be the inaccessibility of vehicles, fewer extension service implementer's incentives, and extensions programs resources for better learning were insufficiently provided.

Sedanza (2018) revealed that lack of time in conducting research and extension services was the top reason why faculty members were majority performed satisfactory level of performance in participating in such activities.

Problem 5. Which of the variables, singly or in combination, best predict the performance of faculty in region 10 for human resource intervention?

H<sub>02</sub>: There is No variable influences the performance of faculty for human resource intervention.

**Table 7, Multiple Regression Analysis of the variables that best predict the performance of the Faculty.**

Independent Variables:	Dependent Variable: Performance of Faculty				
	Unstandardized Coefficients Beta	Std. Error	Standardized Coefficients Beta	t-value	p-value
Constant	-237.25	115.40		-2.06	0.04
Clientele Satisfaction	6.51	8.33	0.04	0.78	0.44
Leadership	0.37	8.33	0.00	0.04	0.97
Partnership Development	22.26	8.25	0.16	2.70	0.01
Community Responsibility	7.25	8.48	0.05	0.86	0.39
Instructional Material Produced	-3.90	12.30	-0.02	-0.32	0.75
Seminars Attended	15.97	12.53	0.08	1.28	0.20
Research Conducted	-1.15	12.76	-0.01	-0.09	0.93
Research Published	-20.74	10.38	-0.15	-2.00	0.05

R = .453    R<sup>2</sup> = .206    Adj R<sup>2</sup> = .157    SE = 25.06    F = 4.25    p = .000

Table 7 presents the result of a multiple regression analysis of the variables which best predict the performance of faculty in region 10. These include Extension (Clientele Satisfaction, Leadership, Partnership Development & Community Responsibility) and Production (Instructional Materials Produced, Seminars Attended, Research Conducted, Research Published).

There were eight variables included for regression analysis to come up with variables that best predict the performance of faculty, the Partnership Development ( $\beta$  weight = 0.16;  $p = 0.01$ ); and Research Published ( $\beta$  weight = -0.15;  $p = 0.05$ ) Further, the results suggest that for every increase in Partnership Development, there is a ( $\beta = 22.26$ ) level of performance of faculty in extension, particularly in Partnership Development. Since SUCs community engagement and partnership development with the stakeholders and or beneficiaries does not happen in a single moment but it needs a process, hence must be given attention as Medina (2019) suggested that thorough planning and organizing before conducting an extension activity for an efficient community engagement has to be performed first. Hence, successful and productive community engagement is a particular outcome of active and effective Programs, Activities, and Projects that usually happen through a sustainable extension that must be monitored and evaluated regularly.

Moreover, in every increase in research published, there is a negative faculty performance in the production of ( $\beta = -20.74$ ). Thus, if the research published increases negatively, there is a negative impact on production in the state universities in region 10. As manifested in the study of Johnes, J., Portela, M. and Thanassoulis, E. (2017). Faculty members in state universities having minimal research completed could be substantially associated with their average knowledge and skills in the research process; this also implies their multi-functional duties attached to their designation and subject teaching overload. These are the top factors that affect the faculty members' productivity. Findings of the study disclosed that Partnership Development, and Research Published were the variables that best predict the performance of faculty in region 10 for human resource intervention; these are significantly be noted that it is not just only happened in SUCs in region 10, even outside region 10 and in some other countries, there were difficulties encountered in harmonizing extension, and production, as mentioned in the study of McCann, Cramer, & Taylor (2018), that the extension program setting of university-level, there is an indication of difficulties in balancing education, research and extension, such for instance the more minor support system within the university in terms of allocation of financial resources and time management which needs attention from the administration. This was supported by Bernadit (2016) in her findings and recommendations: the level of performance of faculty in extension belonged to a satisfactory level thus it shows a lack of time in capacity to extend their outreach program in the community, hence faculty members should be de-loaded with their teaching subjects taught for them to gain more time and extension program.

The level of significance for Partnership Development ( $p = 0.01$ ) were less than 0.05, and Research Published ( $p = 0.05$ ), which means that the variables that have a significant relationship with the performance of faculty for human resources intervention.

The obtained regression model is given by:  $Y' = -237.25 + 22.26X1 + -20.74X2$

where  $Y'$  = Performance;  $X1$  = Partnership Development; and  $X2$  = Research Published.

This model is significant (F-value = 4.25,  $p < 0.05$ ) with an  $R = 0.453$  and an  $R^2 = 0.206$ . The regression model further reveals that in every increase in Partnership Development there is a corresponding increase in  $\beta = 22.26$ , and Research Published  $\beta = -20.74$ .

Furthermore, the  $R^2$  is 0.206, indicating that 20.6% of the faculty performance was explained by the predictor variables. The over-all model tested was highly significant with F-value = 4.25, p-value = 0.000. Thus, the null hypothesis ( $H_0$ : No variable influences the faculty performance for human resource intervention) is rejected. As indicated in the result that Partnership Development; and Research Published are the variables that best predict the performance of faculty in state universities in region 10 that needs human resource intervention.

