THE LEVELS OF MOTIVATION AND PERFORMANCE IN RESEARCH AND EXTENSION OF FACULTY MEMBERS OF SUC'S IN EASTERN VISAYAS: BASES FOR POLICY REDIRECTION

A Dissertation

Presented to

The Faculty of the College of Graduate Studies

SAMAR STATE UNIVERSITY

Catbalogan City

In Partial Fulfilment of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY

Major in Educational Management

by

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March, 2016

APPROVAL SHEET

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ACKNOWLEDGMENT

The researcher extends her heartfelt and profound gratitude to the following individuals for their generous contributions for the completion of this study:

Dr. Eusebio T. Pacolor and Dr. Lolito O. Amparado, University President, Samar State University, Catbalogaan City and Campus Director, Samar State University-Mercedes Campus, Catbalogaan City respectively, her adviser and panel member, for their patience and untiring assistance, invaluable guidance, for their support and encouragement in the completion of the dissertation;

Dr. Marilyn D. Cardoso, Dean, College of Graduate Studies, Samar State University, Catbalogan City, for sharing her knowledge, skills and expertise for without which this study could not have been realized;

Mr. Guillermo Lagbo, her statistician, the invaluable guidance especially on statistic, **Dr. Myrna B. Alamin**, for their special time and extra effort in encoding and printing the dissertation, **Mr. John M. Tan**, her editor, on his patience in correcting and editing the whole book for without which this study could not have been realized;

My children -**Bing2** and **Ken2** for their inspiration, understanding and moral support to their mother; and

Finally, the researcher is deeply grateful to her loving **brothers** and **sisters** and **in-laws** for their moral, financial support, inspiration, encouragement and understanding.

Above all to **God Almighty** for without his blessing this study could not be made possible.

Leonida Sarzata Bernadit

DEDICATION

This humble work is fondly

dedicated to

my children

BING2

and

KEN2

and above all,

to our Almighty God

Babie

ABSTRACT

Research and Extension play vital roles in Higher Education Institutions (HEI's) being two of the four-fold functions of State Universities and Colleges. The Commission on Higher Education (CHED) is mandated to promote, direct and support Higher Education Institutions in performing their research, extension, production and instruction functions. The study aims to determine the level of motivation and performance in research and extension among SUC's in Eastern Visayas as bases for policy redirection. It utilized the descriptive-correlational method of research. There were (140) instructors, (85) assistant professors, (75) associate professors and (20) full professors. The respondents of this study were the ten (10) state universities and colleges in Eastern Visayas. The study was conducted during school year 2015-2016. The result were statistically treated using frequency count and percentages, arithmetic mean and standard deviation, weighted mean, Pearson-Product-Moment Coefficient Correlation, and Fisher's t-test. The findings showed that the four groups of faculty-respondents considered their level of performance in the conduct of research as "satisfactory", considered their level of performance in the conduct of extension as "satisfactory", they "agreed" on their level of motivation in the in the conduct of research and extension as "highly felt" and "strongly agreed" with the solutions they suggested to address the problems they encountered in research and extension. Inasmuch as the level of performance of the four groups of faculty-respondents in research and extension was found as satisfactory which could be deduced as moderate

competence, there is a need for them to enhance it through attendance in training or constantly involving themselves in research and extension.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Research and Extension play a vital role in Higher Education Institutions (HEI's) being the two of the four-fold functions of State Universities and Colleges. The Commission on Higher Education (CHED) is mandated to promote, direct and support HEI's in performing their research, extension, production and instruction functions. With the objective of enabling the state colleges and universities to produce high quality research that will advance learning and national development as well as international comparability of the Philippine Higher Education System, the National Higher Education Research Agenda was developed by CHED and partner institution or agencies. Research as a major function in higher education sets it apart from basic education. The United Nation Educational, Scientific and Cultural Organization (UNESCO) World Declaration on Higher Education for the twenty first century accents the importance of research and extension in higher education which states that "State policies must promote and develop research as necessary feature of all higher education systems, in all disciplines, including the human and social sciences and arts, given their relevance for developments".

Research in higher education across all disciplines ensures the continued growth and development of the entire higher sector. In the Philippine context, Republic Act No. 7722 known as the "Higher Education Act of 1994, Section 8" mandates the CHED to perform the following functions relative to research such as: (a) Formulate and recommend development plans, policies, priorities and programs on research; (b) Recommend to the executive and legislative branches, priorities and grants on higher education and research; (c) Develop criteria for allocating additional resources such as research and programs development grants, scholarships and other similar programs; provided that these shall not detract from the fiscal autonomy already enjoyed by the colleges and universities; (d) Direct or redirect research proposals by institutions of higher learning to meet the needs of agro-industrialization and development (Commission on Higher Education, 1995 The National Higher Education Research Agenda 1998-2007).

In line with the aforesaid mandates, the following goals for higher education research were set for National Higher Education Research Agenda-02 (NHERA -2): 1. Push the frontiers of knowledge across all identified higher education disciplines in the country; 2. Enhance instruction through original contributions in specialized disciplines, thereby encouraging students to become creative, innovative and productive individuals; and 3. Develop unifying theories on models which can be translated into nature technologies for the purpose of

improving the quality of life of the Filipinos within the sphere and influence of academic institutions in the country.

In line with the implementation of the research function, State Universities and Colleges (SUCs) are committed to conduct relevant and high quality researches that will advance the learning and national developments, thus, contributing to the generation of knowledge and technology that will enhance productivity and quality of life.

Universities in particular are expected to lead in the conduct of disciplined-based, policy-oriented, technology-directed and innovative or creative researches that are locally responsive and globally competitive. As such, this important role has been articulated in all State Universities and Colleges under Republic Act 9719, Section 2 of the charter that spells out the University's commitment in undertaking research.

On the other hand, the conduct of extension services by the university is in accordance with the pertinent provisions of the following: 1. Implementing Rules and Regulations (IRR) of Republic Act No. 9719 (University Charter) Section 2, Rule V General Mandate. "The University shall primarily provide advance education, higher-technological professional instruction and training in some field of expertise"; 2. Department and Budget and Management (DBM) BC No. 2007, Guidelines on the Grant and Honoraria to Lecturers, Resource Persons,

Coordinators and Facilitators; and 3. Commission on Higher Education Memo No. 8, S. 2010 Guidelines for the Outstanding Extension Program Awards.

The State Universities and Colleges in Region 8, just like any other institutions of higher learning, share the responsibility to actively participate or undertake extension services that would contribute to the development within its service areas. These extension services are in line with the distinctive technologies expertise and other available resources that the University offers to potential stakeholders. Its role as developmental catalyst is to initiate, collaborate and sustain developmental programs together with its partner agencies and potential stakeholders.

The Office of Extension Development Services (OEDS) considers proposal for funding and evaluation of extension services that are consistent with its mandate, academic program offering and research program. Particularly, the implementation of extension services shall include the following priorities: 1.) Literacy and Continuing Education; 2.) Livelihood and Skills Development; 3.) Techno-Entrepreneurship; 4.) Health and Nutrition; 5.) Good governance; 6.) Cultural and Sports Development; 7.) Disaster Risk Reduction Management; 8.) Environmental Protection and Conservation; 9.) Public Safety and Security; 10). Sustainable Agriculture/Eco-Tourism; 11.) Information Communication and Technology; and 12.) Gender Development. All potential stakeholders shall

participate in the planning implementation as well as in monitoring and evaluation as stipulated in Research and Extension Services Manual, 2014.

In spite of having clear objectives for both research and extension such as: enhance the research and extension capabilities of the member of the academic community; improve research and extension productivity in distinctive areas of competence; and generate and provide knowledge/technologies and maintain research and extension development data bank of relevant information, still, series of problems were met by the implementers and beneficiaries in the implementation of the research/extension projects to wit: 1.) There is no action program to guide the implementation of the project; 2.) There are no sufficient materials and tools for better implementation of the projects; 3.) Some of the researchers and extentionists are incompetent and unprepared, hence, they do not attend regularly for the activities; 4.) Transportation for extension workers is not available all the time; 5.) Period of conduct of research and extension activities is too short; 6.) Researchers and extensionists are not given incentives; 7.) Extension and research schedule coincides with work at home, 8.) Beneficiaries/participants are always absent on the activity; 9.) Linkage partners are not doing their responsibilities as stipulated in the Memorandum of Agreement (MOA); 10.) There is no proper monitoring and evaluation of the services conducted.

On the other hand, the 10-member Association of Southeast Asian Nations collaborated on research by setting up thematic 'research clusters' to tackle problems of the region, the first conference on Pioneering ASEAN Higher Education Research Clusters agreed in Bangkok. Vejjajiva stated that "there are many outstanding researchers from many ASEAN countries, but when looking into the research profile of each individual ASEAN country, it is noticeable that the impact factor is still nominal. This is the reason why ASEAN should cooperate to combine and to secure our efforts to strengthen our research visibility in the international community." He added that research performance and the quality of human resources are significant indicators of the competitiveness of a country. He further stated that research was also the foundation of an inclusive economy that benefited all, and for long-term sustainable development. Some countries may have the technology and know-how to most effectively conduct research and some may have the capable experts and researchers, while others have the resources or setting for proper field work. Therefore, to establish a strong research network, the universities must first have a closer look at their own region and its potential for collaboration. Different ASEAN countries have different research strengths and the researcher believes that it is a suitable time for us to share our perspectives and wisdom, share our strongest research areas. The project, which will be university-based, will be steered by Thailand as part of the region's move towards a single ASEAN community in 2015, which includes harmonization of higher education.

Thailand has already experts in this area, having set up national research clusters to strengthen its research base. Other ASEAN countries will coordinate harmonization efforts on student mobility, higher education leadership development, and e-learning. And some countries with weak research universities may not take part initially. Chaiyudh said that there may be something like six to seven ASEAN active members with Laos, Cambodia and Myannmar who were not able to participate in the beginning. Thus, a major obstacle is a big difference in research capability, from world-class in Singapore to almost non-existent in countries like Laos and Cambodia. Countries like Malaysia, Thailand and Vietnam fall somewhere in between. Yuthavong stated that some of these countries have only had research universities for a very few years, and some countries have none. Chaiyudh affirmed that since Singapore is in the premier league, while Thailand and Malaysia are first division, these two countries have to cooperate with them in the spirit of ASEAN or they will be isolated.

Consequently, once the research clusters are formed, there may be collaborations with partners known as ASEAN+6 or ASEAN and China, Japan, India, South Korea, Australia and New Zealand. Moreover, Chaiyudh said that Singapore cannot afford to be snobbish. He further stated that Financing may also be a major sticking point, although this has not yet been worked out. Thus, he suggested that member countries may have to contribute in proportion depending on their gross domestic product and funds may also come from national research

agencies to their own universities involved in regional clusters. and eventually the jigsaw will be put together in one ASEAN picture.

The above-mentioned problems which caused to the failure of research and extension programs encouraged the researcher to conduct a study that would eventually find solutions in solving the problem. The researcher expects that research and extension programs will comply with the mandate of CHED's four-fold functions, and the rules and standards conceived for high quality education and excellence.

Statement of the Problem

The study aimed to determine the level of motivation and performance in research and extension among SUCs in Eastern Visayas as bases for policy redirection.

Specifically, it sought answers to the following questions:

1. What is the profile of the instructors, assistant professors, associate professors and full professors with respect to:

    1.1. age;

    1.2. sex;

    1.3. civil status;

    1.4. educational qualifications;

1.5. academic rank;

1.6. local designation;

1.7. field of specialization;

1.8. administrative experience;

1.9. teaching experience;

1.10. length of service

1.11. performance rating;

1.12. number of preparations;

1.13. total work load; and

1.14. relevant trainings attended?

2. What is the level of performance of the four groups of respondents in the conduct of research and extension?

3. Are there significant relationships between the level of performance in research and extension and their profile?

4. What is the level of motivation of the four groups of faculty-respondents in the conduct of research and extension in terms of;

4.1 Intrinsic, and

4.2 Extrinsic motivation?

5. Is there a significant relationship between performance of the four groups of faculty-respondents in research and extension and their level of motivation?

6. What are the problems encountered by the four groups of respondents relative to research and extension?

7. What solutions are suggested by the respondents based on the problems encountered?

8. What policy recommendations can be proposed to improve the level of motivation and performance in research and extension?

Hypotheses

Based on the foregoing specific questions, the following hypotheses were tested:

1. There are no significant relationships between the level of performance in research and extension and their profile?

2. There is no significant relationship between the performance of the four groups of faculty-respondents and their level of motivation in research and extension?

Theoretical Framework

The study was anchored on the Equity Theory developed by John Stacey Adams Daft, 2009, which proposes that people are motivated to seek social equity in the reward they expect for performance. According to this theory, if people perceive their compensation as equal to what others receive for similar contributions they will believe that treatment is fair and equitable. People evaluate equity by a ratio of inputs to outcomes.

Another theory that supports the study is by Moore & Amey (2003) which believed that any compensation system in an organization motivates behavior, recognizes and rewards employees' performance, and thus improves organizational effectiveness. As part of the compensation system, merit pay is, at least theoretically, expected to reward top performers. Most studies on merit pay are based on motivation theories that have largely been developed and applied in industry. Lawler (2004) also believed that understanding motivation theory is critical to thinking analytically about all behavior in organizations and to make organization-design decisions.

Four theories developed in literature that addressed the relationship between money and performance. These theories contribute to an understanding of the motivational effect of incentive plans on faculty performance.

Echoing this intrinsic motivation theory, Herzberg (2009) believed that psychological growth is nourished by intrinsic factors called "motivators."

According to his "hygiene" principle, such extrinsic factors as compensation may not motivates employees' behavior but may just reduce dissatisfaction.

Contrary to the cognitive and humanistic views of motivation, the behaviorist view suggests that extrinsic factors can be used to motivate human behavior. Expectancy theory, developed by Vroom (2004), has been widely applied in business and education. This theory addresses rational expectations held by the workers that desirable rewards are likely to be the predictable outcome of certain behaviors. Lawler (2010) shared this view but emphasized that individuals are motivated by both extrinsic and intrinsic rewards.

