

Short Paper

# Perceptual Motivation and Involvement of Faculty towards Community Extension

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## Abstract

It is through the execution of pertinent extension initiatives that Higher Education Institutions (HEIs) contribute significantly to the growth of the communities. The study looked into the institutional, personal, and professional motivations, involvement, and challenges of college faculty toward the conduct of community extension activities. Descriptive research was employed in the study which included a survey questionnaire. The study used convenience sampling from the college faculty of Cavite State University – Silang, Campus, Cavite Philippines. The respondents concurred that the most pertinent institutional motivations for participating in community extension were achieving university accreditation and improving the school's standing. It was also found that the professional motivations of faculty were to get excellent remarks in the Individual Performance Commitment Review (IPCR) and believed that their engagement in community extension would be significant to their promotion. Their participation in initiatives for gender and development (GAD) and skill development was evident. However, it was discovered that, based on experience, the lack of time for carrying out extension activities was identified and they perceived that the lack of interest in extension thrusts and priorities might be a problem. It is noteworthy how hard college faculty members work to participate in the various campus-wide extension programs. However, it must be ingrained that community initiatives function best when self-support, self-reliant, and self-sustaining principles are followed as a way to empower the clientele. The findings will help school administrators review their community extension policies and make decisions that are in line with the goals of the university.

*Keywords – Community extension services, institutional motivations, personal and professional motivations, community involvement, community development*

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## INTRODUCTION

Motivation has been understood as a natural need or drive that prompts people to act. Despite being primarily derived from the intrinsic merits of teaching, several things can weaken a teacher's motivation (Han & Yin, 2016). There are also extrinsic motivations that are related to their professional and non-professional growth that need to be looked at. Faculty community participation has a wide range of intrinsic and extrinsic motives founded on individual objectives, self-identity, and some organizational cultures (O'Meara, 2008). In doing community extension, the element that is more important than any other motivation is the heart in doing it. When providing extension services, educators are expected to be passionate about helping the community, regardless of whether this is required of them by their institutions or is done for their own personal or professional purposes. Understanding the idea of extension, which is helping people through education and training, identifying beneficiaries' problems, and coming up with solutions is also crucial. The beneficiaries' families and the community are also taken into

consideration in addition to their personal growth. Furthermore, extensionists should impart actions connected to the delivery of information and services needed by the stakeholders, particularly in rural regions, to embody the actual spirit of practicing extension. These could be achieved by providing training, workshops, and technical advice, assisting and supporting the beneficiaries in developing their own technical, organizational, and managerial skills and practices with the ultimate goal of improving livelihoods and well-being (Codamon-Dugyon, 2016).

The need to address social concerns (e.g., no poverty) has been made clear in several programs launched by diverse organizations around the world. Thus, the need to conduct community extension of college faculty is part of a calling. The university takes steps in response to this call to ease the delivery of extension services. To achieve the goals of the university in its service areas, the implementation of extension services that better technology transfer and management for higher productivity is a crucial prerequisite. Teachers participate in extension activities with the assigned tasks in contributing their time, effort, and talents to the initiatives in the university's service areas. Their areas of teaching and research products are directly tied to their social involvement (Wenglinksy, 2001). As a result, their participation in community extension initiatives strives to increase the community's capacity for self-development. A faculty member's commitment to time and energy may be more of a duty than a mandate. To comprehend beneficiaries, see how community extension connects with the faculty extensionists, and improve the practices of extension activities in higher education, Stoecker (2014) claimed that good research is required.

To provide its clients with knowledge based on research, CvSU's extension service collaborates with other organizations. Each of CvSU's campuses, colleges, and departmental units has its community-based extension projects. Every project that is undertaken is based on the university's research and extension agenda. By performing pertinent and responsive research, introducing livelihood pieces of training, holding seminars and workshops, and providing education, the research and extension services have been making use of the community's potential. The mission of CvSU-Silang, as one of the satellite campuses and an HEI, is to advance research and extension services that are consistent with the university's research & extension thrusts. The research and extension agenda is aligned with the current thrusts of the UN Development Goals, the National Economic Development Authority (NEDA), the Department of Agriculture (DA), CHED's Research Development and Extension programs, the regional, and provincial goals, and its partner agencies to delineate its contribution towards its advancement and support the university's vision to become one of the research universities. To make decisions on how to support faculty who are consistent with an institution's mission and goals, school officials need to understand what motivates teachers to take part in activities that enhance their careers (Hardre, 2012). Hence, it is crucial to comprehend the reasons behind and challenges encountered by the college faculty in conducting extension activities in their community. To ascertain the institutional, personal, and

professional motivations, level of involvement, and issues of college faculty in conducting community extension activities, this study was carried out.

