

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 10, 3559 – 3571

<http://dx.doi.org/10.11594/ijmaber.04.10.13>

---

## Research Article

### Status of Engagement and Commitment of Faculty Members in Extension Services in BulSU External Campuses: Basis for an Action Plan

Maricel E. Sierto\*, Ricky J. Navarro

General Education and Academic Resource Department, Bulacan State University – Bustos Campus, 3007, Philippines

---

#### Article history:

Submission October 2023

Revised October 2023

Accepted October 2023

#### \*Corresponding author:

E-mail:

[maricel.sierto@bulsu.edu.ph](mailto:maricel.sierto@bulsu.edu.ph)

#### ABSTRACT

The main objective of this study is to determine the level of commitment of external campus faculty members to the implementation of extension services. In particular, this study sought answers to the following questions: (1) What is the demographic profile of the respondents in terms of gender, employment status, years in service, years in doing extension, and number of extension involvement? (2) What is the level of engagement of faculty members in external campuses in conducting extension services? (3) What is the level of commitment of faculty members in external campuses in conducting extension services? (4) What action plan may be developed to improve the involvement of faculty members in external campuses in conducting extension services? This study used a descriptive study using a questionnaire to collect relevant data. The results show that (1) More female faculty members provide extensions compared to male faculty members. Full-time faculty must provide extension services as one of their primary responsibilities; irregular may collaborate with permanent faculty. Because tenured faculty are aware of their core responsibilities, they must commit hours of extension activities even when they are available for teaching responsibilities. Regular faculty continue to be committed to extension services. (2) Faculty members show great appreciation in providing extension services and considering the efforts of the partner community because they believe that they are their potential partners in community development. (3) Faculty members provide extension services not only for accreditation purposes, but also to promote sustainable development, especially in marginalized areas.

**Keywords:** *Commitment, Engagement, Extension services*

---

#### How to cite:

Sierto, M. E. & Navarro, R. J. (2023). Status of Engagement and Commitment of Faculty Members in Extension Services in BulSU External Campuses: Basis for an Action Plan. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(10), 3559 – 3571. doi: 10.11594/ijmaber.04.10.13

## **Introduction**

Universities are tasked with providing extension services hand in hand with teaching, research and production activities. It is recognition of the vital role that colleges and universities play in advancing communities, especially underserved and depressed communities. Since colleges are responsible for implementing extension programs designed to achieve development goals, it is of utmost importance that colleges conduct monitoring and evaluation at local level of the results of their community programmes.

Extension programs were originally designed to “spread” science-based knowledge to various fields to improve the community’s life. The expansion has thus been accompanied by the components of technology transfer, broader development aims, management skills and not formal education. Increased production, improved yields, training for farmers and technological transfers are a major focus of the traditional extension approach in developing countries. Today’s understanding of extension includes facilitation, education and learning in addition to technology transfer, and includes helping groups, solving extensions and working which involve a number of service providers as well as additional agencies. It is possible to define extension as a sector of organisations, which are all working towards supporting people involved in production and facilitating their problem solving efforts; being able to provide information, skills or technologies for improving their livelihoods through links with the markets and various stakeholders on the value chain (Brinia & Davim, 2020).

It is believed that community people who are the focus of the university’s extension service program can be lifted from helplessness to confidence, from ignorance to heightened awareness, from indifference to positive participation, and from aimlessness to commitment. They are carried out through the effective implementation of the extension service program of the university. The university continues to respond to the needs of related industries and various sectors of the community. It strengthens the roles of the Office of Extension Services

and develops a strategic plan that provides a framework for institutional and industry linkages and community engagement, with a special focus on significant poverty alleviation programs and the provision of expert services needed by service area communities.