Goal-setting is another behaviorist view held by Locke and Latham (2004) as a psychological theory of employee motivation. This theory posits that a meaningful and appropriate level of goal-setting leads to high performance and those goals are the main source of motivation in achieving organizational effectiveness.

Extending Expectancy Theory, Lawler (2004), discussed theory conditions regarding the effectiveness of an incentive plan and how it is related to performance. One of his assumptions is that motivation is most effective when employees perceive that certain conditions exist for merit pay to motivate. These conditions include: (1) employees' belief that their pay is tied to performance; (2) employees' belief that extrinsic rewards are important to their compensation; (3) employees' perception of a certain amount of incentive pay as large enough to

impact their performance; (4) employees' belief that the performance measure reflects their effort and the evaluation process is fair; and (5) employees' belief that there is a high level of trust between the administration and the employees. Therefore both intrinsic and extrinsic motivating factors can really contribute a lot to the performance of a certain individual.

Conceptual Framework

The schematic diagram in figure 1 shows the conceptual framework of the study. The research environment covers ten (10) main campuses of state universities and colleges in Eastern Visayas.

The conceptual schema further illustrates the three main variables; the first variable is the level of motivation as intrinsic and extrinsic motivating factors. The second variable is the respondents' level of performance in research and extension. The third is the respondents' demographic variables of the age, sex, civil status, highest educational attainment, academic rank, length of academic experience, administrative designation, local designation, length of administrative experience, number of training/seminars/conferences related to research for the last three years, number of training/seminars/conferences related to extension for the last three years, average teaching load (hour/week) per semester, and number of

preparation per semester. These three main variables are essential for making efficient, effective and productive faculty researchers and extensionists.

In this particular study, feedback from the three main variables would serve as springboard for redefining and redirecting the policies research and extension of the state universities and colleges in Eastern Visayas.

It is envisioned that with well-defined and well-directed policies, of the Research and Extension of State Universities and Colleges would likewise develop qualified, efficient, effective and productive faculty researchers and extensionists. It is generally accepted that efficient, effective and productive faculty researchers and extensionists may make quality researches and produce quality outputs. Hence, quality researchers and extensionists would produce quality researches and quality products/outputs.

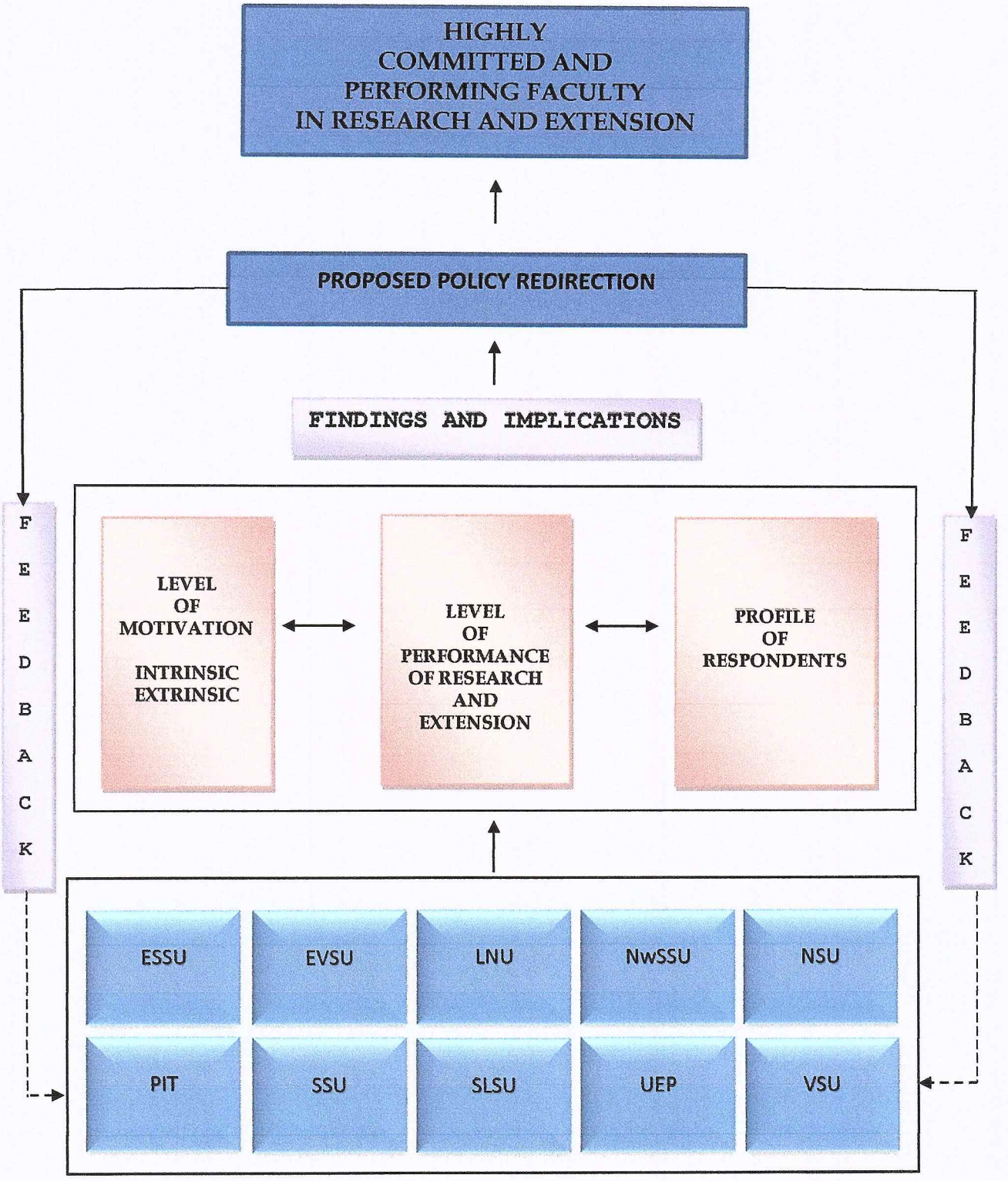

Figure1. The Conceptual Framework of the Study, showing the Research Environment

Significance of the Study

The findings of this study could help improve the educational programs, operations, management and practices of the state universities and colleges in Eastern Visayas as well as the entire bureau of Commission on Higher Education (CHED), Philippine Association of State Universities and Colleges (PASUC) and Department of Budget and Management (DBM). The researcher also aimed that the result of this study will be deemed important to the following:

Faculty Researchers and Extensionists. The findings of the study would provide avenue for effective, efficient and productive faculty researchers and extensionists to be recognized and be rewarded for their exemplary performance. This could also provide a constructive criticism for them and source of feedback on their performance for the improvement of the teaching and learning process.

Administrators. The result of this study would provide them strong basis in making decisions regarding faculty researchers' and extensionists' promotion, granting of scholarship, tenure and salary increases. It would also promote professional growth and development and quality performance and it would serve as their guide on how to work the levelling for the competence of the faculty researchers and extensionists.

Students. This study would benefit the students as this provides them a feeling of belongingness as research and extension is concerned especially when

students become part and parcel of research and extension and a feeling of importance of participating in the improvement of the teaching and learning processes. This could also make them feel that the best educational process is in the democratic way and that the opinions they would share are a wholesome kind of cooperative and collaborative effort to improve the research and extension programs/projects/activities and teaching-learning situation.

CHED; PASUC and DBM. This study would help improve the research and extension programs/projects/activities, educational programs and personnel and academic staff's action of every state university and colleges in Eastern Visayas as well as the entire association of PASUC and CHED. DBM, thus, would become aware on the updates, release of the financial budget for the levelled academic rank/position to SUCs to avoid deletion and/or postponement of the budget for the target research and extension programs/projects/activities.

Educational community. The results of this study would also benefit other educational institutions and the community. The findings of this study will provide objective data and concrete evidences of the worth and quality of the research and extension programs, its effectiveness, and relevance to their respective educational institution and communities, tapping and utilizing the most available resources of a particular barangay, and most of all the constituents of the community as adapted barangay of a certain research and extension program.

Future researchers. The output of this study would serve as reference material for future researchers whose intent is to conduct similar studies on faculty performance evaluation for faculty researchers and extensionists.

Scope and Delimitation of the Study

This study assessed the performance of the instructors, assistant professors, associate professors as well as full-fledged professors of SUCs in Eastern Visayas. More specifically, the performance of these four groups of faculty-respondents in research and extension of ten (10) SUCs in Region VIII were determined after three years. The profile of the respondents such as age, sex, civil status, highest educational attainment, academic rank, length of academic experience, administrative designation, local designation, length of administrative experience, number of training/seminars/conferences related to research for the last three years, number of training/seminars/conferences related to extension for the last three years, average teaching load (hour/week) per semester, number of preparation per semester were determined.

There were (140) instructors, (85) assistant professors, (75) associate professors and (20) full professors. The respondents of this study were the ten (10) state universities and colleges in Eastern Visayas, main campuses only such as: Eastern Samar State University (ESSU), Eastern Visayas State University (EVSU), Leyte Normal University (LNU), Northwest Samar State University (NwSSU), Naval State University (NSU), Palompon Institute of Technology (PIT), Samar

State University (SSU), Southern Leyte State university (SLSU), Visayas State University (VSU), and University of Eastern Philippines (UEP).

The main instruments to used in the study were the survey questionnaire and documentary analysis. The data collected were analyzed using descriptive-correlational and inferential statistical tools.

The study was conducted during school year 2015 - 2016.

Figure 2 Map of SUCs in Eastern Visayas: showing the research environment

Definition of Terms

In order to provide a common frame of reference, the following terms are defined conceptually and operationally.

Assistant Professor. Refers to teachers having a rank of assistant professor I to IV with salary grade of 15 to 18 with an average Common Criteria Evaluation (CCE) point bracket of 88 to 123 and a minimum Qualitative Contribution Evaluation (QCE) point of 80 to 95 (Modified Point Allocation of NBC 461, 2002). This means a college teacher who ranks immediately below an associate professor (Webster, 2009). As used in this study, it refers to the teachers having a rank of assistant professor teaching in state universities and colleges in Eastern Visayas as respondents of this study.

Associate Professor. Refers to the teachers having sub-ranks of associate professor I to V with salary grade of 19 to 23 with an average Common Criteria Evaluation (CCE) point bracket of 124 to 158 and a minimum Qualitative Contribution Evaluation (QCE) point of 76 to 100 (Modified Point Allocation of NBC 461, 2002). This means a college teacher who ranks immediately above an assistant professor and immediately below a professor (Webster, 2009). As used in this study, it refers to the teachers having a rank of associate professor teaching in state universities and colleges in Eastern Visayas.

College Extension Coordinator. A faculty who is recommended by the College Dean to Vice President's Office of Research and Extension (VP-ORE) for

approval and issuance of office order (NwSSU Extension Services Manual, 2014 Edition).

It also refers to the designated faculty as college extension coordinator to oversee the program of the university/college.

Extension. Refers to communication/education intervention deployed by an Institution to persuade/induce people to voluntarily change behavior with presumed public/collective benefits (NwSSU Extension Services Manual, 2014 Edition). This refers to an act or process of extending (Webster, 2009). As used in this study, it refers to services extended to the community/society like trainings, seminars and other activities.

Extensionists. Refer to faculty members/persons who extended their services to the community/society like trainings, seminars and other activities (NwSSU Extension Services Manual, 2014 Edition). As used in this study, these are the faculty members who conducted extension services.

Extrinsic Motivation. Motivation which involves money, good grades, and other rewards that results when somebody works hard because he/she wants to achieve something, for example a qualification, recognition, or receive praises. These are factors external to the individual and unrelated to the task they are performing, Mwamwenda (2006).

Facilitator. Any person who is a subject expert in neutrally managing group process and dynamics sessions such that he/she intervenes for greater group understanding, thus enabling the participants to full participation to mutual understanding, and to shared responsibilities in achievement of group objectives and/or in making quality decisions (DBM BC No. 2007-1, 2007). As used in this study, are faculty members/persons who supervise programs/trainings/seminars to the community/society.

Full Professor. Refers to the faculty members/teachers having sub-ranks of full professor I to VI with salary grade of 24 to 29 with an average CCE point bracket of 159 to 194 and a minimum QCE point of 61 to 90 (Modified Point Allocation of NBC 461, 2002). A teacher of a highest grade in a university or college, or in an institution where professional or technical studies are pursued. (Webster, 2009). As used in this study, it refers to the faculty members/teachers having a second from the highest rank of the institution.

Instructor. Refers to the teachers having sub-ranks of an instructor I to III with salary grade of 12 to 24 with an average CCE point bracket of 66 to 87 and a minimum QCE point of 80 to 90 (Modified Point Allocation of NBC 461, 2002). Refers to college teachers of lower rank than the lowest professional grade (Webster, 2009). Operationally, this refers to teachers having a rank of an instructor teaching in state universities and colleges in Eastern Visayas and the respondents of this study.

Intrinsic Motivation. Mwamwenda (2006) defines it as motivation that urges or drives a person to work hard because he/she is interested in the learning itself. However, Louw and Edwards (2007) stated that it occurs when behavior is motivated or stimulated by a spontaneous interest in, or love and enthusiasm for a task. This means basic and essential or belonging to something as one of the basic and essential features that make it what it is and of itself or by or in itself, rather than because of its associations or consequences (Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation. All rights reserved). As used in this study, this refers as to monetary incentives, job security, praise and recognition, sense of belongingness, competition, delegation of responsibility and authority, faculty participation, and sincere interest in peers and others.

Lecturer. Any person who uses lecture as an instructional method in seminars, workshops, conferences, symposia, training programs and other similar activities (DBM BC No. 2007-1, 2007). Operationally, this refers to the faculty member/person who acts as lecturer in research and extension programs of state universities and colleges in eastern Visayas.