## LITERATURE REVIEW

The Department of Local Government and Community Development (DLGCD) helped the community extension service become well-known in the early 1970s after it was formed as a national system in the Philippines in 1952. Its implementation is carried out across the country by the DA, the Department of Environment and Natural Resources (DENR), public and private HEIs, and non-governmental organizations (NGOs) (Gonzales, 2008). Under Republic Act 7722, HEIs responded to the need for social change. The 1987 Philippine Constitution and the 1982 Education Act served as the foundation for its philosophy, policies, aims, and objectives (Gonzales, 2008). Additionally, (Bautista, 2023) the state universities and colleges (SUCs) in the Philippines were required to increase their research and extension efforts by Republic Act No. 8292, also referred to as the "Higher Education Modernization Act of 1997". The conduct of community extension services in HEIs has been mandated by the Commission on Higher Education (CHED) (Llenares & Deocares, 2018). Recently, the CHED issued Memorandum Order (CMO) No. 52, series of 2016 to HEIs "to help improve the quality of human life of Filipinos, respond effectively to changing societal needs and conditions; and provide solutions to problems at the local community, regional and national levels" (CHED, 2016, p.12). According to Laguador et al. (2014), the university's involvement in delivering extension services to the adapted community fosters cooperation and compassion. Salazar (2020) asserts involvement in extension activities makes the community feel the presence of the institution in extending its expertise in line with its programs and can be achieved by creating community initiatives that maximize societal outcomes (Llenarres & Deocares, 2018; Salazar, 2020) through leveraging faculty and/or students classroom experiences.

Hence, HEIs are mandated to render extension service hand in hand with instruction, research, and production (Sumadsad & Ruiz, 2013). This is done in appreciation of the crucial part that universities and colleges play in the growth of respective service communities. Faculty, staff, and students play a critical role in engaging with communities (Atilas, 2018). They play a key role in prosperity, growth, and employment, and they can help the economy recover (Nimer, 2020). Because of this, a college faculty member is involved in three different functions: instruction, research, and community extension. They must make their intellectual resources available to their communities. It is expected that they will be able to show that they can perform tasks like performing needs assessments, creating and implementing programs in response to needs, and assessing extension programs with proficiency (Downey, 2022). Although community extension is undervalued (O'Meara, 2008) and less popular than the other two missions (Preece, 2011), it is significant to the roles of faculty in the service areas of the institutions. Nevertheless, community extension programs and services empower members of the community, which results in change (Codamon-Dugyon, 2016). Nimer (2020) averred community extension engagement constitutes the support of the HEIs in

bringing different groups together to achieve a common objective. Partnerships between universities and the local community generate harmony and advantages, and (Medina, 2018) observed that their involvement supports sustainable development in the communities they served.

Recently, HEIs' community extension initiatives are grounded in at least one of the 17 Sustainable Development Goals (SDG) that the United Nations has established. Likewise, former President Duterte's 10-Point Socio-Economic Agenda, which connected community development initiatives to the demands of local and global development, emphasized its inclusion. Further, it highlighted in the *AmBisyon Natin 2040*, a set of development planning guidelines established by the NEDA which aims to provide all Filipinos with a deeply rooted, pleasant, and secure life (Exec. Order No. 05, 2016). Furthermore, the institutional and functional mandate outlined in the DA's Vision and Mission highlights the necessity of enhancing the delivery of extension systems through the transfer of established university technologies in its services sector. Finally, in the pursuit of inclusive social and economic development, the CHED through CMO 52, S2016 inspires HEIs to engage faculty members to conduct community extension services. Hence, the success of a community extension program should depend more on how open the community is to change and how stakeholders see the institution's efforts to empower the community as a whole as opposed to just its financial partners or institutions (Llenares & Deocres, 2018). To assert lessons on what works and what doesn't and why, completed extension projects must go through Impact Assessment (IA) which will measure the changes made by the community extension initiatives (Davis et al., 2008).

## **METHODOLOGY**

### **RESEARCH DESIGN**

The study used a descriptive research approach and includes a survey questionnaire to examine the faculty motivations, involvement, and problems in community extension activities conducted by faculty extensionists. The purpose of descriptive research design is to describe the characteristics of a population (Almeida et al., 2016).

