

FACULTY INVOLVEMENT AND ORGANIZATIONAL SUPPORT IN EXTENSION ACTIVITIES OF THE COLLEGE OF BUSINESS, ENTREPRENEURSHIP AND ACCOUNTANCY: INPUTS TO POLICY REDIRECTION

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Abstract

Extension plays a vital role in Higher Education Institutions (HEIs) in the Philippines being one of the functions of State Universities and Colleges (SUCs). Hence, this study aimed to determine the faculty involvement and organizational support in extension of the College of Business, Entrepreneurship and Accountancy as input to policy redirection. It utilized the descriptive research design and used total enumeration to get the majority of the respondents. A survey questionnaire through google forms were sent through their emails or messenger. It was used to obtain data from the respondents who were available during the conduct of the study. Findings of the study revealed that the respondents were moderately involved in extension particularly as implementers, lecturers and proponents of the extension programs, projects and activities of the college. As to organizational support by the administration, the respondents were least supported in general. However, the respondents were highly supported in terms of encouragement in presenting their accomplishments during in-house review conducted by the university, provision of adequate fund for the extension programs of the college. The least support provided to respondents were the provision of ETL and communication allowance for faculty extension workers. Lack of time came out as the number one problem encountered by the respondents in conducting extension programs, projects and activities. Likewise, the respondents suggested that trainings on the preparation of project proposals for extension and incentives to faculty conducting extension must be provided as the number one solution to the problems encountered.

Keywords: Extension, faculty members, organizational support, program, incentives, equivalent teaching load

INTRODUCTION

Universities in the Philippines should strive to be organizations that excel at research and extension as well as instruction. This presents a dilemma for institutions worldwide, not just those in the Philippines (Aniga, 2011). (Villarino, 2012). The World Conference on Higher Education Partners in June 2003, held in Sedanza, North Carolina, highlighted this focus as UNESCO encouraged policy dialogue that supports improving the quality of education, bolstering research capabilities in higher education institutions, and knowledge sharing across borders. (2018).

In the Philippines, State Universities and Colleges (SUCs) are required to carry out a trio of tasks, including teaching, research, and extension activities. Extension is the systematic transfer of technology, innovation, or knowledge produced by HEIs and their partners in an effort to address particular developmental issues. According to the General Appropriations Act (GAA), extension is a natural duty of a university with the aim of starting, spurring, and sustaining the

growth of various communities by utilizing their expertise and resources. Since providing extension services is a primary responsibility of state universities and colleges, measures or indicators pertaining to their scope and effectiveness have been incorporated into numerous evaluations of these institutions, including SUC Leveling, the Annual Major Final Outputs of SUCs, the Institutional Sustainability Assessment of CHED, and Institutional and Program Accreditation of the Accrediting Agency of Chartered Universities and Colleges (AACCUP). Based on the resources given in the National Budget Circular 461 and the Individual Performance Commitment and Review, faculty members' involvement in college expansion will be credited on their points.

In addition to instruction and research, universities are expected to have a third goal that explains how it relates (or aspires to relate) to society. These contributions of universities to society have become a crucial part of the mandate of universities around the world (Maassen, et. al., 2019). In addition to the students who are enrolled in the various programs and courses, the institution and its faculty members share their expertise with the community through extension services. In addition, extension services are the means through which discoveries and inventions are translated into products and services that advance the socioeconomic well-being of a community and the nation as a whole. The most realistic approach for a public institution to fulfill its duty to the taxpayers is in this way. In order to facilitate the transmission of knowledge or technology on particular developmental sectors that have a direct impact on the lives of individuals, families, and communities, HEIs are expected to engage in conjunction with communities, business, and industry (CMO 52, s. 2016).

In accordance with Republic Act No. 8435, also known as the Agriculture and Fishery Modernization Act of 1997, the government must prioritize the use of research findings in formal and informal education, extension, and training programs in order to support the creation of a national extension system and hasten the transition of Philippine agriculture and fisheries from a resource-based to a technology-based industry (Sec. 86). The goal of state university and college extension programs is to increase the capacity of local government units (LGUs) to provide extension services through degree and non-degree training programs, technical assistance, extension-related research activities, project monitoring and evaluation, and information support services using tri-media and electronics (Sec. 90). In a similar vein, CHED developed the National Agriculture and Fisheries Education System (NAFES) to prioritize education and training in science and technology to advance social progress and fully liberate and develop all people (Secs. 65, 66). Tri-media and electronics (Sec. 90).