Level. This refers as to the amount or concentration of something (Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation. All rights reserved). As used in this study, this refers to the amount of participation of faculty members who participated in the research and extension program conducted by state universities and colleges in eastern Visayas.

Level of Motivation. Drive which leads people towards achieving their goals. It is an enthusiasm and determination with a kind of excitement that directs one to continue to achieve greater heights, whether it is personal or professional.

Level of Performance. Attained level which a person or organization has reached compared/relating to the set goals and standard.

Motivation. This refers as the act of giving somebody a reason or incentive to do something, a feeling of enthusiasm, interest, or commitment that makes somebody want to do something, or something that causes such a feeling and a reason for doing something or behaving in a particular way (Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation. All rights reserved). As used in this study, motivation is the main variable of the study and as a means where faculty researchers and extensionists perform well coupled with some factors such as rank, research time, effort and value, research related advising, departmental support, self-efficacy for research and intrinsic motivation for research.

Performance. This means as a presentation of an artistic work such as a play or piece of music to an audience, the manner in which something or somebody functions, operates, or behaves and the way in which somebody does a job, judged by its effectiveness (Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation. All rights reserved). As used in this study, it is the performance of faculty researchers and extensionists in doing such researches work and extension activities.

Rank. Generally, it refers to the degree of an official standing especially in a relative position in a scale of dignity or of life, degree and grade (Webster, 2009). As used in this study, it refers to the status of a faculty member in a college or university in relation to other staff members of the same educational institutions, such as professors, associate professors, assistant professors and instructors.

Research. A process of systematic inquiry, investigation, and analysis of data in order to increase knowledge, test hypothesis and arrive at conclusion (Hawes and Hawes, 2002 Edition). As used in this study, it is a formal and action research involvement categorized as either individual or institutional research.

Researchers. As used in this study, faculty members/persons who do/involved in research and action research categorized as either individual or institutional research.

Resource Person. Any person who, by virtue of his/her expertise in a specific subject area, serves as speaker in seminars, conferences, symposia, training programs and similar activities (DBM BC No. 2007-1, 2007). As used in this study, it refers to faculty member/person who serves as a speaker in research and extension programs of the institution.

Long-term Program. An extension program conducted for at least six months above (NwSSU Extension Services Manual, 2014 Edition). As used in this study, this term refers to trainings that last for six months activities conducted by the institutions of state universities and colleges in Eastern Visayas.

Medium-term Program. An extension program conducted for at least three months but not more than six months (NwSSU Extension Services Manual, 2014 Edition). As used in this study, this term refers to trainings that last not less than six months activities conducted by the institutions of state universities and colleges in Eastern Visayas.

Potential Stakeholders. Refer to target clients, beneficiaries, community, partner agencies and implementers (ASEAN Higher Education Research Clusters 2015). As used in this study, this term refers to the clientele and partner agencies in this study who potentially do the activities conducted by the institutions of state universities and colleges in Eastern Visayas.

Chapter 2

RELATED LITERATURE AND STUDIES

Related Literature

One way of measuring faculty productivity is teaching, generally quantified as courses taught and class size (Boyer, 2010). In the research university, however, faculty productivity is often assessed as scholarly publications and presentations, sometimes including grants (Braskamp, 2004).

A national movement has begun to broaden the definition of *scholarship* (Boyer, 2010) and to more comprehensively evaluate faculty members' contributions in the academe (Middaugh, 2010). However, in the research university, scholarly publications defined as peer-reviewed articles in recognized professional journals often function as the primary productivity measure in the granting of promotion and tenure (Wong & Tierney, 2010).

The literature of Boyer; Braskamp; Middaugh; Weong & Tierney are similar to the present research study in relation to the faculty productivity in research, teaching and other extended activities; however, there are some aspects that they differ such as, Boyer emphasized courses taught and class size; Braskamp stated that faculty productivity is often assessed as scholarly publications and presentations, sometimes including grants; Middaugh says that faculty members' contributions in the academy and Wong & Tierney recognized that professional

journals often function as the primary productivity measure in the granting of promotion and tenure.'

Furthermore, work motivation is an enigmatic topic in work and organizational science (Kanfer, Chen, & Pritchard, 2008). Given today's economy, a motivated workforce represents both a competitive advantage and a critical strategic asset in any work environment. In organizational research, work motivation has been the subject of more theories than any other topic (Baron, 1991). Organizational researchers see employee motivation as a fundamental building block in the development of effective theories (Steers, Mowday, & Shapiro, 2004). Indeed, programs of research guided by expectancy-valance theory, self-regulation and goal-setting formulations, social exchange and justice approaches, and self-perspective (e.g., self-determination theory [SDT]; Deci & Ryan, 1985, 2000) have stimulated the development of organizational and managerial practices to promote positive worker attitudes (e.g., employee commitment) and enhance job performance (e.g., individual and team effort). An issue that warrants attention in motivation research is the method and approach used to assess this construct. Assessments of employee motivation need to be practical, fast, flexible, and accessible through different means. Short, theory-grounded measures leading to concrete applied venues are key to addressing these organizational needs. This paper will therefore define and review different approaches to studying and assessing motivation in the workplace. Emphasis will

be given to a subjective approach grounded in SDT, which should prove valuable and practical for use in rapidly changing organizational environments.

According to McClelland (2007), the following are some of the positive factors in motivating people. Thus, it is up to management to carefully balance their application because overdoing the use of any factor can bring bad results.

Money. The most commonly used incentive to stimulate the worker to greater production and efficiency is monetary remuneration. Unions usually ask for increased pay as a part of their bargaining demand knowing this is what the employees want. While money is important for providing the material necessities of life, its effect upon the work does not last long.

McClelland (2007) points out that several research studies showed that workers do not work harder just for the purpose of making more money alone, but are motivated also by their desire for accomplishment and success in their job. This is especially true with workers who are already earning enough to meet the basic necessities of life.

The study of Aganon and Amante (2008) shows that in the Philippines, majority of the workers (in garment and food companies, particularly) feel that they will be most motivated to do their best by monetary rewards. Accordingly, an adequate wage and benefit package enhances worker productivity and individual well-being for the following expressly stated reasons: 1. It gives one a light feeling; 2. It keeps one from thinking about financial problems at the

workplace; 3. Management can be assured that workers will give "the right quality"; and 4. No one will sabotage the workplace and the instruments.

Job Security. Employees want to feel secure in their jobs and would prefer lower-paying jobs that are permanent to higher paying ones without security of tenure. The Constitution of the Philippines in fact provides for the security of tenure of employees. Likewise, the Labor Code declares security of tenure of workers in employment as a basic policy.

Praise and Recognition. Whenever a worker accomplishes a good job, it is good to recognize such accomplishment by praising or rewarding him so he would be motivated to always do a good job.

Sense of Belonging. The main function of induction or orientation of the new employee in the company is to make him feel that he is part of the group and that the group accepts and recognizes him as a member of the team. If he feels that he does not belong to the group, he gets dissatisfied and disappointed.

Competition. When done properly, competition can be a good motivator for the employees because it encourages creativity, initiating better performance, and improved production. Use of records and character management can encourage employees to work harder to beat their previous records of performance.

Delegation of Responsibility and Authority. Responsibility and authority delegation to a subordinate are great motivators that stimulate the employee's

interest and provide him an opportunity for development. The employee takes this as recognition of his ability to perform his job well.

Employee Participation. Making employees participate on meetings, conferences, and work in committees are forms of employee development and can be a strong motivation. Participation in decision-making stimulates employees' interest for greater production, provides job satisfaction, and creates in him a feeling of importance. The application of this motivator, like any other type of motivation, requires skill and art on the part of the supervisor or manager.

Sincere Interest in Subordinates. Taking sincere interest in subordinates is a human relations approach in motivating people and promoting their morale and feeling of belongingness. The supervisor gets immediate results from his subordinates if the latter know that their supervisor is sincerely interested in their welfare. Some examples are visiting sick employees, giving good advice and counselling.

Specific studies substantiate the influence of certain factors on motivation. The investigative attempt of Martirez and Zamora (2003) reveals the rank ordered needs of 176 department heads in 38 government corporation as follows: (1) physiological; (2) self-realization; (3) security and safety; (4) social; (5) status and prestige. Results in another study of Martirez showed that security and physiological needs are of utmost importance among workers and middle

management groups. Self-actualization, social autonomy and esteem needs (in the order mentioned) were the last priorities among the perceived important needs.

A research on job satisfaction factors among workers in a hotel by Lopez reveals that hygiene factors (those extrinsic to the job like pay, policies, supervision) are more satisfying to the workers than motivational variables (intrinsic to the job as the giving of autonomy and responsibility).

Empirical evidence on the effects of motivation factors on productivity or work performance is offered by the following studies: Velasco's research (2005) found a significant positive relationship between salary and job knowledge, safety and industry and security and industry. Setiawan's thesis (2005) showed that the most important, yet most unsatisfactory job morale factor was salary. However, perceived dissatisfaction with salary was not significantly associated with employee performance. Lee and Tarce (2011) likewise discovered that there is no correlation between monetary rewards and worker's affiliation with output. Buen (2009) showed that perception of the sensibility of the organizational rewards system (ORS) has a direct influence on satisfaction with and motivation for the job. Employees with positive perception of the ORS tend to stay longer on the job. However, ability for the job remains as the strongest predictor for variations in job performance. Aganon and Amante (2008) revealed that productivity-based motivators tend to raise both labor and total (firm) productivity levels. Higher pay exhorts higher individual worker productivity, while employee participation in

problem solving and decision-making raises total productivity of the company. Quality of work life approaches to solving work issues help increase employee commitment to organization goals and give them a sense of belonging, and hence, higher performance levels. De Jesus' dissertation (2005), dwelt on finding which aspects could best explain job performance. She concluded that: (a) management controlled factors were said to have "managed" performance satisfaction levels; and (b) there is no substantial evidence which links socio psychological dimensions to work performance.

Dembo (2004) further extended the idea of extrinsic motivation by saying that it is based on the resolution of two competing needs, that is, the need to achieve success versus the need to avoid failure. However, Farrant (2001) said that externally imposed motivation helps learners to do better if a good teacher-pupil relationship exists during classes and also if rewards and punishment are made appropriately to the age and character of individual learners. This view is supported by Mwamwenda (2006) who posited that rewards as a form of reinforcement of behavior can only be motivational if the following two conditions are satisfied:

a. The given reward is related to the learner's chronological and cognitive maturity. Young children appreciate tangible rewards while older ones see non-tangible rewards like praise and recognition are more meaningful; and

b. Quick knowledge of results is provided especially when good results are seen as aligned to some reward. It will be more a case of wanting to get the resultant reward quickly than the need to see results of a piece of work.

Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity (Morris &Maisto, 2002). Extrinsic motivation arises from the use of external rewards or bribes such as food, praise, free time, money or points toward an activity (Morris &Maisto, 2002). It applies where the incentives are all external, in that they are separate from the individual and the task.

On the other hand, intrinsic motivation according to Morris & Maisto (2002) arises from internal factors, i.e., it is a result of rewards provided by an activity itself. According to Krause, et al. (2003), intrinsic motivation arises from internal factors such as a child's natural feeling of curiosity, exigent, confidence and satisfaction when performing a task. The above is in line with the assertion by White (2009) who posited that intrinsic motivation is directly related to the task being performed where a person feels instinctive pleasure when he/she learns something new or succeeds in a challenging task. This is supported by Deci, et al. (2009) who argued that intrinsic motivation is more effective than extrinsic motivation in promoting learning and achievement because it creates feelings of confidence and mastery that self-reinforce. In their research on intrinsic

motivation, Deci, Koestner & Ryan (2009) made the following observations about the relationship between intrinsic motivation and rewards.

The faculty performance theory of Smith (2003), states that the evaluation of faculty is the gathering of information for understanding, improving performance and judging its quality. He further notes that the Southern Regional Education Board in a regional survey of faculty performance practices in 1976 reduced faculty performance down to two purposes. Firstly, faculty performance has a formative purpose - the results are used to support faculty development, growth and self-improvement. Secondly, faculty performance has a summative purpose - the results are used to make personnel decisions on tenure, promotion, reappointment, and salary.

Formative performance is typically conducted during the development or improvement of a program or product (or person and so on) and it is conducted, often more than once, for in house staff of the program with the intent to improve (Scriven, 2001). The reports normally remain in house; but serious formative performance may be done by an internal or an external evaluation or preferably, a combination; of course; many program staff are in an informal sense, constantly doing formative evaluation.

Moreover, formative performance is done to validate or ensure that the goals of the instruction are being achieved and to improve the instruction, if

necessary, by means of identification and subsequent remediation of problematic aspects (Weston, et. al., 2005).

Young and Givalamubise (2006) reported that both faculty and administrator perceived improving instruction as the ideal practice and specific of faculty performance.

A primary function of formal assessment within the university is to produce what is known as summative performance (Kansan State University, 2005). As the term suggests, summative performance is done at the conclusion of the activity (e.g. a faculty member's performance in a year) and it is intended to produce judgment on the adequacy or effectiveness of the activity. Summative performance thus leads them to provide basis for personnel decisions such as merit salary raise, promotion and tenure. The performance results help to assure that the personnel decisions are reasonable and defensible and that they foster excellence. Summative is most effective when it is conducted with the cooperation and participation of those being evaluated.

Formative performance (Kansas State University, 2005) is intended to provide feedback or changing the activity being evaluated while it is still in progress. Often less formal in design, this type of performance serves the vital purpose of faculty development or professional improvement. This too is critical to the pursuit of institutional excellence so formative performance should be a major concern of unit faculty and heads. Formative performance can never be

successful without the cooperation and participation of the faculty members being evaluated.

Extensive research in the relationship between research and teaching has produced mixed findings, based on the variables of interest and how they are measured (Roby & Ryan, 2013). Little relationship has been found between teaching *evaluations* and research productivity (Feldman, 2007), but faculty research and teaching *load* are negatively related (Hattie & Marsh, 2006). Overlap exists between research and teaching in seminars and mentoring (or research advising) more than in traditional classroom teaching (Colbeck, 2007).