### **RESEARCH INSTRUMENT**

Since the instrument was modified from the study of Gonzales (2008), it underwent phases of validation to check its fitness to the context of time, participants, and the research locale. There were three experts in the field of research and the extension validated the instruments and checked if the questions will effectively capture the topic under investigation. The questionnaire constituted four parts; institutional motivation, personal and professional motivations, degree of involvement, and problems based on experience and perception. Institutional motivations consisted of 5 questions

(e.g. "I am motivated in conducting community extension to contribute to the Office Performance Commitment Review (OPCR) rating of the campus"). Professional and personal motivations consisted of 15 questions (questions 1-6 asked about professional motivations, and questions 7-15 asked about personal motivations). The degree of involvement consisted of 7 themes of extension activities (e.g., information literacy, livelihood training). Problems based on experience and perception were listed and ranked.

## **RESPONDENTS**

The study area was Cavite State University - Silang Campus. The study used convenience sampling and targeted 62 college faculty from eight different programs, namely; Psychology, Business Management, Tourism, Hotel and Restaurant Management, Information Technology, Computer Science, Elementary Education, and Secondary Education college faculty members. The sample was drawn from a list obtained from campus administration which provided details of names, and departments/units. Faculty respondents were selected based on the following criteria: (a) teaching in college, (b) being involved in community extension of their respective units, and (c) with a minimum of three years of teaching experience.

## **DATA ANALYSIS**

The data processing was done through the use of SPSS version 20 and was analyzed using Frequency and Percentage to describe the problems that affected college faculty members to conduct community extension work. Mean was used to describe the perceptions of college faculty on institutional motivation in engaging in community extension, the level of personal and professional motivations of college faculty to conduct community extension and the degree of involvement of college faculty in the different community extension programs implemented by each department. To evenly split the responses into simple dichotomies, a four-point Likert scale was used. It reports one response without considering the middle responses (Santiago et al., 2021).

For institutional, personal, and professional motivations, the following scale was used: 3.51-4.00: Strongly Agree; 2.51-3.50: Agree; 1.51-2.50: Disagree; 1.0-1.50: Strongly Disagree, and 3.51-4.00: Very Involve; 2.51-3.50: Involve; 1.51-2.50: Slightly Involve; 1.0-1.50: Not Involve, respectively. The ranking was utilized to determine the order of indicators from highest to lowest as regards the problems that affect college faculty members to conduct community extension work.

## **RESULTS AND DISCUSSION**

As seen in Table 1, the college faculty members highly agreed with the institutional motivation for engaging in community extension as indicated by the composite mean score of 3.53. In particular, the highest value of the mean score was evident by the

motivation in conducting community extension to contribute to passing the university accreditation and uplift the school standing with a mean score of 3.72. The respondents concurred that achieving university accreditation and enhancing the school's reputation are the top institutional motivations for engaging in community extension. This could be a result of the continuous orientation conducted by the university management, an indication of the quality delivery of programs and services. This also appears to be a realization of the college faculty member that community extension is one of the expected functions of a university, more so for a state university. Gonzales (2008) maintained extension does not just respond to the needs of a community but also to the mission and vision of the institution that led its programs. This information supports the findings of the study by Rubio et al. (2016), which found that faculty engagement in community extension is imposed as a function or an obligation with which every faculty member must comply, even though it is mandated by CHED as one of the thrusts and least emphasized among the core functions due to the lack of a clear and common mandate. Since it is difficult to find community engagement strategies and philosophies that are consistent with the institution's objective Nimer (2016), it is, therefore, necessary that faculty members are well-versed in the projects and activities that are offered to the clientele.

Table 1. Perceptions of College Faculty on Institutional Motivation in Engaging to Community Extension

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. I am motivated in conducting community extension to contribute to the Office Performance Commitment Review (OPCR) rating of the campus.	3.35	Agree
2. I am motivated in conducting community extension to contribute to the realization of the Vision-Mission of the University in the service area.	3.62	Strongly Agree
3. I am motivated in conducting community extensions to contribute to helping the poor and the needy as identified beneficiaries of our extension projects and activities.	3.67	Strongly Agree
4. I am motivated in conducting community extension to contribute to passing the University accreditations and uplift the school's standing.	3.72	Strongly Agree
5. I am motivated in conducting community extension to contribute to transforming society.	3.32	Agree
<b>Composite</b>	<b>3.53</b>	<b>Strongly Agree</b>