## **Statement of the Problem**

This study primary objective is to determine the level of engagement and commitment of faculty members in external campuses in conducting extension services, and to develop an action plan to improve the involvement of faculty members in conducting extension services. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 Gender;
  - 1.2 Employment status;
  - 1.3 Years in service;
  - 1.4 Years in doing extension; and
  - 1.5 Number of extension involvement?
2. What is the level of engagement of faculty members in external campuses in conducting extension services?
3. What is the level of commitment of faculty members in external campuses in conducting extension services?
4. What action plan may be developed to improve the involvement of faculty members in external campuses in conducting extension services?

## **Conceptual Framework**

The design of this study adopted the Input-Process-Output (IPO) model as shown in Figure 1. The input variables consist of three clusters. The demographic profile of respondents for the first input variables consists of gender, employment status, years in service, years in doing extension, and number of extension involvement. The second group is the level of engagement of teaching staff to the implementation of extension services, and the third group is the level of commitment of teaching staff to the implementation of extension services.

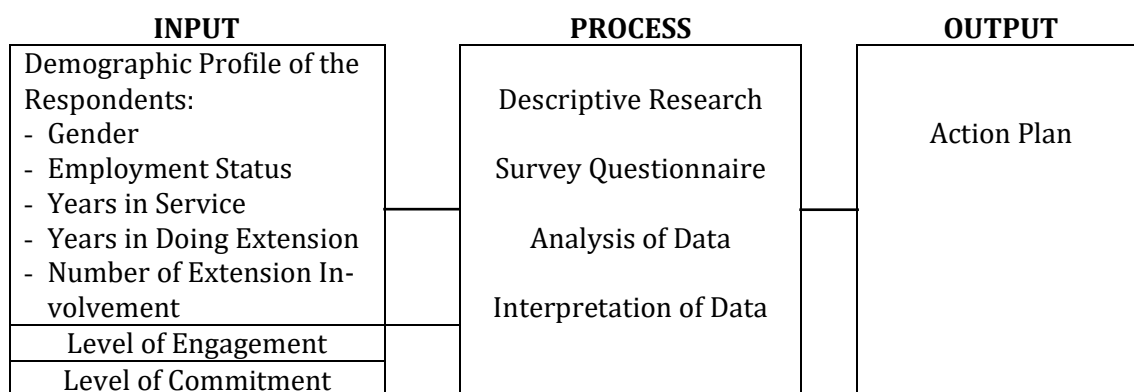


Figure 1. The Paradigm of the Study

### Related Literature

Higher Education Institutions (HEIs) in the Philippines have also contributed to the Philippine Development Agenda (PDA) 2020 by making optimal policy interventions more accessible to the public. Its objective is to bring about constructive social development by eliminating inequality, promoting family values and solving socially determined problems helping disadvantaged individuals. Additionally, higher education institutions have adopted needs-based practices to achieve results using a multitude of delivery mechanisms. Community's beneficiaries have similar requirements in terms of health, literacy, social services, and livelihood (Medina, 2018).

Extension services are detailed reports of activities aimed at implementing a series of measures for specific beneficiaries. Extension programs are distinguished as follows: a) emphasis on the beneficiary's request; b) the goal of improving their meaningful behavioral patterns; c) a series of activities; and d) include systematic reviews (Rubio et al., 2016).

The current trend towards social responsibility calls for evaluation of extension services. A successful expansion program begins with the definition of specific objectives, which are the basis for defining work processes and evaluating implementation performance. Responding to the ever-changing demands of many rural communities around the world is an important issue for extension services, as extension workers must have the skills, knowledge and ability to help communities respond to these changes and challenges (Agholor et al., 2013).

Mihaylov and Perkins (2014) emphasized that civic action is a joint effort of the government and non-profit organisations for the practical, cultural and democratic strengthening of the community. It is a strategy to implement beneficial incremental reforms by reducing poverty, strengthening family principles, solving socially constructed problems and promoting openness and equitable growth.

Rubio et al. (2016) explained that community involvement is an important part of any community revitalization. Participating in this type of activity contributes greatly to teamwork and encourages people to join their environment. Volunteering in a community wellness initiative can help people improve their connections with other people. It can be argued that the most central part of extension services in terms of cohesion is community awareness and engagement.