The literature of Roby, & Ryan, Feldman, Hattie & Marsh and Colbeck are different to the present literature because the previous study dealt on the level of motivation.

Faculty members sometimes identify a conflict between the existing reward and evaluation systems and faculty members' individual values and efforts (Serow, 2010). Faculty value for research is predicted by departmental support as well as individual interest, and value for research, in turn, predicts research productivity (Maxwell, & Xie, 2007). There may be a selectivity issue of match in research universities, with those who value the research mission more seeking employment where that mission is embedded in the priority and evaluation system of the institution (Meyer & Allen, 2011).

The literature of Serow, Maxwell, & Xie and Meyer & Allen are similar to the present research because both dealt on research motivation but differ on other concept such values and efforts and universities' mission.

Beyond valuing, time as a resource limitation may create a tension between research and teaching, so that faculty members with higher teaching loads tend to be less productive in research (Collins, 2011). At the same time, this tension is contingent on the degree to which faculty members see the three key elements of their work (research, instruction and extension) as integrated (vs. discrete), such that resources (such as time, energy and effort) are shared rather than having various task demands competing for limited resources (Colbeck, 2007).

Collins and Colbeck literature are similar to the present research because both dealt on the factors in conducting research and extension but the previous research focuses on time, energy and effort as other factors in the conduct of research.

Stress influences productivity in all areas of life, and one study found five areas of stress among faculty members: reward and recognition, time constraints, departmental influence, professional identity, and student interactions (Lovrich, 2006). Of these major stressors, two (reward and recognition and professional identity) are closely related to research activities, and another (student interactions) is directly linked to the teaching role. It may be argued that the other

two (time constraints and departmental influence) are linked to both research and teaching, as well as to the service role of faculty. Time is linked to research and teaching because these responsibilities consume much of a professor's time and effort, and they are linked to departmental influence and service because institutional values systems are embedded in both recognition models and the way faculty identities are defined and esteemed.

There are several global theories of faculty work link productivity to career stages, with different assertions about their relationships. One strand of the research literature argues for an accrued advantage of faculty experience and connections, and thus asserts that faculty rank should predict productivity in a relatively linear fashion, so that faculty in higher ranks should demonstrate higher productivity than those in lower ranks (Blackburn, 2006). Another strand of the faculty research literature presents a "lifecycle" theory of faculty work, arguing that the salience of extrinsic rewards causes faculty to exert greatest effort when promotion and tenure decisions are imminent and less after promotion, predicting fluctuations in productivity over time and eventually a downturn in productivity later in the academic career, after promotion to full professor and as faculty members near retirement (Gill, 2010). Neither of these theories strands takes into account the importance of institutional context or individual differences in a complex model of motivational characteristics.

Lovrich, Blackburn and Gill's literature are similar to the present research which both dealt of being productive faculty regarding research and extension what seems to be the difference is that the previous research focuses on the advantage and disadvantage in the conduct of research and other theories of motivation.

According to the more complex psychological model of motivational characteristics, both early and late in faculty careers, the consistency with which institutions and departments communicate their standards and expectations shapes faculty members' values and motivations with regard to research and teaching as job priorities (Boice, 2012). Faculty members develop as researchers by analyzing and reflecting on their work (Schön, 2003), processes that are supported by clear, consistent competence feedback (Ory, 2004). However, many universities fail to give faculty members effective feedback on their work, and faculty may be timid about discussing their work because they feel vulnerable to criticism or judgment (Ory, 2004). In this more complex motivational framework, beliefs and expectations of success continue to exert important influences on faculty success, even after tenure is achieved (Hoshower, 2006), and throughout the career. Individual and situational differences, such as life and career stages, individual motivation and incentives, and external funding opportunities, also influence faculty research productivity (Jackson, 2004).

The literature of Boice, Schon, Ory, Hoshwer and Jackson are similar to the present research because they all dealt on motivational aspects in the conduct of research; but, they differ on other aspects since the previous focus on the characteristics of motivation in the conduct of research which are the motivational framework and incentives.

Garvey and Bourns (2013) study titled **Incentive Compensation When Executives Can Hedge the Market: Evidence of Relative Performance Evaluation in the Cross Section,** states that little evidence exists that firm's index executive compensation to remove the influence of market wide factors. We argue that executives can, in principle, replicate such indexation in their private portfolios. In support, we find that market risk has little eject on the use of stock-based pay for the average executive. But executives' ability to "undo' 'excessive market risk can be hindered by wealth constraints and inalienability of human capital. We replicate the standard result that there is little relative performance evaluation (RPE) for the average executive, but find strong evidence of RPE for younger executives and executives with less financial wealth.

The literature has significant bearing on the present study considering that there is relatedness being observed from both studies on the point incentives compensation and performance evaluation. However, they differ in terms of respondents, instruments, location and period of time since the former considered

the good performance of the executives who can raise the financial wealth to companies. On the other hand, the study was conducted two years ago, while the latter uses faculty/academic staffs of selected SUCs as respondents using a questionnaire, with which the coverage is Region Vlll/Eastern Visayas for the school year 2015-2016.

Gong's (2010) "Relative Performance Evaluation and Related Peer Groups in Executive Compensation Contracts" examine the explicit use of relative performance evaluation (RPE) in executive compensation contracts and the selection of RPE peers. Using S&P 1500 firms' first proxy disclosures under the SEC's 2006 executive compensation disclosure rules, we demonstrate that incorporating details of relative performance evaluation (RPE) contracts (such as peer group composition) in the traditional implicit test significantly improves the power to detect relative performance evaluation (RPE) use. The findings suggest that firms consider both costs and benefits of relative performance evaluation (RPE) as a form of incentive mechanism when deciding to use RPE. Moreover, the evidence supports both efficient contracting and rent extraction behavior in the relative performance evaluation (RPE) peer selection process. Consistent with efficient contracting, relative performance evaluation (RPE) firms, especially those with superior performance, tend to select peers that exhibit higher ability to remove common risk and improve fairness in competition. The researchers also

find rent extraction behavior in forming relative performance evaluation (RPE) peer groups as evidenced by a negative relation between peer performance and the likelihood of being selected as a peer, especially among underperforming relative performance evaluation (RPE) firms.

The study of Gong is parallel to the present study because both delved on work performances of teachers. However, the difference lies on the scope or focus of the study. Gong focused on the performance-based incentives based of teacher to improve teacher retention and performance whereas the present study focused on the level of motivation and the level of performance towards the areas in research and extension to any researchable areas among faculty members. Dissimilarity was on the sample respondents, the previous study was mainly in Rivers State of Nigeria while the latter study was conducted to the selected state universities and colleges of Region Vlll.

The study of Golman and Bhatia (2012) on "Performance Evaluation Inflation and Compression" provides a behavioral account of subjective performance evaluation inflation (i.e., leniency bias) and compression (i.e., centrality bias). When a manager observes noisy signals of employee performance and he/she strives to produce accurate ratings but feels worse about unfavorable errors than about favorable errors; the manager then strives selfishly optimal ratings that will be biased upwards. Both the uncertainty about performance and the asymmetry in the manager's utility are necessary conditions for performance

evaluation inflation. Moreover, the extent of the bias is increasing in the variance of the performance signal and in the asymmetry in aversion to unfair ratings. Uncertainty about performance also leads to compressed ratings. These results suggest that performance appraisals based on well-defined unambiguous criteria will have less bias. Additionally, we demonstrate that employer and employee can account for biased performance evaluations when they agree to a contract, and thus, to the extent leniency bias and centrality bias persist, these biases hurt employee performance and lower firm productivity.

The literature of Golman and Bhatia were parallel to the present literature because both delved on performances. The difference lies on the scope or focus of the study. Golman and Bhatia focused on the performance evaluation inflation (i.e., leniency bias) and compression (i.e., centrality bias) whereas the present study focused on the performance level towards the areas in research and extension among faculty members. Dissimilarity was on the sample respondents because the previous study was about employee performance being observed by the manager and the manager strives to produce accurate ratings while the latter's study were the faculty members who engaged in research and extension and the administration would determine the performance of the faculty.

Mixed findings indicate that gender and family commitments exert differential effects on research productivity (Dicrisi, 2002). Some studies have found extrinsic rewards to be the strongest correlate with research productivity

(Rhoads, 2005), while others found a strong positive relationship of intrinsic factors (e.g., motivation and self-efficacy) and research productivity (Bailey, 2009). Still others have identified differential relationships between intrinsic and extrinsic motivations relative to other factors such as tenure of status (Hoshower, 2006). Widgren (2005) found faculty members' self-perceptions closely related to research, but on a narrow sample with limited generalization.

Several studies have found that dissertation involvement and effort in research (Lawrence, 2005), or advising students in research (Maxwell & Xie, 2007), predicted faculty research productivity. These behaviors are linked to faculty self-knowledge (e.g., interest, commitment, efficacy, satisfaction, morale) and social knowledge (e.g., social support, institutional values and rewards, and institutional support) (Maxwell & Xie, 2007). Yet, little is known about theoretically anchored models of the expectations and motivations of faculty (Maxwell & Xie, 2007), or how they might vary by types of institutions or by discipline (Fairweather, 2002). In addition to the predictive power of particular individual and organizational characteristics is the question of match (concordance vs. discordance) between them. This question is important because it has potential to influence the investment of intangible personal resources such as energy, time and effort (Maxwell & Xie, 2007). It is an issue of both general fit (Colbeck, 2008) and of socialization of faculty (Fairweather, 2002).

Much of the previous work on faculty productivity has tended to focus on external factors such as organizational and job characteristics based on the argument that these are actionable and malleable by institutions and departments (Collins, 2011). However, internal and individual different variables are influenced by external factors in the work context and social environments through perceptions (Boice, 2012). Therefore, it is essential to engage in research that models motivation and personal investment as taking into account both contextual and individual differences (Maxwell & Xie, 2007). Motivation theory can shed additional light on the personal and social dynamics that may promote or inhibit faculty members' research productivity (Maxwell & Xie, 2007). The present study utilized three strands of motivation theory: intrinsic versus extrinsic motivation, self-determination and social support, and self-efficacy.

Intrinsic and extrinsic motivations are two different types of reasons for acting that predict valued outcomes across life stages and work contexts (Harackiewicz, 2010). Intrinsic motivation is when an individual engages in an activity because of interest and enjoyment of the activity itself, while extrinsic motivation leads the individual to engage in the activity because of incentives or external pressures (Harackiewicz, 2010). In both learning environments and work-based studies, intrinsic motivation predicts effort, engagement, enjoyment and achievement, while extrinsic motivation predicts minimal effort, lack of enjoyment and minimal performance often with a hesitancy to take risks or innovate (Reeve,

2005). Consistent with this theoretical perspective, Colbeck (2012) found that merit pay was relatively unimportant and that incentives perceived as external pressures did not productively motivate faculty members.

Motivation is affected by how those in positions of leadership and influence communicate values and contingencies (Bland, 2006), as well as by the explicit or implicit social norms of the group (Deci, 2012). According to self-determination theory (Deci, 2012), individuals' perceptions of themselves as autonomous (given choice and freedom in their work) predict their well-being, work effort and performance (Deci, 2012). Similarly, individuals' perceptions of themselves as competent (capable) in their work cause them to put forth effort and engage fully in work-related tasks (Deci, 2012). A third element of self-determination, relatedness, refers to the degree to which individuals feel interpersonally supported by supervisors and others, and relatedness also predicts job performance and satisfaction (Deci, 2012). Task-specific self-efficacy predicts positive motivational and achievement outcomes across contexts, including persistence and performance (Bandura, 2007). Self-efficacy is the individual's perception of ability to take on and complete tasks and accomplish goals, even in the face of challenges (Bandura, 2007). Among higher education faculty across institutional types, self-efficacy accounted for a significant amount of variance in research productivity (Trautvetter, 2011). Among research university faculty,

specifically, efficacy for research predicted effort invested in research, which, in turn, predicted research publications and presentations (Maxwell & Xie, 2007).

Further, supportive culture predicted faculty motivation for teaching (Feldman & Paulsen, 2009), and general well-being is associated with overall faculty success (Walker, 2012). Intrinsic motivation, self-determination, and self-efficacy are critical motivational characteristics that have been demonstrated to lead to workplace success across many contexts. Yet there is little research applying these variables to studies of faculty motivation, except an occasional study focused on a specific discipline or subset of related disciplines (Maxwell & Xie, 2007) and just a handful of studies sampling across institutions and disciplines (Bailey, 2009). The present study addressed these gaps by sampling across a range of academic disciplines, but holding constant the institutional type to research-extensive universities. The traditional differences in how faculty work is valued, accounted for, and rewarded tend to complicate comparisons across colleges and disciplines. However, the burden of university policy and administration to fairly compare faculty for internal grants, awards and promotion decisions requires that researchers take on these challenges. Within this context we examined which among several subsets of factors best predicted faculty research productivity: a) personal motivational factors (intrinsic interest, self-efficacy, valuing of research, effort invested in research); and b) contextual factors (e.g., departmental support; and teaching, advising and service loads). Our principal outcome indicator for

faculty productivity was the number of papers published and presentations given over the past three years, a time frame equally relevant to pre-tenure and post-tenured faculty.

The above cited literatures of Dicrisi; Roads; Baileys; Hoshowwer; Maxwell & Xie; Colbeck; Collins; Widgren; Lawwrence; Fairweather; Reeve; Deci; Blend; Bandura; Trautwetter; Feldman & Paulsen; Walker and Bailey are similar to the present research for all dealt motivational aspect in the conduct of research but they differ in many aspects since the said researches focused on the extrinsic rewards and the extrinsic factors; intrinsic factors in research productivity; involvement and effort in research, or advising students in research; predicted faculty research productivity and intrinsic motivation, self-determination, and self-efficacy.