The Higher Education Modernization Act of 1997, also known as Republic Act No. 8292, grants permission to SUCs to construct extension centers in order to foster the growth of the latter. In order to promote more access to higher education, it also allows institutions to set up the adoption of cutting-edge and current forms of knowledge transmission, such as the use of information technology, open learning, community laboratories, etc.

The CBEA shall pursue extension service Programs, Activities and Projects (PAPs) that will help institutions, industries, and communities—particularly the underserved and depressed—achieve sustainable development through community extension services, institutional and

industry development, and gender and development programs. This is in accordance with Cagayan State University's (CSU) extension service thrusts and priorities. This illustrates the duties of Cagayan State University as a change agent and highlights its leadership in the creation and dissemination of knowledge at the intersection of instruction, research, and extension. Extension, it is claimed, contributes significantly to the process of knowledge generation and hence plays a crucial part in forming communities. The purpose of Extension is to provide knowledge that improves people's lives. Institutions with corporate obligations construct their extension programs in this framework in order to provide the communities with the knowledge, skills, and resources they need to lead transformed lives. Despite the fact that every faculty member is aware of the contributions extension activities have made to SUC leveling, AACUP accreditation, and Performance-Based Bonus (PBB), the implementation of extension activities is still low. In order to ascertain the causes of the faculty's low productivity in extension projects, programs, and activities at the university, and more specifically the College of Business, Entrepreneurship, and Accountancy, this study was carried out. The study's objectives were to ascertain the following: (1) the respondents' demographic profile; (2) their level of faculty involvement in extension; (3) the administration's level of support for the organization; (4) the issues that faculty involvement in extension services has led to; and (5) suggested solutions to those issues. (6) Conclusions from the study that can inform policy and interventions

RESEARCH METHODOLOGY

The study utilized descriptive-quantitative methods of research. Specifically, the descriptive survey method was employed. The researcher analyzed and interpreted the faculty involvement and organizational support in extension of CBEA from the information gathered. Information was gathered from the respondents using a questionnaire that was created through google form and was sent to them online via email and messenger.

Total enumeration was used by the researcher, however, considering the pandemic situation and other reasons like poor internet connectivity, only 25 respondents out of 32 answered the questionnaires, through a google form created for the questionnaire which was sent to the respondents via electronic mail and messenger. The data and information gathered from the validated questionnaire helped answer the specific questions in this study. The respondents of the study were the regular faculty at the Cagayan State University, College of Business, Entrepreneurship and Accountancy at Andrews Campus, Tuguegarao City. The sample of the study included 25 respondents.

INSTRUMENTATION

A structured questionnaire was the main instrument used in gathering the data needed in the study. The questionnaire was adopted from the studies of Dugyon Eva Marie (2015) and Nestor Sedanza (2018). Slight modifications of the instrument were made.

ANALYSIS OF DATA

For the analysis of data, descriptive statistics like frequency counts, percentages, and averages were used. The following scale were used in interpreting the means for the faculty involvement and organizational support of the CBEA faculty in extension services as follows:

Numerical Value	Statistical Limit	Description	Symbol
4	3.26 – 4.00	Highly Involved/ Highly Supported	HI/HS
3	2.51 – 3.25	Moderately Involved /Moderately Supported	MI/MS
2	1.76 – 2.50	Least involved / Least Supported	LI/LS
1	1.00 – 1.75	Not Involved / Not Supported	NI/NS

RESULTS AND DISCUSSIONS

Table 1: Demographic Profile of Respondents as to educational attainment

Educational Attainment	Frequency	Percentage
Master's Degree	22	88
Doctoral Degree	2	8
LLB	1	4
Total	25	100%

Table 1 shows that majority of the respondents are holders of Master's degree with a rate of eighty-eight percent (88%), eight percent (8%) have obtained a doctoral degree. There is one (1) faculty member who finished a degree in Bachelor of Laws and letters. Individuals with educational attainment at the college and advanced degree levels exhibited much lower risk of being in the unhealthy behavioral clusters than individuals with lower educational attainment, (Skalamera, J., & Hummer, R. A. (2016).