Extension services typically include functions that the university has established through formal or informal coordination with various non-profit, public, and community groups. Its purpose is to improve the standard of living of local residents or to address specific issues related to their needs. Cultivating a society that urgently needs the support of multiple organizations is a testament to the goal of helping people improve not only the living conditions of the less fortunate, but also the integrity and principles of all involved in this worthy endeavour (Laguador & Chavez, 2013).

Ammakiw (2013) mentioned that there are serious problems in the delivery of extension services that require immediate attention and

action, such as non-commitment of project implementers to re-evaluation, which has led to delays in activities and limited use of evidence collected by project implementers; there are few internal project audits or on-going self-assessments, with external reviewers driving change; and there is a widespread lack of coordination and cooperation between activities and project management.

Partnerships between universities and the community should be mutually beneficial. Extension programs help to instill the value of citizenship, add new thoughts and insights to the mental process, and give the workplace a broader meaning. It can provide an approach to evaluating community efforts that focus on perceived changes in attitudes, behaviors and lifestyles of local community residents (Soska & Butterfield, 2013).

**Methods**

**Methods and Techniques of the Study**

This study used a descriptive study using a questionnaire to collect relevant data. Descriptive research is a powerful tool used by scholars and researchers to gather information about a particular group or phenomenon. This type of research provides a detailed and accurate picture of the characteristics and

behavior of a particular population or subject. By observing a specific topic and collecting data, descriptive research helps researchers gain a deeper understanding of a specific topic and provides valuable information for future research.

**Population and Sample of the Study**

A non-probability survey method (convenient sampling) was used as respondents to the survey. Convenience sampling refers to a method adopted by researchers where they collect research data from a conveniently available set of respondents. Members are often easily accessible for sampling. Convenience sampling is non-probability sampling in which the sample is selected based on how easy it is for the researcher or how many people are available. In this sampling technique, people are selected who are easy for researchers to reach and contact.

Table 1 below shows the faculty-respondents from the four (4) external campuses of Bulacan State University located in Bustos, Hagonoy, Bulakan, and San Jose Del Monte in Bulacan. The sample was composed of one hundred fifty-four (154), part-time and regular faculty, and asked to answer the questionnaire.

*Table 1. Respondents of the Study*

Campus	Total Regular Faculty	No. of Respondents	Total Part-time Faculty	Number of Respondents	Total No. of Respondents
Bustos	59	28	51	27	55
Hagonoy	17	11	22	11	22
Meneses	23	12	33	18	30
Sarmiento	54	27	39	20	47
<b>TOTAL</b>					<b>154</b>

**Research Instrument**

As a quantitative tool, the researchers used a questionnaire prepared by the researchers for the faculty-respondents. The purpose of the study was to find out the level of engagement and commitment of faculty members in external campuses to the implementation of extension services. To ensure the effectiveness of the instruments, the validity of the study was first tested. This was validated by educational experts from the field who reviewed the

questionnaire and provided corrections, comments, and suggestions for the tool.

**Data Gathering Procedure**

Consent was sought from the campus deans of the four (4) external campuses to conduct the study. On the scheduled day, the administration of the form took place through a google form. When the respondents were ready, the collected data were analyzed and interpreted.

**Data Processing and Statistical Treatment**

The researchers used the responses to the survey questions. The researchers used the following statistical and mathematical methods.

1. Frequency and percentage distribution were used to answer problem number 1.
2. Weighted Mean (WM) was used to answer problems 2 and 3 of the study.
3. Further, a statistician ensured the questionnaire's content validity ratio and content validity index.

**Ethical Consideration**

When conducting this study, the researchers were concerned with moral principles. Sincerity and integrity are the moral standards they have adopted, and they have confirmed

that none of their information was either created or falsified. The researchers also made sure that none of their participants would be coerced into taking part in them, and that none of them because of their involvement, were harmed. In contrast to all other materials and data, to guarantee that intellectual property rights were respected, the papers included in this analysis were properly cited.