On the other hand, according to Baker (2005), "performance measurement is an essential part of the design of any incentive system." The strength and value of incentives in organizations are strongly affected by the performance measures available. Yet, the characteristics of valuable performance measures have not been well explored in the agency literature. In this paper, the researcher used a multi-task model to develop a two-parameter characterization of performance measures and show how these two parameters—distortion and risk—affect the value and use of performance measures in incentive contracts. It shows that many complex

issues in the design of real world incentive contracts can be fruitfully viewed as trade-offs between these two features of performance measures. The researcher also used this framework to analyze the provision of incentives in several specific environments, including Research &Development labs and non-profit organizations.

Thus, Baker's literature is similar to the present research because both dealt on performance in the conduct of research and extension; however, they differ in focus. The focus of the previous study was on performance measurement as an essential part of the design of any incentive system in Research & Development labs and non-profit organizations.

Conversely, the sheer scale and speed of the shift of payment system from time-based salaries to performance-related pay (PRP), in the British public services provides a unique opportunity to test the effects of incentive pay schemes. This study is based on the first large scale survey designed to measure the effects of performance related pay on employee motivation and work behavior across the British public services. While there is evidence of a clear incentive effect for those gaining above average performance-related pay (PRP), it is likely that it is offset by a more widespread demotivating effect arising from difficulties of measuring performance fairly. Organizational commitment appears to offset some of the negative effects of performance-related pay (PRP).

Consider the possibility of adding a bonus based on additional performance measures. There are several reasons to do so (Feltham & Xie 2004). Additional performance measures could be used to reduce the employee's risk, to the extent that they are negatively correlated with the first performance measure. Additional measures could also be used to reduce distortions. If one measure gives relatively strong emphasis to one dimension of performance, and another gives relatively less, then an incentive on the second could be used to rebalance incentives from the first. For example, Feltham & Xie (2004) show that a second performance measure can reduce risk if it provides additional signals about uncontrollable that can be used to "back out" measurement error from the first performance measure. They also show that a second measure can reduce distortions if it measures the effects of some actions that the first performance measure excludes (or more generally, does not properly weight).

Similarly, Baker (2012) shows that when both Value (V) and Performance (P) are used in an incentive system, the weight on each is a decreasing function of its riskiness relative to the other measure, and of its distortion relative to the other measure. In other words, the weight on a performance measure depends on its properties relative to other performance measures that are used.

Feltham & Xie and Baker's literatures are similar to the present research but the previous relate the disadvantages of performing so much.

Furthermore, Anderson (2012) and Miller (2008) pointed out that in higher education, the support for a merit pay system was generally stronger in large, research-oriented universities than in comprehensive colleges and universities and community and technical colleges. Anderson (2012) reported that Florida State University faculty had little involvement in the procedures of merit pay plans. Merit funds were allocated to younger faculty who tend to be more productive in research. Thus, full and associate professors may be less supportive of merit pay. The study concluded that there is less interest in merit pay on the part of more senior faculty. This finding may reflect the shift to concentration on teaching and service rather than research, or to extensive research projects which result in books over a period of years rather than publishing articles each year. In either case, annual merit increases based primarily on annual research productivity may fail to reward other equally valid forms of productivity. Similarly, Edwards (2014) found that sixty-five percent (65%) of the faculty surveyed at University of Nebraska at Lincoln expressed more interest in research than in teaching and only thirty-nine percent (39%) reported that merit pay increases were often or very often a result of teaching performance.

Several literature have examined faculty attitude toward merit pay. Wood and Burke (2009) suggested that a typical faculty member at Bowling Green State University preferred that forty percent (40%) of their annual salary increase be allocated to merit pay. Faculty generally found little worth in the merit pay system

but were uninterested in changing it. Most faculty members felt that any change would disadvantage them to some degree and that most departments had a system that rewarded everyone in some way. There was a concern that removing the system might remove the rewards.

Moreover, Siblani (2007) studied the differences in faculty attitude toward merit pay at two colleges within a research university, and found that there was no consensus among faculty in their perceptions of the value or worth of merit pay and whether the system should be continued or not.

Additionally, Prewitt et al (2011) studied the profile of merit pay and faculty satisfaction level in schools of business accredited by American Assembly of Collegiate Schools of Business (AACSB). Their findings indicated that ninety-seven percent (97%) of two hundred (260) faculty respondents reported merit pay as a permanent part of the individual base pay at their institutions. Whereas thirty- one percent (31%) expressed high satisfaction with merit pay, somewhat more thirty-six percent (36%) noted low satisfaction with the merit pay system. Overall, sixty-seven percent (67%) of the respondents indicated some degree of satisfaction with the merit pay plans. Another finding was indicated in the faculty voluntary comments from a large number of respondents that the merit pay plan does not motivate high levels of performances. The study also concluded that higher education institutions are not following the trend of some major

corporations of defining merit pay as a one-time bonus which does not become a part of the base pay structure.

The aforementioned literature are similar to the present research since both dealt with performance of related pay on employee motivation and work behavior. Both studies were an extension to their job for a reason of an incentive contracts and motivation. Yet, the difference between both studies was on the focus, subject and respondents.

All supporting literature presented earlier had served as springboard for the current study since they had given the researcher an adequate background information about the researcher's work, especially in terms of the variables involved.

Related Studies

Several studies show that faculty performance alone is not enough predictor of competence in teaching; it must consider other aspects like educational qualifications, experience and professional services, achievement, honor and professional development, and participation in research and extension.

Looking into the study of Alamin (2005) titled **"Common Criteria for Evaluation (CCE) and Qualitative Contribution Evaluation (QCE) of Academic Staff of State Universities and Colleges (SUCs) in Eastern Visayas,"** the researcher noted that this study utilized the descriptive method of research using

comparative and correlational analyses. The CCE and QCE points earned, based on the NBC 461, of the instructors, assistant professors, associate professors and professors were determined and associated with their academic ranks. Likewise, the CCE and QCE points earned by the four groups of respondents were compared by SUC category and rank.

Furthermore, the extent of relevance and effectiveness of CCE and QCE instruments were elicited from the four groups of respondents whereby their perceptions were compared and significant differences were determined. The perceived relevance and effectiveness of the CCE and QCE by the respondents were associated with their personal characteristics to ascertain if relationship existed between the two variables. Problems as well as solutions were also elicited from the respondents relative to the CCE and QCE evaluation.

Thus, the data which gathered through the survey questionnaire and documentary analysis were tabulated, organized and analyzed with the use of descriptive and inferential statistics, namely: frequency count and percentages, arithmetic mean and standard deviation, weighted mean, Pearson-Product-Moment Coefficient Correlation, Fisher's t-test and analysis of variance (ANOVA). Hence, the following were recommendations that are herein presented: DBM must be aware on the update release of the financial budget of the levelled academic rank of NBC 461 to SUC to avoid deletion and/or postponement of the every three-year levelling set and for the promotion and movement of qualified

academic staff; the quota system which limits the salaries and promotions of other qualified academic staff should be relaxed in its implementation as an incentive for qualified faculty members; measures to ensure accuracy and honesty in the submission and evaluation of documents should be adopted; there is a need to intensify information dissemination regarding the process of CCE and QCE evaluation to the instructors, assistant professors, associate professors, as well as the professors of SUCs based on the guidelines of NBC 461; there is a need for a uniform interpretation of the criteria among members of the local evaluation/review committee in order to enhance the levelling of positions based on the provisions of NBC 461; administration should give extra incentives for best performers based on the CCE and QCE evaluation among the instructors, assistant professors, associate professors and professors; QCE items should be re-crafted so the different groups of stakeholders can understand and be able to effectively evaluate the instructors, assistant professors, associate professors and professors; instructors, assistant professors, associate professors, as well as the professors must be encouraged to update themselves by finishing post graduate degrees and attending relevant trainings; the state university/college should come up with a realistic and just staff development program to ensure that the needs of teaching personnel be appropriately addressed; there is a need for the SUC to come up with a procurement program to ensure that needed institutional facilities be made

available and adequate to enhance the teaching competencies of the academic staff.

Accordingly, the study of Alamin is parallel to the present study because both delved on the four-fold function of state colleges and universities in Eastern Visayas which are instruction, research, extension and production. The difference lies on the focus of the study. Alamin focused instruction in which the performance and competence of faculty members were the concern; whereas, the present study focused on the level of motivation and the level of performance towards the areas in research and extension among faculty members. Dissimilarity was on the variables used, the previous study was mainly QCE and CCE of NBC 461 as educational qualification and performance of faculty members of state universities and colleges while the latter's study was mainly on the motivation and the performance in research and extension.

Moreover, the study of Bordallo (2012) on the "**Relationship of Work Values, Job Satisfaction and Job Effectiveness of the Faculty of Baguio**" showed that the faculty members are perceived by their students to manifest a very satisfactory level of job effectiveness. It further revealed that the faculty members are perceived by their dean to manifest a satisfactory level of job effectiveness.

This study is similar to the present study in relation to teaching performance and effectiveness of the faculty members. However, they differed inasmuch as Bordallo focused more on the attitude values and satisfaction level of

teachers while this study was concerned more on faculty member's performance/competencies in research and extension.

Additionally, Perez (2006) conducted a study on teaching qualities of instructors and professors. He found out that most of his teacher-respondents showed enough knowledge of human nature and of the social and physical environment to be able to assist their students in their discovery and development of more effective skills on problem solving and for satisfying their other needs.

He also found out in his study that emotionalized outcomes or value adaptations are the most potent of the acquired conduct controls in shaping behavior. The respondents of the study believed that usually, people do what they like to do, even to the extent of allowing their likes and dislikes, their desires and prejudices, to overcome their better judgment. The emotionalized outcomes of education that were identified in his study are as follows: attitudes, interests, appreciations, ideals, habits or conduct, morality, and morale.

The result of his study expressed support to the idea, that no matter what the teacher does whether intentionally, or unintentionally, the teacher acts as a model to the students, hence, the enthusiasm for an activity may be more caught than taught, depending on the influence of the teacher. He recommended that a teacher must be very careful therefore, on the traits, attitudes and behavior he displays in and out of the classroom because students are good observers and imitators.

The study of Perez also focused on quality teachers for quality education but specifically concentrated on emotional outcomes or value adaptation of faculty, as it affects the teaching-learning process. But this present study, on the other hand, is specifically concerned with a survey to identify the level of motivation and performance of faculty members in research and extension in state colleges and universities of Eastern Visayas.

Barberon (2008) conducted a study on student evaluation of PSCA faculty performance. It was revealed that the performance rating of the faculty for the past five years (2003-2008) was very satisfactory. This result reveals that students find their teachers to be effective in instruction, classroom management, evaluation and personal and social qualities.

The abovementioned study is similar to the present study regarding faculty member's performance. The previous study focused on faculty evaluation performance where students are considered as one rater in the QCE of instructors to full professors while the present study focused on the performance of faculty members in QCE of the NBC No. 461 for research and extension research works and extension services.

On the other hand, Gonzales (2005) made an investigation on the level of competencies identified to be essential to teachers. He found out that the age of the individual may affect his competence in his job; that in many cases, the performance of the older worker differs from those of the younger ones. Usually,

old workers have more exposure to work experiences and could be expected to perform better. He further noted that women workers had greater problems since most men workers usually feel superior from women; thus, women workers have to be talented to overcome their sex and age handicap.

Gonzales' study was similar to the present study because it also refers to teaching competencies, but his study investigated the level of competencies that can be identified as essential to teachers, wherein his results mentioned the age as an essential factor to affect effective performance. His study further considered the plight of the women in the teaching profession in comparison to their male counter parts. The latter study differs from the aforementioned study in the sense that the performance of the respondents was assessed using the criteria or indicators stipulated in NBC 461. Furthermore, this study considered the teaching personnel from SUCs in Eastern Visayas.

Moreover, the study of Roncesvalles (2014) determined the administrative performance of school administrator of public elementary schools of Gandara II District, Division of Samar with the end view of coming professional enhancement program. Based on the findings, the teachers and school heads arrived at similar perception on the administrative performance of the school head in terms of the following areas of concern: supervision of instruction; personnel administration; management of resources; and implementation of educational program and

activities. Therefore, the corresponding null hypothesis to this effect was accepted. The teachers and school heads arrived at dissimilar perception on the administrative performance of the school head in terms of public relation and community involvement. Thus, the corresponding null hypothesis to this effect was rejected. In this case, the school heads perceived their performance higher than the teachers so that there is a need for the school administrators to be transparent to them. The profile of the school administrators proved very influential to the following areas of concern: supervision of instruction and management of resources. On the other hand, the profile of the school heads proved to have no significant influence to the following areas of concern: personnel administration; public relation and community involvement; and implementation of educational program and activities. Both the teachers and school heads felt problems relative to the administrative performance of the school heads but these problems were manageable considering that both the teachers and school heads had solutions which they suggested to address the aforesaid problems.

The preceding study is similar to the present study since both were concerned on the performance of school teachers and in administrator of public elementary schools and faculty members and administrative staffs/administrators in SUCs. The difference lies on the sample population. The study of Roncesvalles

had a district wide scope, whereas the present study was limited to the SUCs of Region VIII. Dissimilarity was on the coverage focus of the study. The study of Roncesvalles focused on the administrative performance of the elementary school administrators and the teachers of Gandara II District, Division of Samar whereas the present study was on the level of motivation and the performance level in research and extension of faculty members in selected SUCs in Region.

In addition, the study of Gallego (2013) recommends the following: 1) Performance contract should be prepared by master teachers and it should be explicit about their functions, for clarity and guidance; 2) Team teaching should be made as a functional scheme in improving master teachers and non-master teachers work relation; 3) Ranking of master teachers should be based on merit and fitness to ascertain quality and/or competence in the delivery of the "goods" to the pupils; 4) "Culture of Excellence" should be promoted and be given focus by all members of the educational community; 5) Conduct in-service training for master teachers to equip them in their assisting; 6) "Time-on-Task" should be emphasized in managing classroom activities to avoid wastage of time resources; and 7) Evaluation of performance of master teachers should be a serious matter of the school/district.