Table 2: Respondents' profile as to Sex

Sex	Frequency	Percentage
Male	12	48
Female	13	52
Total	25	100%

Table 2 shows that majority of the respondents are females. This implies that the respondents are female dominated. Proves their job performance and satisfaction. These results are also in line with the correlation results. Also, it becomes clear from the data that for improving the job performance and job satisfaction of men and women extension officers job stress and job involvement are the two most important variables respectively. Hence, these above said factors should be given more stress while formulating policies and designing programs. Mishra, D., & Chandargi, D. M. (2011). A study on profile characteristics of men and women extension officers and their job performance and job satisfaction. Karnataka Journal of Agricultural Sciences, 24(3).

Table 3: Respondents' profile as to faculty ranks

Faculty Ranks	Frequency	Percentage
Instructor 1-3	11	44
Assistant Professor 1-4	8	32
Associate Professor 1-5	5	20
Professor 1- 6	1	4
Total	25	100%

The table below shows that most of the respondents were instructor 1-3 that comprised 11 or 44%. Likewise, assistant professor 1-4 respondents got 8 or 32% of the total. Associate professor 1-5 got 5 or 20% while Professor 1 -6 comprised the smallest proportion that is 1 or 4% of the respondents. In this study, there was no association between research productivity and the academic rank. This finding was surprising since it was expected that senior faculty members would demonstrate higher research productivity than juniors. It is worth mentioning that in the Saudi education system, as probably in other systems, senior faculty members are not motivated in carrying out research for the purpose of promotion. However, the results reported here contradicts those reported by other investigators,³² who found that faculty staff with higher academic ranks produce more research articles than those with lower academic ranks. This finding should question the promotion criteria adopted in the Saudi context. Incentives are needed to encourage senior faculty members to invest some of their experience in producing scientific research. (Alghanim, S. A., & Alhamali, R. M. (2011).

Table 4: Respondents' profile as to field of specialization

Field of Specialization	Frequency	Percentage
Accountancy	4	16
Business	9	36
Entrepreneurship	2	8
Social Sciences	2	8
Languages	4	16
Mathematics and IT	3	12
Natural Sciences	1	4
Total	25	100%

As gleaned in Table 4, the respondents have varied field of specialization. Since the college offers accountancy, business administration and entrepreneurship, 4 of the respondents have specialization in accountancy while 9 have specialization in business. These respondents handle the professional courses while the rest of the respondents are responsible for the general and basic education courses. Only 1 of the respondents have specialization in natural sciences. In general, more educated and more affluent people are more likely to participate in surveys than less educated and less affluent people (Curtin, Presser, and Singer, 2000; Goyder, Warriner, & Miller, 2002; Singer, van Hoewyk, & Maher, 2000)

Table 5: Respondents profile as to number of teaching loads

Number of teaching loads	Frequency	Percentage
9	3	12
18	6	24
21	5	20
24 & Above	11	44
Total	25	100

It can be gleaned from the table below that 11 (44%) respondents have 24 & above units teaching loads, 6 (24%) have 18 units, 5 (20%) have 21 units of teaching loads and 3 (12%) have 9 units teaching loads. The respondents put forward that faculty members are sometimes overwhelmed with a number of tasks aside from 15-24 actual teaching units aside from teaching-related activities such as lesson preparation, developing assessment tools and grading student work. Teachers are also expected to do research and serve as workforce in various activities such as accreditation. The teacher's "workload has been expressed as a problem of faculty members in the conduct of extension services. The multiple responsibilities and IPCR targets could be one of the reasons why faculty members are not motivated to do extension. On the research and extension participation, performance and motivation of the faculty members of the Leyte Normal University, lack of time came out the number one problem encountered by the respondents in conducting research and extension programs, projects and activities. (Valle, L., Costan, E., Costan, F., General, E., Alcantara, G., Kilat, R. V. ... & Avila, D. (2022).

Table 6: Respondents profile as to number of teaching preparations

Number of teaching preparations	Frequency	Percentage
1	5	20
2	8	32
3 and above	12	48
Total	25	100

The table shows that 12 (48%) of the respondents have 3 and above preparations, 8 (32%) have 2 preparations, and 5 (20%) have 1 preparation for classroom teaching activities. For teachers in their first five years of teaching employment, they found that attrition from teaching employment was substantially greater among beginning teachers with only some or no teacher preparation (13.7%) than among those with extensive preparation (8.6%), even after controlling for confounding variables. Contrary to current USDE policy that de-emphasizes the importance of teacher preparation in pedagogy. (Boe, E. E., Cook, L. H., & Sunderland, R. J. (2006).