**Result and Discussion**

The results of the survey and the analysis and interpretation of the data collected from the survey are presented here, as well as the engagement and commitment of faculty members to the implementation of extension services.

**Demographic Profile of the Respondents**

*Table 2. Frequency and Percentage Distribution of the Respondents in Terms of Gender*

Gender	Frequency (f)	Percentage (%)
Male	74	48.05
Female	80	51.95
Total	154	100

Table 2 indicates that 80 faculty members or 51.95% of the respondents are female. This is expected since there are more female faculty members in BulSU External Campuses. This also shows that more female faculty members conducted extension services than male faculty members.

According to Rashid et al. (2018), women participation in conducting extension services is inevitable, pervasive, and remarkable. Their

initiatives depict a highly progressive trend in improving the community's quality of their living. This gave opportunities to female faculty members to reduce the gender gaps and more effectively improve society. Women faculty valued encouragement, collaboration, transparency, and mentorship within the profession to build a more inclusive and collaborative culture within the institution.

*Table 3. Frequency and Percentage Distribution of the Respondents in Terms of Employment Status*

Employment Status	Frequency (f)	Percentage (%)
Regular/Permanent	78	50.65
Part-time	76	49.35
Total	154	100

Table 3 shows that the majority of respondents are permanent/regular. This is also to be expected, as tenured/permanent faculty are required to provide extensions in addition to other duties such as teaching and research. Although part-time faculty are not required to provide extension services, they are also involved in extension programs and projects in some of their departments.

Aniedi and Effiom (2011) assert "Universities all over the world are mandated to perform three core functions consisting of teaching, research and extension. It is proposed that the 21<sup>st</sup> century University adopts one general mission: service to the public, supported by teaching, learning, and new research discoveries.

**Table 4. Frequency and Percentage Distribution of the Respondents in Terms of Years in Service**

Years in Service	Frequency (f)	Percentage (%)
0-5 years	53	34.42
6-10 years	58	37.66
11-15 years	28	18.18
16-20 years	7	4.55
21-25 years	4	2.60
26-30 years	3	1.95
31-35 years	0	0.00
36-40 years	1	0.65
41 and above	0	0.00
<b>Total</b>	<b>154</b>	<b>100</b>

Table 4 shows that 58 or 37.66% of the respondents have been in university for 6-10 years. This means that they are already acclimatized to the environment and informed about the mandate of the Commission on Higher Education (CHED) according to the service contract.

The success of any extension depends largely on the quality of the people working for it. It is important to have the right people in the right place at the right time, ie. people who are willing and able to work effectively to get the job done (Alsop & Heinsohn (2005).

**Table 5. Frequency and Percentage Distribution of the Respondents in Terms of Years in Doing Extension**

Years in Doing Extension	Frequency (f)	Percentage (%)
0	6	3.90
1	7	4.55
2	32	20.78
3	29	18.83
4	22	14.29
5	21	13.64
6	8	5.19
7	3	1.95
8	7	4.55
9	0	0.00
10	7	4.55
11	1	0.65
12	2	1.30
13	1	0.65
14	0	0.00
15	7	4.55
16	0	0.00
17	0	0.00
18	1	0.65
<b>Total</b>	<b>154</b>	<b>100</b>

Table 5 shows that 32 or 20.78% of the respondents have a two (2) year extension. This means that since they are already aware of the tasks of CHED, they perform their tasks in providing extension services even though they

are concerned about the teaching task. Six (6) faculty members are also shown to be involved in extension services even though they are new to the campus.

There are different ways to implement extension programs in colleges. There are methods that focus on engaging students to help local organizations, and other methods that involve faculty and staff programs to address community development in the form of educational groups, social services, public health and livelihoods, and technical training, consultation and direct implementation of research and development income (Daquis et al., 2016).