The aforementioned study has significant bearing on the present study considering that there is relatedness being observed from both studies on the point

of effectiveness and/or competencies. They differ in terms of respondents, instruments, location and period of time since the former considered the elementary teachers who conducted at the four districts of Catarman I three (3) years ago, while the latter uses faculty/academic staffs of selected SUCs as respondents using a questionnaire and whose coverage is Region VIII/Eastern Visayas for the school year 2015-2016.

Also, Ramos (2010) has found out that full cooperation among the different actors in the agency's improvement as well as implementing agencies is vital in effecting change. The convergence policy and focus targeting as approaches in the implementation has strengthened its validity.

This study differed from the aforementioned study since this focused on the performances of the agency; while, the present study focused on performance of the teaching personnel from SUCs in Eastern Visayas.

The study of Martirez (2005) discussed the impact of increased productivity or price and employee motivation, competitive and fair wages and an efficient managed machine system have the capacity to increase productivity. In addition, important motivators were found to be factors such as job enrichment, work environment and a sense of belonging.

The present study is similar to the aforesaid research regarding work motivation. The dissimilarity is, the present study aside from instruction extended

up to research and extension program. The study of Martirez focused on the management and wages while the present study assessed on the level of motivation and the performance level in research and extension.

Furthermore, the study of Pincas (2010) revealed that job satisfaction and job performance of developed agricultural extension workers of the Department of Agriculture in Eastern Samar found out that performance of extension workers on strategies, research activities, administrative work, service to the department, and professional development were "satisfactory" after devolution, unlike before the devolution that the performance was "very satisfactory". The study further revealed that job satisfaction was significantly related to job performance.

The present study is similar with the reviews cited earlier because it deals with the perceptions of school administrators and staff, faculty and students regarding the different areas of concern such as curriculum improvement and instructional development, organizational climate and efficiency, teachers' development and performance, resource allocation to different institutional programs, program activities and school improvement. However, the previous studies differs from the latter's study since it provides feedback analysis of the present condition of the integrated CSIs to SUCs in terms of management practices and administrative governance on the different areas of concern. This provides

important inputs for the integrated institutions towards their desire for change and improvement.

The study of Kong and King (2011) on Performance-Based Pay as a Motivator of Faculty Performance at a Public University stressed that faculty respondents at the survey institution disagreed that merit pay reflected outstanding performance or was a motivator. In contrast, they strongly agreed that intrinsic rewards such as academic achievement and recognition motivated outstanding performance. This finding reflects the importance of higher-order needs (Maslow, 2010) and McKeachie's (2009) conclusion that academicians are more apt to respond to intrinsic rewards.

Extrinsic rewards were considered important, depending on the nature of the incentive. Faculty favored across-the-board salary increases, particularly as increases would improve competitiveness with peers. In other words, the relationship between total pay and performance may be stronger than that between the promise of merit pay increases and performance.

Even though merit pay funds at the university had increased by one hundred fourteen percent (114%) from 2008-2009 to 2009-2010, and the overall average award rose by sixty three percent (63%), there was no evidence that larger awards impacted motivation for receivers or for non-recipients (A merit pay policy was adopted at the University of Northern Colorado in 2007 and called for a

partially decentralized salary model that included two major changes in the faculty compensation structure at the university). However, the largest awards were granted to business college faculty who did express positive views toward merit pay. It may be that the promise of large awards affected their views, or that the culture of a business school attracts faculty who are motivated by extrinsic rewards.

There were negative responses to the criteria governing who received awards, how performance was measured, and trust between the administration and faculty. There was strong consensus among receivers and non-receivers that merit pay brought negative effects.

The conclusions may help policy makers and administrators adjust the particular university's policy and procedures. The continuation of the merit pay policy, and any increase in the proportion of salary money in the merit pool, are not expected to motivate faculty performance in teaching, research and service until faculty salary levels are competitive with peer institutions, and/or until faculty perceive their compensation reflects their performance. In order for an incentive plan to be implemented effectively, the policy guidelines, criteria and performance measures must be clearly understood and accepted by the faculty members. In addition, channels of communication between the faculty and administration should remain open to gain mutual trust and reach a certain degree of consensus around compensation policies. Administrators and faculty leaders

(e.g., chairs of department evaluation committees) involved in the process should have special training, not only to give a clear sense of the evaluation and merit system but also to avoid misunderstandings and reduce the amount of paper work incumbent on faculty.

Assuming the validity of Lawler's theory, merit pay policies will not meet intended goals until the conditions are realized. Given similar conclusions of other researchers, one might conclude that merit pay itself does not motivate faculty or that the conditions do not encompass those under which a merit pay policy can indeed motivate in university settings. Thus, the importance of the study may be in its contribution to the growing literature which questions the assumptions and conditions for pay to motivate university faculty.

Future research should validate these and other more appropriate conditions, if any, for merit pay to motivate higher education faculty. An investigation of faculty and administrator perceptions might reveal differences between the two groups regarding these conditions, including particularly beliefs about the link between pay and performance, the appropriate size of merit pay to be a motivator, and criteria and processes for determining outstanding performance. Additional research should explore longitudinal effects to learn whether increasing percentages of new salary money devoted to merit pay bring motivational effects or exasperate the negative effects noted in this and other studies.

The study of Kong and King is parallel to the present study because both delved on the motivation of faculty performance of universities. The difference lies on the scope or focus of the study. Kong and King focused on the merit pay reflected outstanding performance or was a motivator or as a reward such as academic achievement and recognition that motivate outstanding performance whereas the present study focused on the level of motivation and the level of performance towards the areas in research and extension. Dissimilarity was on the sample respondents, the previous study was mainly conducted to universities while the present study was conducted to state universities and colleges (SUCs) of Region Vlll particularly Samar Island.

Moreover, the study of Dee and Wyckoff (2013) on "Incentives, Selection, and Teacher Performance: Evidence from IMPACT," states that teachers in the United States are compensated largely on the basis of fixed schedules that reward experience and credentials. However, there is a growing interest in whether performance-based incentives based on rigorous teacher evaluations can improve teacher retention and performance. The evidence available to date has been mixed at best. This study presents novel evidence on this topic based on IMPACT, the controversial teacher-evaluation system introduced in the District of Columbia Public Schools by then-Chancellor Michelle Rhee. IMPACT implemented uniquely high-powered incentives linked to multiple measures of teacher performance (i.e., several structured observational measures as well as test performance). We

present Regression-Discontinuity (RD) estimates that compare the retention and performance outcomes among low-performing teachers whose ratings placed them near the threshold that implied a strong dismissal threat. We also compare outcomes among high-performing teachers whose rating placed them near a threshold that implied an unusually large financial incentive. Our Regression-Discontinuity (RD) results indicate that dismissal threats increased the voluntary attrition of low-performing teachers by 11 percentage points (i.e., more than fifty percent) and improved the performance of teachers who remained by 0.27 of a teacher-level standard deviation. We also find evidence that financial incentives further improved the performance of high-performing teachers (effect size = 0.24).

The aforementioned study is similar to the present study because both studies dealt with performance of teachers motivated with incentives. Dee and Wyckoff focused on the performance-based incentives based on rigorous teacher evaluations which could improve teachers' retention and performance while the present study will evaluate the level of motivation and performance of faculty members on research and extension.

The study of Wesley and Faminow (2014) on "Background Paper: Research and Development and Extension Services in Agriculture and Food Security" investments in agricultural research and extension have consistently demonstrated high rates of return in Asia and the Pacific. However, the recent global food crisis exposed the vulnerability of food supply systems and reversed

many past achievements in the fight against hunger and malnutrition. It also demonstrated the need for continued innovation. In view of the emerging economic, climatic, and political scenarios in the region, this paper explores the role of applied research for development and extension services through the two-pronged approach of boosting food production and preventing losses. Priority areas for research emphasize attention to smallholder farming systems, practical business models, and the integration of gender, and multidisciplinary research that is sensitive to nutritional outcomes. In addition, pioneering mechanisms to public–private partnerships are examined towards the strategic use of renewed stakeholder commitments to achieve food security and prevent future crisis. By learning from the past and looking into the future, this paper makes a case for sustained investments in research and extension to address the numerous challenges along the pathway from agriculture production and distribution to consumption and utilization.

On a closer look, the study of Wesley and Faminow is parallel to the present study because both delved on research and extension study. The difference lies on the scope or focus of the study because Wesley and Faminow focused on research and extension addressed to food production and preventing losses whereas the present study focused on the level of motivation and the level of performance towards the areas in research and extension to any researchable areas among faculty members. Further dissimilarity was on the sample respondents since the

previous study was mainly conducted to agriculture focused universities while the latter study was conducted to selected state universities and colleges (SUCs) in Region VIII.

Furthermore, the study of Blawckie and Donovan (2013) regarding "Realigning research and extension to focus on farmers' constraints and opportunities" argues that research and extension have failed to (1) develop technologies that take into account farmers' resource constraints and risks; and (2) improve farmers' capacity to adapt technologies to their own situations. The paper critiques continued use of blanket, high-dose fertilizer recommendations, arguing for approaches that teach farmers how to maximize returns from smaller, more affordable input purchases. Developing such technologies requires that researchers integrate a wider range of stakeholders (farmers, extension agents, agricultural exporters and processors) into research activities at an earlier point in time than has been the case. Although evidence that these new approaches are increasing the use of purchased inputs remains weak, a number of important lessons are emerging about how research and extension outcomes are influenced by institutional culture and incentives. The authors conclude that developing recommendations for small, affordable input doses and training farmers so they can adapt recommendations to their particular circumstances inasmuch as an institutional challenge as a technology challenge.

The aforesaid study is similar to the present study since both studies deal with research and extension. The difference between these studies is on the focus of the study as Dee and Wyckoff focused on the farmers' constraints and opportunities while the present study focuses on the faculty members' researches output and extension trainings and activities.

On the other hand, Ololube (2011) revealed on his study on "Teacher's Job Satisfaction and Motivation for School Effectiveness: An Assessment," that job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. This study assessed the differences and relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. A questionnaire titled 'TEJOSAMOQ' was used to collect data for the study. While the data for the study was analyzed using multiple statistical procedures: mean point value, standard deviation, and variance, t-test of significance and One-way-analysis of variance (ANOVA). The survey results revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

Thus, the study of Ololube is parallel to the present study because both delved on motivating performances of teachers. The difference lies on the scope or focus of the study. Ololube focused on the level of teachers' job satisfaction, motivation and their teaching performance whereas the present study focused on the level of motivation and the level of performance towards the areas in research and extension to any researchable areas among faculty members. More dissimilarity was on the sample respondents because the previous study was mainly in Rivers State of Nigeria while the latter study was conducted to selected state universities and colleges (SUCs) in Region Vlll.

Moreover, the study of Opu (2012) on "Motivation and Work Performance: Complexities in Achieving Good Performance Outcomes: A Study Focusing on Motivation Measures and Improving Workers Performance in Kitgum District Local Government" notions of motivation and work performance have become a popular driving force behind most successful organizations. Kitgum District Local Government has made numerous efforts towards the motivation of its workers but the challenge facing the implementation of these measures continues to persist. This study is undertaken in Kitgum District Local Government and its focus is geared towards establishing reasons why workers are not performing satisfactorily, what motivational measures are in place and what can be done to ensure that there is improvement. The study is both qualitative and quantitative and an exploratory approach was used. In order to respond to the research

questions purposive sampling was done and 40 respondents were selected from the pool of workers. The study also used three motivational theories to explain how people can be best motivated as well as an insight of the human resource management paradigm. It was also able to make an overview of the efforts made by the human resource office to ensure workers are motivated to perform well and the performance of the district in relation to the Local Government national assessment exercise. A detailed analysis was made based on the responses from the questionnaires from both the upper and middle cadres.

Finally, the conclusion of the study is not firm because of the following issues, although the respondents perceived that there has been a considerable success in the use of both the hygiene factors and motivators, the reality may depart greatly from this standpoint. In a situation where the findings are correct then we can conclude that the hygiene factors such as working conditions, work relations, physical environment, supervision and job security, as argued by Herzberg should be able to form the baseline that can then stimulate the motivators such as achievement, recognition, responsibility, advancement and training, to motivate the workers to perform well. In that light, the motivation in Kitgum District Local Government is seen to be good and therefore the resultant good performance. However, in the findings three quarter of the middle cadres consented to having heard complaints in relation to the poor performance of the district workers. This brings a new dimension of poor performance against good

motivation. In addition the problem statement shows a dysfunctional organization and the assumption of the study is not supported by the findings. These contradicting issues raised a lot of doubts in the researchers mind and it is only through further research that clarity can be put to some of these issues.

The abovementioned study has significant bearing on the present study considering that there is relatedness being observed from both studies on the point motivation and performance. However, they differ in terms of respondents, instruments, location and period of time since the former considered the on-motivation measures and workers performance in Kitgum District Local Government three years ago, while the latter uses faculty/academic staffs of selected SUCs in Region Vlll/Eastern Visayas as respondents using a questionnaire and the coverage is school year 2015-2016.

Likewise, the study of Rudhumbu (2014) regarding "Motivational Strategies in the Teaching of Primary School Mathematics in Zimbabwe," explored the concept of motivational strategies and how it applies to the teaching of primary school mathematics. A number of motivational theories were discussed in the study with regards to how primary school learners can be motivated to want to learn mathematics and such theories included the goal theory, achievement theory, the competency theory, the self-efficacy theory and the general interest theory among others. A number of motivational strategies were also discussed and

these included the following: conveying confidence, conveying high aspirations, giving comments, and valuing learners' tasks. The results of this study indicate that while most teachers concurred that it is important to motivate learners to learn mathematics through the use of motivational teaching strategies, the majority of the same teachers do not seem to be regularly using motivational strategies in the teaching of mathematics. This study also showed that two of the major reasons why primary school mathematics teachers do not regularly use motivational strategies in their teaching are high workloads and large class sizes in their schools. A structured questionnaire was used for data collection.