Table 7: Respondents level of involvement in extension

Level of faculty involvement in extension	4	3	2	1	M	rank
1) Participate in the planning and preparation of extension proposals	6	10	8	1	2.84	6.5
2) Participated in meetings on extension.	5	12	7	1	2.84	6.5
3) Crafted program proposals for the College	5	8	7	4	2.48	
4) Initiated partnership with other agencies for extension activities.	3	5	11	6	2.75	9.5
5) Prepared a MOA or MOU for the extension program	3	2	11	9	2.45	13
6) Participated in the implementation of extension programs.	9	7	8	1	3.70	1
7) Implemented research-based extension services	2	6	9	6	2.50	12
8) Mentored faculty in performing extension activities.	1	6	11	7	2.55	11
9) Served as proponents in extension services.	3	10	9	3	3.15	2.5
10) Served as one of the lecturers in extension	4	10	6	5	3.15	2.5
11) Performed monitoring & evaluation activities of the extension projects	1	10	8	6	2.80	8
12) Attended trainings on extension		9	12	4	2.75	9.5
13) Presented extension accomplishments in the campus	2	2	10	11	.90	14
Moderately involved	2.68					

The table shows that the respondents are moderately involved in extension works. Such involvement focused on their participation in the implementation of extension programs, lectures and proponents of extension programs and activities. The respondents are least involved in the preparation of MOA or MOU for extension activities as well as in the presentation of extension accomplishments in the campus. The results of the study revealed that the extension program of SUCs was well implemented. And, faculty and students were well involved. (Bidad, C. D., & Campiseño, E. (2010)

Table 8: Respondents responses on the extent of organizational support by administration

Extent of organizational support provided by the administration	4	3	2	1	M	Rank
1) The administration provides travel allowances for faculty attending seminar or training related to extension.	4	7	12	2	2.52	3.5
2) The administration provides vehicle for use in extension activities.	5	10	6	4	2.44	5
3) The administration adequately fund the extension programs of the college	3	13	9		2.76	2
4) The administration encouraged faculty extension workers to present their completed projects for in-house review.	6	16	3		3.12	1
5) The administration provides incentive to winners of in-house review presenter.	2	11	10	2	2.52	3.5
6) The administration provided ETL for faculty extension workers.	3	7	8	7	2.24	6
7) Communication allowance is provided to implementers.		6	7	12	1.76	7
Least Supported	2.48					

Table 8 shows that the respondents are least supported by the administration in general. However, the respondents claimed that they are highly supported in terms of encouragement in presenting their accomplishments during in-house review conducted by the university, provision of adequate fund for the extension programs of the college. The least support provided to respondents were the provision of ETL and communication allowance for faculty extension workers. It is hypothesized that high levels of support reflecting care in the organization about employee well-being will lead to more positive safety behaviour in the workforce. (Mearns, K. J., & Reader, T. (2008).

Table 9: Problems encountered among faculty in extension involvement

Problems encountered among faculty in extension involvement	Frequency	Percentage	Rank
1) Difficulty in crafting proposals for extension.	15	60	7.5
2) No action plan to guide the project.	12	48	11.5
3) No meetings/ briefing conducted on how to go about the extension projects.	12	48	11.5
4) No information dissemination as to the participation of the faculty.	10	40	14.5
5) Lack of knowhow and capability in conducting extension program, projects and activities.	15	60	7.5
6) Lack of time in conducting extension programs, projects and activities.	19	76	1
7) Lack of coordination among the faculty implementing the program, project or activities.	11	44	13
8) Conflicting schedules of both participants and extension workers.	17	68	2.5
9) Have negative attitude in conducting extension programs, projects and activities.	6	24	15
10) Extension programs, projects and activities are not aligned with the specialization of the college.	2	8	16
11) Lack of funds to implement the different programs, projects and activities.	15	60	7.5
12) Lack of cooperation by the participants.	10	40	14.5
13) Transportation is not available all the time.	15	60	7.5
14) Extension workers are not given incentives.	17	68	2.5
15) No monitoring and evaluation of the services conducted.	14	56	10
16) No action plan to guide the project implementation	1	4	16

The table shows that lack of time in conducting extension program, projects and activities was rank number 1 as the problem encountered by the respondents followed by extension workers are not given incentives and conflicting schedules of both participants and extension workers. The problem on no action plan to guide the project implementation was the lowest with only one respondent. This result is quite similar with the findings of Bandit (2016) and Enriquez (2013) which is heavy academic workload hinders the conduct of extension activities among the faculty members. It was found that communication barriers existed between the faculty and their stakeholders. Stakeholders were not getting the information they needed to solve their daily problems. (Kelsey, K. D., & Mariger, S. C. (2002).