*Table 6. Frequency and Percentage Distribution of the Respondents in Terms of Number of Extension Involvement (For the past three (3) years)*

Number of Extension Involvement	Frequency (f)	Percentage (%)
0	6	3.90
1	19	12.34
2	25	16.23
3	55	35.71
4	13	8.44
5	14	9.09
6	7	4.55
7	4	2.60
8	2	1.30
9	0	0.00
10	5	3.25
11	0	0.00
12	2	1.30
13	0	0.00
14	0	0.00
15	1	0.65
16	0	0.00
17	0	0.00
18	0	0.00
19	0	0.00
20	1	0.65
<b>Total</b>	<b>154</b>	<b>100</b>

Table 6 shows that 55 or 35.71% of the respondents have three (3) extension proposals or projects in the last 3 years. This indicates that despite having a small number of in-service proposals/projects and mentoring, most faculty members continue to engage in extension services.

One of the priorities set by CHED is that the expansion is the least emphasized among the core activities, which may be due to the lack of

a clear and common mandate for the expansion of colleges. In addition, many universities in the country misunderstand the concept of academic expansion. The third mission expansion is given a lower status than the other two missions. University community engagement through service learning does not influence community change because true engagement does not receive enough attention (Alcala, 2011).

*Table 7. Level of Engagement of Faculty Members in External Campuses in Conducting Extension Services*

Statement	4	3	2	1	Mean Rating	Verbal Interpretation
1. I engage stakeholders in decisions about extension program planning.	67	80	6	1	3.39	Very High

<b>Statement</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean Rating</b>	<b>Verbal Interpretation</b>
2. I communicate the results of the needs assessments to the beneficiaries.	54	88	10	2	3.25	High
3. I genuinely respect the skills and capacities of the partners in collaborative projects.	84	67	2	1	3.53	Very High
4. I maintain the role as facilitator and source of information which involves contentious issues.	81	68	3	2	3.47	Very High
5. I find ways to help inexperienced potential partners negotiate on what we have to offer.	76	69	7	2	3.41	Very High
6. I deliver basic literacy programs to the adopted community to support residents in becoming productive people.	81	67	5	1	3.48	Very High
7. I engage in community initiatives to strengthen people’s awareness, contentment, and other desirable collaborative connections.	83	63	6	2	3.48	Very High
8. I engage in extension services to add new ideas and insights to the intellectual process and give broader meaning to the work and world of academics.	81	67	5	1	3.48	Very High
9. I gain more understanding in relevant issues and are empowered to make decisions to alleviate the present conditions.	82	64	7	1	3.48	Very High
10. I conduct extension projects that are supported financially, either internally or externally, which is viewed to be of great extent.	75	70	8	1	3.42	Very High
<b>Grand Mean</b>					<b>3.44</b>	<b>Very High</b>

Table 7 shows the level of engagement of faculty members to provide extension services with an average score of 3.44 and interpretation is very high. This shows that faculty members in external campuses show a high appreciation for the provision of extension services. Statement number three "I genuinely respect the skills and abilities of partners in collaborative projects" received the highest average score of 3.53, with a very high verbal interpretation. This further shows that when engaged in extension services, faculty members admire the efforts of their community partners in collaborative tasks. They believe that their community members can be their potential partners in community development that can benefit them.

As the economic development focus grows along with community and university engagement, educators and policy makers must learn to think differently about the engagement process. Interest in communication between universities and other institutions of higher learning at the local, national and international level seems to be new. The training developer's role in service learning and community engagement is multidimensional. Considering the potentially transformative nature of the experiences and courses that they can directly or indirectly involve in designing - both faculty and students - and their responsibilities to the communities that these initiatives serve, they must pay particular attention to identity, values, and roles (Berkey et al., 2018).