Consequently, the study of Rudhumbu is parallel to the present study because both delved on motivating performances of teachers. The difference lies on the scope or focus of the study. Rudhumbu focused on the strategies of motivation in teaching mathematics whereas the present study focused on the factors of motivation and then indicators of performance towards the areas in research and extension among faculty members. Other dissimilarity was on the sample respondents because the previous study focused on teachers in mathematics of primary schools while the latter study was conducted to the faculty members who were engaged in research and extension.

Furthermore, the study of Haraldsen and Ostergren (2009) on "Performance measurement and incentives: A study on performance management

in a changing environment "is an examination of performance management systems in relation to the management control approach Beyond Budgeting. The study focused on the developments of performance measurement and incentive systems, and the problem statement is: What is the relationship between performance measurement and incentives? The method used is qualitative research of managers in a larger international energy company. Applying a theoretical perspective, the study finds a strong relationship between performance measurement and incentives at higher organizational levels. However, this relationship is not as strong as the subordinate hierarchical levels. Moreover, the research identifies three central challenges. First, the leadership role is a key successes factor but also a risk factor for the systems and their implementations. Second, the systems have to support the overall business strategy and organizational structure. Finally, a challenge is to reflect the dynamics of the strategic management system in the performance management system.

The aforementioned study was similar to the present study since both studies dealt with performance together with incentives. The difference between these studies was on focus of the study since Haraldsen and Ostergren focused on performance management systems in relation to the management control approach beyond budgeting while the latter study focused on the performance output of faculty members with some motivational aspects.

Moreover, the study of Hardre (2011) regarding "Faculty Motivation to do Research: Across Disciplines in Research- Extensive Universities," investigated personal, contextual, and motivational factors that influence faculty research productivity across disciplines. Participants were seven hundred eighty-one (781) faculty members in four different academic divisions of twenty-eight (28) U.S. research-extensive universities, in seventeen (17) states across the continental U.S. Data were collected as self-reported via online questionnaires, and were analyzed with path analysis using LISREL 8.72 to test a model of factors contributing to faculty members' research productivity. The model fit the data well, supporting the theorized contributions to faculty productivity. Three variables accounted for the largest amounts of unique variance in research productivity: research valuing and research effort (positively) and teaching load (negatively). This analysis further confirmed the fit of the general model for faculty motivation from our previous research, on a larger and more diverse sample. Qualitative data were coded to identify themes related to the research hypotheses. Implications for faculty work, institutional administration, and future research.

The preceding study has similarity in some aspects to the present study since both studies dealt with faculty members' motivation to do research of the particular program and to do research and extension at the universities. The difference lies on the scope/focus of both studies and respondents because the study of Hardre focused on the personal, contextual, and motivational factors that

influenced faculty research productivity across disciplines of faculty members in four different academic divisions of twenty-eight (28) U.S. research-extensive universities, in seventeen (17) states across the continental U.S. whereas, the present study assessed on the level of motivation and the performance level in research and extension in selected SUCs Region VIII.

Also, the study of Sampson, et al. (2010) about "Successful Faculty Performance in Teaching, Research and Original Creative Work, and Service" suggests that success as a university faculty member is dependent on having a clear understanding of how to combine the elements of teaching, research and original creative work, and service in a way that makes the best use of the time and resources available. Faculty members are expected to make substantive contributions to the learning of their students and to their field, as well as to make service contributions to their field and the university. Faculty members are more likely to make substantive contributions when they have well-defined goals and a specific plan for reaching those goals.

The purpose of this paper is to clarify the elements of successful faculty performance at a research-extensive university. Thus,

- *Faculty members* can use this paper to regularly plan and evaluate their work, as well as discuss their work with a department chairperson and a mentor. Faculty members can also use this paper

to help them prepare personal statements for third-year and promotion and tenure reviews;

- *Academic administrators, research center directors, department chairpersons, members of departmental evaluation committees, and members of promotion and tenure committees* can use this paper to clarify their criteria for evaluating faculty performance;
- *Mentors* can use this paper to help faculty better understand the nature of successful performance;
- *Faculty search committees* can use this paper to clarify the expectations for performance to candidates for faculty positions; and
- *Academic administrators* responsible for new faculty orientation can use this paper as a starting point for clarifying performance expectations in specific colleges, schools, departments, and programs.

Faculty performance is most often expressed in terms of teaching, research and original creative work, and service.

The aforementioned study was similar to the present study since both studies dealt with performance research. The difference between these studies was on the focus of the study since Sampson, et al focused on the faculty Performance in teaching, research and original creative work, and service while the latter study

focused on the performance output in research and extension training and activities of faculty members.

In addition, the study of Lavy (2011) regarding "Evaluating the Effect of Teachers' Performance Incentives on Pupil Achievement," proposed that to use teachers' performance incentives as the basis for school reforms have recently attracted considerable attention and support among researchers and policy makers. The main message is that the most likely way to improve students' achievements is to institute performance incentives, direct monetary rewards for improvements in student outcomes. However, there has been very little experience with applying performance incentives in schools. This paper provides empirical evidence on the causal effect of a program that offered monetary incentives to teachers as a function of their students' achievements. The program offered incentives to schools in the form of performance awards, part of which were distributed to teachers and school staff as merit pay and the rest, for the well-being of teachers in the school. The researcher evaluated the effect of the program during the first two full academic years of its implementation, 2006 and 2007. Since participating schools were not chosen randomly, the issue of identification is central to the empirical strategy. The second part of the paper evaluates the effect of a 'twin' program, implemented simultaneously and with the same objectives as the incentive program, but in different schools, and based on providing additional

resources to schools. The paper compares the effect and cost of the two alternative intervention strategies and draws policy implications.

The study of Lavy was parallel to the present study because both researched on performances; nevertheless, the difference lies on the scope or focus of the study as Lavy focused on the teachers' study focus on the performance incentives on pupil achievement whereas the present study focused on the performance level towards the areas in research and extension among faculty members. Additional dissimilarity was on the sample respondents because the previous study utilized the performance of elementary teachers to the pupils while the latter study utilized the faculty members to the college students.

Furthermore, the study of Glass (2011) concerning "The Influence of Teacher Motivation in the Context of Performance-Based Compensation," asserts that the purpose of this study was to examine teacher motivation in the context of performance-based compensation system. The researcher specifically sought to address four research questions:

1. To what extent are teachers motivated for behavioristic/economic reasons and extrinsic rewards?

2. To what extent are teachers motivated for altruistic/PSM reasons and intrinsic rewards?

3. To what extent are teachers simultaneously motivated by both behavioristic/economic and altruistic/PSM means?

4. To what extent are behavioristic/economic or altruistic/PSM motivators more dominant in what drives teachers?

The data used in this study was gathered from teachers working at the Eagle County School District in Colorado in the spring of 2011. There were two hundred seventy-eight (278) teachers who participated in the survey which was part of a required evaluation program the district undertook to be in compliance with program evaluation requirements as a federal "Teacher Incentive Fund" grant recipient.

The researcher used descriptive statistical analysis techniques on the data to answer the research question posed for the study.

From this analysis, some clear conclusions were drawn first; the evidence presented in this dissertation suggests that teachers are motivated by behavioristic/economic motivators. However, which it appears teachers' desire to earn more money; this did not seem to translate into a clear behavioral change in terms of work habits. The evidence did suggest an increased level of attention to measures that were tied to compensation.

Second, teachers are also motivated for altruistic/public service motivation reasons. All of the educators who participated in the survey used in this dissertation were in some level of agreement with questions on if they are motivated to help others, particularly students.

Third, the evidence presented here suggests that teachers can be simultaneously motivated by both the behavioristic /economic and the altruistic/public service motivation paradigms.

Finally, the altruistic/public service motivation paradigm seems to be the stronger of the two in what drives teachers. However, the behavioristic/economic paradigm does suggest the ability to draw the attention of educators to those things to which financial incentives are attached.

The abovementioned study has significant bearing on the present study considering that there is relatedness being observed from both studies on the point incentives compensation and performance evaluation. Nonetheless, they differ in terms of respondents, instruments, location and period of time since the former considered the teacher motivation in the context of performance-based compensation system and the study was conducted four years ago, while the latter used motivation in the performance of conducting research and extension.

The aforementioned studies provided the researcher inputs and insights on how to conduct the study. They provided hints/guides and procedures in the formulation of the instruments and how the analysis of data will be done. The present study is similar with the reviews cited earlier because it deals with the perceptions of universities' administrators and faculty members regarding the two areas of concern such as research and development and extension services. However, it differs from the previous studies for this study provides feedback

analysis of the present condition of the SUCs in terms of management practices and administration on the two areas of concern. This provides important inputs for the integrated institutions towards their desire for change and improvement.

Chapter 3

METHODOLOGY

This chapter describes the research methodology applied in this study. It includes the research design, instrumentation, validation of instrument, sampling procedures, data gathering procedures and statistical treatment of the data.

Research Design

This study utilized the descriptive-correlational method of research. Descriptive-Correlational research sets out to describe, correlate and interpret what is. They are concerned with conditions or relationships that exist; practices that prevail; points of view or attitudes that are held; processes that are going on; effects that are felt or trends that are developing. At times, descriptive-correlational method is concerned with how, what is, or what exist, is related to some preceding event that has influenced or affected a present condition or event (Sevilla, et. al., 1992).

This study focused on the level of motivation and performance in research and extension of State Universities and Colleges (SUCs) of Eastern Visayas. The instructors, assistant professors, associate professors and full professors were determined in their profile and associated with their participation and performance in research and extension and the level of motivation through

intrinsic and extrinsic motivation. This took into account the categories of feedback offered composed of varied opinions by the respondents of the faculty members of SUCs in Eastern Visayas. Problems as well as solutions were elicited from the respondents relative to the level of motivation and performance in research and extension of SUCs faculty members in Eastern Visayas.

The data were gathered through the survey questionnaire and documentary analysis was tabulated, organized and analyzed with the use of descriptive and correlational statistics, namely: frequency count and percentages, arithmetic mean and standard deviation, weighted mean, Pearson-Product-Moment Coefficient Correlation, and Fisher's t-test.

Instrumentation

The researcher utilized the questionnaire in gathering the necessary data supplemented by documentary analysis and interview.

Questionnaire. The questionnaire - checklist was prepared by the researcher and the other parts of the questionnaire were patterned from the evaluating instrument prepared by the Qualitative Contribution Evaluation (QCE) of the NBC No. 461 for Research and Extension. It was designed in a manner that would obtain the desired data on the level of motivation and performance in research and extension of SUCs faculty members in Eastern Visayas.

There was one set of questionnaire designed for the SUCs faculty members. The questionnaire contains six (6) parts: Part I was on the profile of faculty members from instructors, assistant professors, associate professors and full professors in their age, sex, civil status, educational qualifications, academic rank; local designation, field of specialization, administrative experience, teaching experience, length of service, performance rating, number of preparations, total work load, and relevant trainings attended. Part II contains the level of performance of faculty in research under which were the faculty participation and faculty performance in research. Part III contains the level of performance of faculty in extension under which were the faculty participation and performance in extension. Part IV contains the level of motivation of the four groups of faculty-respondents in the conduct of research and extension in terms of intrinsic and extrinsic motivation. Part V contains the problems encountered by the four groups of respondents relative to research and extension. Part VI contains the suggested solutions by the respondents based on the problems they encountered. Part VII contains the policy recommendations to improve the level of motivation and performance in research and extension.

The respondents made to check the appropriate answers using the 5-point scale as to level of motivation, as follows:

5 - Always	indicating that the provision or condition on the implementation is extensively always functioning well.
4 - Often	indicating that the provision is present but moderate.
3 – Sometimes	indicating that the provision or condition on the extent of implementation is present but limited or moderate.
2 – Seldom	indicating that the provision or condition on the extent of implementation is present but limited.
1 – Never	indicating that the provision or condition on the extent of implementation is totally missing.

The extent of participation and performance in research and extension, are as follows:

5 -Outstanding	indicating that the provision or condition on the implementation is extensively functioning well.
4 –Very satisfactory	indicating that the provision is present but moderate.
3 – Satisfactory	indicating that the provision or condition on the extent of implementation is present but limited or moderate.

2 - Unsatisfactory indicating that the provision or condition on the extent of implementation is present but limited.

1 - Needs Improvement indicating that the provision or condition on the extent of implementation is totally missing.

The respondents were made to check a five-point scale with the following adjectival descriptions:

5 - Extremely Felt (EF) Indicating that you extremely felt to the situation.

4 - Highly Felt (HF) Indicating that you highly felt to the situation.

3 - Moderately Felt (MF) Indicating that your feeling is still moderately felt.

2 - Slightly Felt (SF) Indicating that you slightly felt to the situation.

1 - Not Felt (NF) Indicating that you do felt to the situation.

The questionnaire was validated as explained in the validation of instrument. It was administered to selected academic staff of NwSSU-San Jorge Campus for the try-out and the coefficient of reliability was determined.

Documentary analysis. The researcher availed of the performance rating as well as the 201 Files of faculty respondents to ascertain their personal information contained in the information sheets.

Validation of Instrument

The researcher drafted the questionnaire which was patterned from the evaluating instrument designed by the Qualitative Contribution Evaluation (QCE) of the NBC No. 461 for Research and Extension. However, some revisions were made to capture the information needed in this particular investigation. The first draft was submitted to her adviser for perusal. Comments and suggestions of the adviser were considered in the revision of questionnaire.

Before the final form of the instrument was written, the test-retest reliability was conducted. The instrument was administered twice to the same subject with a given interval. Firstly, it was administered to twenty (20) subjects in Northwest Samar State University-San Jorge Campus composed of faculty members. After two (2) days, it was administered again to selected sample of twenty (20) out of forty-two (42). Then the Pearson r was computed to determine the reliability of the questionnaire. The interval of two days was considered to delay and apparently to eliminate the "exposure or practice effect" on the part of the samples. They were asked also to criticize, add and delete practices enumerated in the areas of concern. The results of the two try-outs was correlated using the Spearman-Rank Order Coefficient Correlation and was` interpreted using the interpretation guide of Ebel (1965).