Problem No. 6 What human resource intervention maybe done to raise the performance of the faculty?

A proposed Action Plan as human resource intervention is highly recommended to raise the level of faculty performance in partnership development; and research published.

## CONCLUSION

Based on the findings of the study, conclusions were drawn as follows:

The Extension function of the faculty members was rated outstanding in their level of performance in Clientele Satisfaction, Leadership,

Partnership Development, and Community Responsibility. These manifest advanced faculty characteristics in dealing with people and community-driven activities, despite limited access in reaching out due to the new normal situation this time of the pandemic. The level of performance of faculty in production in terms of Instructional materials produced, Seminars attended, Research conducted, Research published is outstanding. This manifests in excellent job satisfaction and efficient and productive faculty performance in the randomly selected state universities in Region 10. The state universities in Region 10 overall performance level have obtained a Very Satisfactory level based on their Common Criteria Evaluation (CCE) result. This manifests a quality performance of faculty that often exceeds the job requirements. The result of the Pearson product-moment correlation (Pearson  $r$ ) indicated that there was a significant relationship between the performance of faculty and Extension (Partnership development) was marked as significant there was a positive relationship with the performance of the faculty. Thus, the null hypothesis was rejected.

The result of multiple regression analysis indicated that Partnership Development, and Research Published were the variables that best predict the performance of the faculty for human resource intervention. Thus, the null hypothesis was rejected. Therefore, a human resource intervention through a proposed action plan was being suggested for further reference and guidance by the state universities administrators in designing and possibly implementing the policy for their respective university four-fold functions.

## Recommendations

Based on the conclusions drawn from the findings of the study, a proposed Action Plan for the State University functions in Extension, and Production, particularly in the Partnership Development, and Research Published shall be implemented. It is suggested also that the SUCs administrators in region 10 may review, adopt, and implement the human resource intervention program as specified in the proposed action plan presented in this study.

## ACTION PLAN

The formulation and implementation of an effective mechanism for planning, policy-making, management, monitoring, and assessment of the four-fold functions' programs and services of the state university, may enhance the technological capabilities of the faculty for more efficient and effective services to be rendered in the university this new normal.

## Goal:

To augment the performance of faculty members by imposing the human resource intervention program in the areas of the partnership development, and research published through a proposed action plan.

## General Objectives:

To sustain and strengthen the balance attribution on the implementation of extension, and production, given its Programs, Activities, and Projects (PAPS) designed in the proposed action plan; a basis for policy and guidelines of the State Universities in Region 10.

OBJECTIVES	STRATEGIES (Programs/ Activities/ Projects)	TIME FRAME	BUDGET	RESPONSIBLE PERSON/OFFICE	OUTPUT/PERFORMANCE INDICATOR
<b>EXTENSION AND PRODUCTION</b>					
Gain sufficient time to balance the respective aspects on partnership development and research published	Create a policy/guideline which equitably distributed in the areas of partnership development and research published  Re: De-loading of teaching loads of faculty members  Equivalency of teaching units of faculty with research & extension PAPs	Year 2022- 2023	60,000.00	University EXECOMM/ Univ. Pres. VPAA VPRE VPAPD HRMO Univ. Registrar Finance Officer Faculty	1 policy/guidelines created within a year
Capacitate the faculty in conducting extension programs/projects/activities.	Conduct capability building program through provision of regular trainings, seminars, symposia, conferences, for a and workshops to all faculty extensionists	Year 2022- 2023	50 pax X 4  =200,000.00	VPAA VPRE HRMO Faculty	4 training workshops conducted in a year. 1 per quarter, by batches of faculty conducted
<b>EXTENSION</b>					
Manage to focus in handling technical tasks	Hiring of personnel duly qualified to handle technical tasks in the area of extension, while faculty be commissioned as expert partner contributors toward partnership development.	Year 2022- 2023	SG-4 P14,993.00 x 12 months =179,916.00 x 2 =359,832.00	University EXECOMM HRMO	2 personnel hired to handle technical tasks in the area of extension
Facilitate the technology adoption and transfer as part of the entire knowledge-production technology of the university	Production of IEC and blended learning materials,  Conduct trainings, orientations and advocacy activities on technology adoption and transfer	Year 2022- 2023	200,000.00	OVPAA OVPRE OVPAPD HRMO Faculty	1 IEC and blended Learning materials on science and Technology-based technology transfer program produced  1 training, orientation and advocacy activities on technology adoption and transfer conducted
Develop and sustain technical skills in resource development, facilitation, planning, needs assessment, and project management and evaluation	Conduct of technical skills training to faculty members in resource development, facilitation, planning, needs assessment, and project management and evaluation	Year 2022- 2023	150,000.00	OVPAA OVPRE OVPAPD HRMO Faculty	1 technical skills training to faculty members in resource development, facilitation, planning, needs assessment, and project management and evaluation conducted

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