Table 10: Suggested solutions to the problems encountered by faculty in extension involvement

Suggested solutions to the problems encountered by faculty in extension involvement	Frequency	Percentage	Rank
1) Provide trainings on preparing proposals for extension.	22	88	1.5
2) Prepare action plans to guide the project.	18	72	13
3) Conduct Meetings/ briefing on how to go about the extension projects.	19	76	10
4) Conduct Information dissemination on the participation of the faculty.	19	76	10
5) Conduct of Trainings and capability building in extension program, projects and activities .	21	84	5
6) Provide ample time in conducting extension programs, project and activities.	20	80	7.5
7) Observance of proper coordination among the faculty implementing the program, project or activities.	17	68	14
8) Consider the common time and availability of both participants and extension workers.	19	76	10
9) Presence of positive attitude in conducting extension programs, projects and activities.	14	56	15.5
10) Align Extension programs, projects and activities with the specialization of the college.	14	56	15.5
11) Availability of funds to implement the different programs, projects and activities.	20	80	7.5
12) Proper motivation of participants.	21	84	5
13) Transportation must be available all the time	19	76	10
14) Provide incentives to faculty conducting extension works.	22	88	1.5
15) Deload faculty members with extension activities	21	84	3
16) Presence of monitoring and evaluation of the services conducted.	18	72	12

The table shows the respondents suggested solutions to the problems encountered in extension. The solutions suggested which got the highest number of respondents are provide trainings on preparing proposals for extension and provide incentives of faculty conducting extension. The second solution suggested was the deloading of faculty with extension activities and the least solution to the problems encountered in extension are presence of positive attitude in conducting extension programs, projects and activities and Align Extension programs, projects and activities with the specialization of the college. Faculty members are usually very busy schedule of faculty members considering the multiple functions they perform. Along with the hectic schedule, the faculty-extensionists also lack the motivation to do extension services. When asked how to possibly solve the issue, some of the respondents" suggested the reduction of teaching loads or providing teaching load equivalent. (Sermona, N., Talili, I., Enguito, R., & Salvador, M. (2020).

PROPOSED POLICY TO IMPROVE FACULTY INVOLVEMENT AND ORGANIZATIONAL SUPPORT IN EXTENSION

- 1) Conduct capability building program through provision of regular training, seminar and workshop to all faculty implementing extension activities to capacitate them in conducting extension.
- 2) Proper scheduling, coordination and cooperation in the conduct of extension, instruction and other extra-curricular activities of the college and university.
- 3) Deloading of faculty who are implementing extension program, project from their regular teaching hours to have ample time in their extension activities.

CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

- 1) Majority of the respondents are master degree holders, females with faculty ranks of instructor 1-3, accountancy as the major field of specialization, 24 & above units teaching loads, and with 3 and above teaching preparations.
- 2) The respondents are moderately involved in extension.
- 3) Lack of time in conducting extension programs, projects and activities came out as the number one problem encountered by the respondents
- 4) The number one proposed solution to the problem encountered by the respondents are providing trainings on preparing proposals for extension and incentives to the extension workers.

RECOMMENDATIONS

Based on the conclusions drawn from the findings of this study, the following recommendations are the as follows.

- 1) There is a need for faculty members to attend trainings and continuously involve themselves in extension.
- 2) There is a need to provide incentives to faculty members doing extension activities.
- 3) Faculty members should be deloaded for another 3 units per semester to acquire ample time for extension.
- 4) Regular assessment of the capabilities of faculty in extension must be conducted to enhance their appreciation and motivation in conducting extension works.
- 5) Administration must come up with proper scheduling of extension programs, projects and activities, classroom instructions and extra-curricular activities to avoid conflict in the conduct of these functions or activities.
- 6) Another study may be conducted considering other areas in extension.

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