Table 8. Level of Commitment of Faculty Members in External Campuses in Conducting Extension Services

Statement	4	3	2	1	Mean Rating	Verbal Interpretation
1. I should be particularly attentive to the issues of identity, values, and roles in the community.	72	78	4	0	3.44	Very High
2. I need to be empowered with the competence, expertise, and ability to help localities respond to adjustments and difficulties.	75	75	4	0	3.46	Very High
3. As an extension service provider, I am held accountable for guaranteeing that extension recipients are always happy with the results they get.	83	69	2	0	3.53	Very High
4. I measure the long-term impact of extension services in the community.	72	72	10	0	3.40	Very High
5. I push to intensify university-community commitment through extension activities, not just for accreditation purposes but more specifically to facilitate sustainable development.	75	74	5	0	3.45	Very High
6. I ensure that extension services efforts will benefit the most marginalized people to overcome imposed societal barriers.	76	76	2	0	3.48	Very High
7. I plan extension programs that are need-based and focused on assisting community people towards becoming independent, skilled, and morally righteous individuals.	71	81	2	0	3.47	Very High
8. I conduct extension services to raise the standard of living of local people or to address specific issues relating to their necessities.	84	68	2	0	3.55	Very High
9. I provide appropriate trainings in extension services that would assist individuals to develop their skills in productive work.	80	72	2	0	3.53	Very High
10. I provide extension services in accomplishing a sustainable development strategy.	80	71	3	0	3.50	Very High
Grand Mean					3.48	Very High

Table 8 shows the level of faculty commitment to provide extension services with an average value of 3.48, with oral translation being very high. This means that teachers in universities in the Philippines today are enforced to increase university and community involvement through extension activities. It is not only for

accreditation purposes, but precisely to promote sustainable development in poor communities. This is true because statement number 8 "I conduct extension services to raise the standard of living of local people or to address specific issues relating to their necessities." received the highest mean score of 3.55 with a

very high verbal interpretation. Faculty in external campuses spent their time sharing information with students, conducting research for their own professional development, and expanding their skills and knowledge to help communities through extension services.

The Community Extension was created to meet various community needs and challenges. Through the agreement, the university and community partnered to help communities

become financially sustainable and self-sufficient. Extension programs are needs-based and focus on helping people in the community become independent, knowledgeable and morally upright individuals. An extension service is a detailed account of activities that aim to reach various resources among specific beneficiaries to increase the economy of communities in a dynamic world (Wellard et al., 2013).

**Action Plan**

**PROPOSED EXTENSION PLAN WITHOUT MEMORANDUM OF AGREEMENT (MOA)**

Week	Activity/ies Conducted	Supporting Documents Needed
1	Planning and Meeting of all Extensionists	Attendance; Pictures; Terminal Report
2	Ocular Visit	Attendance; Pictures; Terminal Report
3 and 4	Conduct Needs Assessment	Attendance; Pictures; Terminal Report
5	Consultative Meeting with Stakeholders	Attendance; Pictures; Terminal Report
6 and 7	Memorandum of Agreement (MOA) Signing	Attendance; Pictures; Terminal Report; Evaluation by the Beneficiaries; Evaluation by the Stakeholders; Program Invitation; Summary of Evaluation
8 to 13	Implementation of Extension Projects	Attendance; Pictures; Terminal Report; Evaluation by the Beneficiaries; Evaluation by the Stakeholders; Program Invitation; Summary of Evaluation
14	Initial Assessment/Evaluation	Attendance; Pictures; Terminal Report; Monitoring Tool
15 to 17	Regular Supervision	Attendance; Pictures; Terminal Report; Monitoring Tool.
18	Submission of Accomplishment Report and Other Required Documents	MOA; Attendance; Pictures; Terminal Report; Evaluation by the Beneficiaries; Evaluation by the Stakeholders; Program Invitation; Summary of Evaluation; Monitoring Tool; and Liquidation Report