Scale: 3.51-4.00 Strongly Agree; 2.51-3.50 Agree; 1.51-2.50 Disagree; 1.00-1.50 Strongly Disagree

On the other hand, the lowest mean was evident on the item, transforming the society, which obtained a score of 3.32 to denote agreement. While the result is perceptual, it is possible that the college faculty are not able to realize the value of their programs/projects/activities as a vehicle for social transformation. The findings further

suggest that more orientation be undertaken by the management of the University so that all these community extension projects/activities would redound eventually to the transformation of lives of the people that CvSU-SC serves. Academic institutions' community service helps and improves the quality of people's lives (Laguador & Chavez, 2013). Additionally, a commitment to the institution's mission and vision is equivalent to a commitment to the society's mission (Mojares, 2015).

As shown in Table 2, the level of personal and professional motivations of college faculty to conduct community extension revealed a composite mean score of 3.29 to denote agreement. For professional motivations, the highest values of mean were evident by the following: 1) contact hour's equivalent in the workload ( $\bar{x} = 3.57$ ); 2) motivated to get excellent remarks in the Individual Performance Commitment Review (IPCR) rating ( $\bar{x} = 3.54$ ); and 3) for promotion in the future ( $\bar{x} = 3.53$ ). The highest values of mean for professional motivations on the other hand are 1) 3) self-fulfillment ( $\bar{x} = 3.60$ ); 2) the opportunity to give help to other people ( $\bar{x} = 3.57$ ); 3) the opportunity to develop friendships and linkages (3.53); and 4) worth of accomplishment ( $\bar{x} = 3.53$ ) when engaged in community extension activities. Said findings may be attributed to the fact that the college faculty realize their role or function and/or are contented in conducting community extension work. The hope is that their engagement in community extension activities would contribute to elevating their academic rank while enjoying the equivalent contact hours in the workload system of the university. Probably by doing so, the college faculty find meaning in extending support to others; a chance to establish relationships and eventually feel good about it. The similarities in the respondent's perceptions support the study of Mojares (2015) on what extension should be and how the extension ought to be performed. Conversely, the lowest mean obtained for professional motivations was evident by the sufficient support in the form of allowance which obtained a score of 2.33 to denote disagreement. While the university allocates a budget in the Annual Investment Plan (AIP), the college faculty agrees to it. Additionally, it should be emphasized that the full-time faculty members benefit from the 3 community extension hours (equal to a 3-unit teaching load) offered each week. Part-time faculty who are involved in their respective extension activities are not eligible to claim the same privilege. The lowest mean obtained as personal motivation was the opportunity for independent action at work with a score of 2.90 to denote agree. Again, community extension services form part of the Individual Performance Commitment Review (IPCR) which is also a component of faculty evaluation. On the other hand, the Office Performance Commitment Review (OPCR) is a product of the management of the campus and represents a collective rating.

During community extension, establishing relationships and connections will enhance partnerships. Suresan et al. (2019), initiatives that capitalize on one another's strength foster community building and civic involvement by attending to societal needs. This can best be accomplished by working together with the community and university extension, with a focus on developing community leadership ability to carry out the objective (Stoecker, 2014). The strong faculty engagement in community extension



creates a feeling of the worthiness of doing good through community service. This implies a shared understanding of the goals of particular community projects, including the project partners (Preece, 2011).

Table 2. Level of Personal and Professional Motivations of College Faculty to conduct Community Extension

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. I am motivated to get excellent remarks in the Individual Performance Commitment Review (IPCR) rating.	3.54	Strongly Agree
2. I am motivated to engage in community extension activities for promotion in the future.	3.53	Strongly Agree
3. The National Budget Circular (NBC) ranking motivates me to engage in community extension activities.	2.67	Agree
4. I am motivated to engage in community extension activities due to incentives.	2.67	Agree
5. I am motivated to engage in community extension due to the contact hour's equivalent in the workload.	3.57	Strongly Agree
6. There is sufficient support in the form of allowance from the University that motivates me to engage in community extension activities.	2.33	Disagree
7. I feel like it is my responsibility to engage in community extension to help uplift the lives of the beneficiaries.	3.72	Strongly Agree
8. I feel safe in the community when we conduct community extension activities.	3.33	Agree
9. I take it as an opportunity to give help to other people.	3.57	Strongly Agree
10. I take it as an opportunity to develop friendships and linkages.	3.53	Strongly Agree
11. I take it as an opportunity to participate in the goal setting of the office.	3.33	Agree
12. I take it as an opportunity to participate in determining methods and procedures.	3.25	Agree
13. I take it as an opportunity for independent action in my work.	2.90	Agree
14. I feel fulfilled when I am engaged in community extension activities.	3.60	Strongly Agree
15. I feel that my accomplishments in conducting community extension activities are worthy.	3.53	Strongly Agree
<b>Composite</b>	<b>3.29</b>	<b>Agree</b>