**PROPOSED EXTENSION PLAN WITH MEMORANDUM OF AGREEMENT (MOA)**

Week	Activity/ies Conducted	Supporting Documents Needed
1	Planning and Meeting of all Extensionists	Attendance; Pictures; Terminal Report
2	Ocular Visit	Attendance; Pictures; Terminal Report
3 and 4	Conduct Needs Assessment	Attendance; Pictures; Terminal Report
5	Meeting with Stakeholders	Attendance; Pictures; Terminal Report
6-10	Start of Extension Project	Attendance; Pictures; Terminal Report; Evaluation by the Beneficiaries; Evaluation by the Stakeholders; Summary of Evaluation.
11 to 12	Initial Assessment/Evaluation	Attendance; Pictures; Terminal Report; Monitoring Tool.

Week	Activity/ies Conducted	Supporting Documents Needed
13	Submission of Initial Report	Attendance; Pictures; Terminal Report; Evaluation by the Beneficiaries; Evaluation by the Stakeholders; Program Invitation; Summary of Evaluation; Monitoring Tool.
14 to 17	Continuous Implementation with Regular Supervision	Attendance; Pictures; Terminal Report; Monitoring Tool.
18	Submission of All Required Documents	MOA; Attendance; Pictures; Terminal Report; Evaluation by the Beneficiaries; Evaluation by the Stakeholders; Program Invitation; Summary of Evaluation; Monitoring Tool; and Liquidation Report.

**PROPOSED EXTENSION PLAN WITH PROGRAMS AND PROJECTS (PAPs) AND SAMBALARAN**

Week	Activity/ies Conducted	Supporting Documents Needed
1	Planning and meeting with other Proponents	Attendance; Pictures; Terminal Report.
2	Assign Specific Task to each Proponent	Attendance; Pictures; Terminal Report.
3	Coordinate with Beneficiaries/Clients/Stakeholders	Attendance; Pictures; Terminal Report.
4	Check the Location/Venue of the Activity	Attendance; Pictures; Terminal Report.
5	Follow-up the Approved Budget	Attendance; Pictures; Terminal Report.
6 to 7	Preparation of the Needed Materials	Attendance; Pictures; Terminal Report.
8 to 9	Identify issues/Problems/Conflicts (if any) and Provide Possible Solutions	Attendance; Pictures; Terminal Report.
10 to 11	Implementation of PAPs and Sambalaran	Attendance; Pictures; Terminal Report; Evaluation by the Beneficiaries; Evaluation by the Stakeholders; Summary of Evaluation.
12 to 13	Monitoring	Attendance; Pictures; Terminal Report; Monitoring Tool.
14	Submission of Initial Assessment/Evaluation	Attendance; Pictures; Terminal Report; Monitoring Tool.
15 to 17	Regular Supervision	Attendance; Pictures; Terminal Report; Monitoring Tool.
18	Submission of All Required Documents	MOA; Attendance; Pictures; Terminal Report; Evaluation by the Beneficiaries; Evaluation by the Stakeholders; Program Invitation; Summary of Evaluation; Monitoring Tool; and Liquidation Report.

**Conclusion**

From the findings presented above, the following are hereby concluded:

1. More female than male faculty provide extension services. Full-time faculty must provide extension services as one of their primary responsibilities; irregular may

collaborate with permanent faculty. Because tenured faculty members are aware of their core responsibilities, they must complete hours of extension activities even when they are available for teaching responsibilities. Regular faculty continue to be committed to extension services

2. Faculty members show great respect in the implementation of extension services and reflect on the efforts of the partner community because they believe that they are their potential partners in community development.
3. Faculty members provide extensions not only for accreditation purposes but also to promote sustainability, especially in marginalized areas.

### Recommendations

From the findings and conclusions presented above, the following are hereby recommended:

1. Provide an ongoing program to improve the capacity of extension service providers through training and scholarship and training of extension partners.
2. Establish and maintain strong linkages with public and private organizations/agencies and industry bodies for fund raising and employment.
3. A cross-university network will be developed to facilitate planning, implementation, monitoring and evaluation of the university's extension program.
4. The university continues to respond to the interaction needs of industry and community sectors. It strengthens the roles of the Office of Extension Services and develops a strategic plan that provides a framework for institutional and industry linkages and community engagement, with a special focus on significant poverty alleviation programs and the provision of expert services needed by service area communities.