Scale: 3.51-4.00 Strongly Agree; 2.51-3.50 Agree; 1.51-2.50 Disagree; 1.00-1.50 Strongly Disagree

Table 3 shows the degree of involvement of college faculty in the different community extension programs as implemented by each department obtained a composite mean score of 3.38. The highest value of mean among the indicators was similarly evident by skills development, and gender & development with obtained mean scores of 3.48 accordingly to denote involve. The lowest mean score was evident by health and wellness ( $\bar{x} = 3.38$ ) which was followed by environmental education ( $\bar{x} = 3.20$ ).

Overall, the findings validate the involvement of all college faculty in the different community extension projects implemented by each department through the encouragement and assignment of Unit Heads; a basis for IPCR rating; and a criterion for tenure, regularization, and re-hiring, among others. It can be noted, however, that their involvement may not be fully maximized, Medina (2018) opined that it could be because some academic departments are not yet ready for community extension endeavors. Further, various views on extension imply that extension as a function of HEIs is not well-infused into the consciousness of college faculty in the entire institution for them to fully involve in the different extension activities conducted by their respective units. Their teaching pedagogies are developed through active participation in organized community service. It is dedicated to meeting local community needs while developing their academic skills, civic responsibility, and commitment to the community.

Table 3. Degree of Involvement of College Faculty in the Different Community Extension Programs implemented by each Department

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. Information Literacy	3.42	Involved
2. Livelihood Training	3.47	Involved
3. Skills Development	3.48	Involved
4. Environmental Education	3.23	Involved
5. Gender and Development	3.48	Involved
6. Health Education	3.20	Involved
7. Wellness Activities	3.38	Involved
<b>Composite</b>	<b>3.38</b>	<b>Involved</b>

Scale: 3.51-4.00 Very Involved; 2.51-3.50 Involved; 1.51-2.50 Slightly Involved; 1.00-1.50 Not Involved

Nonetheless, the social involvement of college faculty extensionists supports Rubio et al. (2016) stating that the focus of extension programs is to promote activities in the area of social, environmental, and life course development. This asserts that community extension programs help individuals learn and acquire knowledge outside the classrooms in which faculty are exposed to real-world situations applying their skills and talents to their targeted beneficiaries (Abuyo & Roque, 2016). Their intervention programs are also a form of investment for improving the community's productivity,

increasing their incomes, and uplifting the quality of life of the community (Anderson & Feder, 2003). Further, Chua et al. (2014) maintained that all community extension activities are institutionalized for the faculty, school administration and even the student could share resources and expertise that form part of the school's involvement program. Faculty involvement fosters democratic ideals, encourages meaningful education, and is a way to knowledge formation and utilization towards social transformation.

In Table 4, the problems experienced by the faculty-respondents affecting the conduct of community extension work were: 1) lack of time in carrying out extension activities; 2) difficulty in getting the fund for extension; and 3) lack of incentives for extension works. The lack of time as mentioned in Medina (2018) is one of the listed reasons the community extension is least acted on by faculty members. It can be attributed to the small number of faculty holding the plantilla positions, part-time faculty given teaching contact hours beyond the minimum, and the fact that some of them are also employed in the private sector or at other academic institutions. One advantage of having a plantilla post for academics is the privilege to get incentives, which support the execution of community extension projects. With only a small budget, assistance from faculty extensionists, and backing from the LGU, it is nevertheless carried out. This demonstrates the faculty's dedication to offering assistance and volunteering their time and talents to the community. Problems also include the unclear and arbitrary application of policy directives regarding the workload system, the teaching load exceeding the minimum while also requiring attention to strategic tasks, the ambiguous procedure for requesting funds and the protracted wait for a refund, and the lax enforcement of the requirement to add three (3) credit units to the teaching load.

On the other hand, the problems perceived by the faculty-respondents affecting the conduct of community extension work were: 1) lack of interest in the extension thrusts and priorities; 2) lack of education and training for extension activities; and 3) inadequate external extension linkages. Even though the university's Office of Research and Extension runs effective programs on capability building, most of the college faculty being sent to the training are tenured. The perception of issues is also linked to the college faculty's brittle awareness of the university's goals and priorities, as well as the poor comprehension of their engagements in community programs that encourage social change.

Perceived problems are also associated with the frail consciousness of college faculty to the thrusts and priorities of the university and a weak understanding of engagements in community projects that propels social transformation. In addition, faculty members lack the experience necessary to negotiate collaborative ventures with organizations like NGOs, GA, and others which is crucial to community engagement. According to Mahlomalo and Matobako (2006), university community engagement fails to affect community transformation because genuine participation is not given enough attention. This demonstrates the challenges that have been recognized as observed by college faculty members and rated based on their experiences. Abramo et al., (2009)

revealed that the productivity of college faculty extensionists has been linked to a range of factors, including faculty position, sex, age, education level, and motivation, as well as environmental (policies, and finance availability) and institutional characteristics (institutional type, number of faculty members, and department). One of the required duties is to participate in community outreach to which the clientele may be impacted by the institution's faculty presence in the service area (Salazar, 2020).

Table 4. Problems Based on Experiences that affect College Faculty Members to conduct Community Extension Work

Experienced Problems	Experienced		
	F	%	Rank
1. Lack of time in carrying out extension activities	43	72.0	1
2. Difficulty in getting the fund for an extension	41	68.0	2
3. Lack of incentives for extension works	37	62.0	3
<b>Perceive Problems</b>			
1. Lack of interest in the extension thrusts and priorities	37	62.0	1
2. Lack of education and training for extension activities	31	52.0	2
3. Inadequate external extension linkages	30	50.0	3

## CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it can be concluded that the perceptions of college faculty on institutional motivation towards community extensions are an obligation that needs to be complied with. Their institutional motivations were built from fulfilling the university's vision and mission, doing good deeds for the underprivileged, and contributing to their success in getting accredited. Their levels of personal motivation were demonstrated by the high IPCR grades, promotions, and monetary compensation for the task they performed. Taking responsibility, assisting others, creating connections and relationships, feeling worthy, and achieving personal fulfillment are some of the professional motivations. Note that college faculty would want to extend their help by showcasing what they can give through skills development and training, hence, their involvement in different community extension activities would help them grow personally and professionally. According to experience and perception, the biggest issues with extension activities were the lack of time and enthusiasm for the extension thrusts and priorities. Regardless of the difficulties they face, faculty participation in community extension deepens their already-existing desire for service in community development

initiatives. This must continue to guarantee the delivery of effective extension services and a positive learning environment, which will subsequently increase faculty productivity.

The institutional, personal, and professional motivations of faculty in doing extension work may be further developed by the university management through the conduct of continuous pieces of training, putting part-time faculty extensionists into roles with incentives (monetary or non-monetary), sustaining the training, deploying mobilizers to create community groups, and consistent monitoring, guidance, and evaluation. They may consider reviewing its strategies of implementation, financial allocation, and utilization to every extension project, and create mechanisms that will involve all faculty members (regular or part-time) in the conduct of community extension work. Aside from funding and incentives, the workload (teaching, research, and extension) of faculty may be reviewed so they will be able to consistently perform community extension work. Moreover, faculty involved in extension should have a clear direction when it comes to the implementation, information dissemination, and development of community extension projects. To sustain the long-term plan of the approved and ongoing community extension projects, the college faculty should help the university by offering assistance in outsourcing partnerships, linkages, and collaborators for funding opportunities. Build linkages and coordinate with non-government, government agencies, and local government units to complement and supplement each other's services and resources. Extension activities may be best implemented by utilizing a multi-disciplinary approach, thus, integrating it into the current extension activities implemented by the different programs.

## **IMPLICATION**

This research will provide a perspective to other HEIs on how their faculty viewed their third function, how much their faculty are involved in their extension projects, and what are their experiences serving the community. This will also assist school officials in reviewing their community extension policies and in making decisions that are consistent with the objectives of the university. The faculty, administration, and policymakers can significantly benefit from the study's findings to assist the extension operations going forward.

## **DECLARATIONS**

### **CONFLICT OF INTEREST**

No conflicts of interest exist between the authors that might be deemed significant to the article's content.

## **INFORMED CONSENT**

Informed consent was obtained from all subjects involved in the study.

## **ETHICS APPROVAL**

Approval to conduct the study was obtained from the local ethics committee and the administrator of the campus.

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