### Acknowledgment

The researchers would like to extend their utmost appreciation to Bulacan State University-Bustos Campus for giving them opening for personal and professional development. Likewise, the researchers show thankfulness for the faculty members from external campuses (Bustos, Hagonoy, Meneses, and Sarmiento) who patiently and honestly answered the researchers' questionnaire.

Furthermore, they would like to express their sincerest gratitude to their families who

serve as their inspiration in completing this research.

And above all, the researchers would like to give their greatest gratefulness to Almighty God, because without His endless love and protection, this research would not be possible.

### References

- Brinia, V. and Davim, J. P. (Eds.) (2020). *Designing an Innovative Pedagogy for Sustainable Development in Higher Education*. CRC Press.
- Medina, M.A.P. (2018). A community extension framework for Philippine higher education institutions: A model developed from small-scale climate change adaptation projects of Central Mindanao University. *World Scientific News*, 105, 204–211.
- Rubio, J. A. M. A., Pentinio, C. V. P., Ascan, J. C., Mendoza, M. C. D., Vito, J. V., & Encio, H. A. (2016). Involvement in community extension program of business administration students in one higher education institution in the Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 4(1), 109–122.
- Agholor, I.A., Monde, N., Obi, A., & Sunday, O. A. (2013). Quality of extension services: A case study of farmers in Amathole. *Journal of Agricultural Science*, 5(2), 204. <https://doi.org/10.5539/jas.v5n2p204>
- Mihaylov, N., & Perkins, D. D. (2014). Community place attachment and its role in social capital development. *Place Attachment: Advances in Theory, Methods and Applications*, 61.
- Laguador, J. M., & Chavez, N. H. (2013). Assessment of engineering students acquired affective learning from involvement in community extension services. *Academic Research International*, 4(3), 188
- Ammakiw, J. S. (2013). Evaluation of extension programs and services of the kalinga, apayao state college, Tabuk City, Philippines. *International Journal of Advanced Research in Management and Social Sciences*, 2(12), 308–330.

- Soska, T., & Butterfield, A. K. J. (2013). *University-community partnerships: Universities in civic engagement*: Routledge.
- Rashid et al. (2018). Women participation in agricultural extension services in bangladesh: Current status, prospects and challenges. *Bangladesh Journal of Extension Education*. Volume 29, no.1 & 2, 2017: 93-107.
- Aniedi, A. and Effiom, D. (2011). Research mandate of the university: An assessment of junior academic staff participation. *Journal of Education and Sociology*, ISSN:2078-032X, Vol. 4, No.2.
- Alsop, R.A. and Heinsohn, N. (2005). Measuring empowerment in practice: Structuring analysis and framing indicators. *World Bank Policy Research Working Paper*, 3510. Washington, DC.
- Daquis, M.A., Flores, N.A., & Plandez, R.Z. (2016). Implementation of extension project of radiologic department in one barangay of san jose, batangas, Philippines. *Asia Pacific Journal of Education, Arts and Sciences*, 3(3), 109-115.
- Alcala, A.C. (2011). Research and extension in the academe. <https://dumaguetemetropost.com/research-extension-in-academe-p1185-98.htm>
- Berkey, B., Meixner, C., Rountree, E.E., and Green, P.M. (2018). *Reconceptualizing faculty development in service-learning/community engagement exploring intersections, frameworks, and models of practice*. Stylus Publishing.
- Wellard, K., Rafanomezana, J., Nyirenda, M., Okotel, M., & Subbey, V. (2013). A review of community extension approaches to innovation for improved livelihoods in ghana, uganda and malawi. *The Journal of Agricultural Education and Extension*, 19(1), 21-35.