The average correlation coefficient was 0.987 and 0.980 for instructors/assistant professors, associate professors, and full professors

respectively. This means that the reliability of the two sets of questionnaires was low and adequate for group measurement.

Correlation Matrix

	1ST	2ND
1ST	1.000	
2ND	.987	1.000

88 sample size

± .210 critical value .05 (two-tail)
± .273 critical value .01 (two-tail)

Sampling Procedure

The groups of respondents who were involved in the study were the following: instructors, assistant professors, associate professors and professors from state universities and colleges. Table 3 shows the distribution of faculty-respondents from every campus.

TABLE 1

Distribution of External Stakeholder Respondents

Respondents	ESSU	EVSU	LNU	NwSSU	NSU	PIT	SSU	SLSU	UEP	VSU	f	%
Instructors (I-III)	12	19	15	11	12	11	15	13	18	14	**140**	**43.75 %**
Assistant Professor (I-IV)	8	9	9	8	7	8	9	7	11	9	**85**	**26.56 %**
Associate Professor (I-V)	7	8	8	7	6	7	8	6	9	9	**75**	**23.44%**
Full Professor (I-VI)	2	2	2	2	2	2	2	2	2	2	**20**	**6.25 %**
TOTAL	29	38	34	28	27	28	34	28	40	34	**320**	**100.00 %**

As gleaned in Table 3, there were three hundred twenty (320) respondents in whom One hundred forty (140) or 43.75% were instructors (I-III); Eighty-five (85) or 26.56% were assistant professors (I-IV); Seventy-five (75) or 23.44% were associate professors (I-V); and Twenty (20) or 6.25% were professors (I-VI).

The researcher used purposive random sampling technique in the selection of the respondents. This was used in the faculty members. The researcher determined the number of faculty members of the said group of respondents by college/university and the sample size was determined using Slovene's formula. After the sample size was identified, the proportion of respondents for each institution was determined and computed.

Data Gathering Procedure

The researcher prepared a permit signed by the dean seeking permission from the university and college presidents of the identified respondents of the different SUCs to field the instruments in their respective institutions and to have access to records profile available in the Human Resource Management Office (HRMO).

After which, the researcher asked permission from the deans and the individual respondents from each institution. The researcher personally gave and distributed the questionnaires to ensure high percentage of retrieval. The

distribution of questionnaires started on the 2nd week of December, 2015 and the retrieval was completed during the last week of December, 2015.

The researcher travelled throughout the Eastern Visayas namely: Eastern Samar State University (ESSU) Borongan, E. Samar; Eastern Visayas State University (EVSU) Tacloban City, Leyte; Leyte Normal University (LNU) Tacloban City, Leyte; Northwest Samar State University (NwSSU) Calbayog City, Samar; Naval State University (NSU) Naval, Leyte; Palompon Institute of Technology (PIT) Palompon, Leyte; Samar State University (SSU) Catbalogan City, Samar; Southern Leyte State University (SLSU) Sogod, Southern Leyte; University of Eastern Philippines (UEP) Catarman, Northern Samar; and Visayas State University (VSU) Baybay, Leyte which were covered by the study.

While the researcher was in the process of distributing questionnaires and collecting data, she also made an actual observations and personal interviewed with some respondents. This was done to validate and cross-check some information obtained from the respondents and other documents.

Statistical Treatment of Data

The data gathered was tabulated, categorized, organized and analyzed with the use of appropriate descriptive and inferential statistical tools such as frequency count and percentages, arithmetic mean and standard deviation, weighted mean, Multiple Correlation, Fisher's t-test, and Scheffe's test.

Frequency count and percentages. These descriptive statistics were employed to present the profile or personal characteristics of the respondents.

Arithmetic mean and standard deviation. These statistical tools were used to compute for the average age of the respondents and to describe the variability of the data with reference to the mean value.

Weighted means. The weighted means were computed for determining the factors of motivation and the performance indicators instrument. The interpretation of the data was based on the following scale:

Scale	Range	Interpretation
4.51 - above	5	Strongly Agree (SA)/ Always (A)/ Outstanding (O)/ Extremely Felt (EF)/ Strongly Agree
3.51 - 3.50	4	Agree (A) Often (O)/ Very Satisfactory(VS)/ Highly Felt (HF)/ Highly Agree(HA)

2.51 – 3.50	3	Undecided (UD) /Sometime (S)/Satisfactory (S)/ Moderately Felt (MF)/Moderately Agree (MA)
1.51 – 2.50	2	Disagree (Dis)/ Seldom (Sel)/Unsatisfactory (UnS)/Slightly Felt (SF) /Slightly Agree(SA)
1.50 and below	1	Slightly Disagree(SA)/ Never (N)/Needs Improvement (NI)/Not Felt (NF)/Not Agree (NA)

Multiple Correlations. The one-way analysis of variance was used to compare the perceptions of the four groups of respondents relative to the level of motivation and performance in research and extension using the following computational table (Ferguson and Takane, 2009).

Table 2

Table of Computational Formula for Multiple Correlations

Source of Variations	df	Sum of Squares	Mean Squares	F
Between	K – 1	$SSB = \frac{\Sigma (T)^2}{N} - C$	$MSB = \frac{SSB}{K - 1}$	$F = \frac{MSB}{MSW}$
Within	N – K	SSW = SST – SSB	$MSW = \frac{SSW}{N - K}$	
Total	**N – 1**	**$SST = \Sigma X^2 - C$**	-	-

where:

K – refers to the number of groups compared;

N – refers to the total number of cases;

T – refers to the group total; and

n – refers to the number of cases per group.

The computed F-value was compared with the tabular/critical F-value at .05 level of significance with K – 1 and N – K degrees of freedom. When the former

proved greater than the latter, the corresponding null hypothesis was rejected. Otherwise, the same was accepted.

Multiple Correlations. This statistical tool was used to determine the reliability of the developed questionnaire and to find out whether there is a relationship between the level of motivation and performance in research and extension of SUC's faculty members in Eastern Visayas.

The formula is suggested by Graham (1993: 120) is applied, viz:

$$r = \frac{S_{xy}}{S_x S_y}$$

where:

x – refers to the level of motivation and performance in research and extension

y – refers to the academic rank of the respondents and their personal characteristics;

S_{xy} – refers to the covariance of x and y;

S_x – refers to the standard deviation of x; and

S_y – refers to the standard deviation of y.

In interpreting the computed value for the reliability of the instruments, the table of Reliability Coefficient suggested by Ebel (2005) was used as follows:

Table 3

Ebel's Interpretation Table of Reliability Coefficient

Reliability Coefficient	Degree of Reliability
0.95 – 0.99	Very High
0.90 – 0.94	High
0.80 – 0.89	Fairly high, adequate for individual measurements
0.70 – 0.79	Rather low, adequate for group measurement
Below 0.70	Low, entirely inadequate for individual measurement although useful for group average and school surveys.

Fisher's t-test. This statistical tool was used for testing the correlational hypothesis of the study. The formula given by Walpole (1982: 307) was applied to wit:

$$t = \frac{r}{\sqrt{1 - r^2}}$$

where:

r - refers to the computed correlation coefficient; and

N - refers to the number of paired data.

Finally, .05 level of significance was used in testing the entire hypothesis.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of this study with the corresponding analysis and interpretation of the data. Included in this chapter were the following sub-topics: profile of the four groups of faculty-respondents; level of performance of the four groups of faculty-respondents in the conduct of research and extension; relationship between the level of performance in research and extension and their profile; level of motivation of the four groups of faculty-respondents in the conduct of research and extension; relationship between the performance of the four groups of faculty-respondents in research and extension and their level of motivation; problems encountered by the four groups of respondents relative to research and extension; solutions suggested by the respondents to address the problems encountered; and policy recommendations proposed to improve the level of motivation and performance in research and extension.

Profile of Faculty-Respondents

This section presents the profile of the four groups of faculty-respondents, namely: instructors; assistant professors; associate professors; and full professors, in terms of their age, sex, civil status, educational qualifications, academic rank, local designation, field of specialization, administrative experience, teaching

experience, teaching experience, length of service, performance rating; number of preparations, total workload, and relevant trainings attended.

Age. Table 4 presents the age distribution of the four groups of faculty-respondents. For the group of instructors, 31 instructors or 22.14% were at the age bracket of 29 - 31, it was followed with 23 instructors or 16.43% were at the age bracket of 32 - 34, it was followed with 21 instructors or 15% were at the age bracket of 26 - 28 and 35 - 37. There were 6 instructors or 4.29% who were at the age bracket of 23 - 25, the youngest age bracket in the group. There was only 1

Table 4

Age of Respondents

Age	Instructor	%	Assistant Professor	%	Associate Professor	%	Professor	%
62 - 64	1	0.71	0	0.00	0	0.00	0	0.00
59 - 61	4	2.86	8	9.41	7	9.33	6	30.00
56 - 58	2	1.43	0	0.00	7	9.33	5	25.00
53 - 55	0	0.00	4	4.71	10	13.33	2	10.00
50 - 52	0	0.00	12	14.12	4	5.33	3	15.00
47 - 49	2	1.43	3	3.53	8	10.67	2	10.00
44 - 46	1	0.71	9	10.59	2	2.67	2	10.00
41 - 43	2	1.43	8	9.41	3	4.00	0	0.00
38 - 40	17	12.14	7	8.24	5	6.67	0	0.00
35 - 37	21	15.00	9	10.59	7	9.33	0	0.00
32 - 34	23	16.43	9	10.59	6	8.00	0	0.00
29 - 31	31	22.14	6	7.06	3	4.00	0	0.00
26 - 28	21	15.00	0	0.00	0	0.00	0	0.00
23 - 25	6	4.29	0	0.00	0	0.00	0	0.00
Not Specified	9	6.43	10	11.76	13	17.33	0	0.00
Total	140	100	85	100	75	100	20	100

instructor or 0.70% who was at the age bracket of 62 - 64, the oldest age bracket in the group. However, 9 or 6.43% of the instructor-respondents did not specify their age for unknown reasons.

For the group of assistant professors, 12 or 14.12% were at the age bracket of 50 - 52. Nine or 10.59% assistant professors were at the age brackets of 32 - 34, 35 - 37, and 44 - 46. However, 10 or 11.76% of the assistant professors did not specify their age for unknown reasons.

For the group of associate professors, 10 or 13.33% were at the age bracket of 53 - 55. Eight or 10.67% were at the age bracket of 47 - 49. Seven or 9.33% were at the age bracket of 35 - 37, 56 - 58, and 59 - 61. However, 13 or 17.33% of the associate professors did not specify their age for unknown reasons.

For the group of professors, six or 30% were at the age bracket of 59 - 61. Five or 25% were at the age bracket of 56 - 58. Three or 15% were at the age bracket of 50 - 52.

Table 5

Sex of Respondents

Sex	Instructor	%	Assistant Professor	%	Associate Professor	%	Professor	%
Male	72	51.43	49	57.65	44	58.67	12	60.00
Female	68	48.57	36	42.35	31	41.33	8	40.00
Total	140	100.00	85	100.00	75	100.00	20	100.00

This information signified that the four groups of faculty-respondents were relatively young, at their early 40's, at the prime of their age and at the height of their career.

Sex. Table 5 reflects the sex disaggregation of the four groups of faculty-respondents. The table shows that majority of the faculty-respondents belonged to the male sex accounting for 72 out of 140 instructors or 51.43%, 49 out of 85 assistant professors or 57.65%, 44 out of 75 associate professors or 58.67%, and 12 out of 20 professors or 60%.

The foregoing data suggested male dominance among the four groups of faculty-respondents. This was an unusual observation considering that in the roster of the work force in most educational institutions, both private and public, the female sex usually dominated it.

Civil Status. Table 6 provides the data on the civil status of the four groups of faculty-respondents.

Table 6

Civil Status of Respondents

Civil Status	Instruc -tor	%	Assistant Professor	%	Associate Professor	%	Profe-ssor	%
Single	63	45.00	13	15.29	7	9.33	3	15.00
Married	72	51.43	66	77.65	60	80.00	13	65.00
Widow/er	5	3.57	6	7.06	8	10.67	4	20.00
Total	140	100	85	100	75	100	20	100

From Table 3, it can be noted that most of the faculty-respondents, that is, 72 or 51.43%, 66 or 77.65%, 60 or 80.00%, and 13 or 65% were married for the groups of instructors, assistant professors, associate professors and professors, respectively. The single registered with 63 or 45%, 13 or 15.29%, 7 or 9.33%, and 3 or 15% for the four groups of faculty-respondents and the rest signified as widow/widower.

The data denoted that majority of the four groups of faculty-respondents were had their respective families to sustain by the fruits of their profession. Probably, they served as their inspiration to excel in their performance and in their promotion.

Educational Qualification. Table 7 shows the educational qualification of the four groups of faculty-respondents. From the table, it can be gleaned that a number of the faculty-respondents signified as doctorate degree holders, accounting for 11 or 7.86%, 47 or 55.29%, 46 or 61.33%, and 18 or 90% for the instructors, assistant professors, associate professors and professors, respectively. For the faculty members with doctoral degree units, there were 18 instructors or 12.86%, and 4 assistant professors or 4.71%. For the master's degree holder, there were 36 or 25.71%, 2 or 2.35%, 9 or 12% for the instructors, assistant professors and associate professors, respectively. For the master's degree units, there were 57 or 40.71%, 30 or 35.29%, 14 or 18.67%, 2 or 10% for the instructors, assistant professors, associate professors and professors, respectively. For the bachelor's

Table 7

Educational Qualifications of Respondents

Educational Qualification	Instructor	%	Assistant Professor	%	Associate Professor	%	Professor	%
Bachelor's Degree	18	12.86	2	2.35	6	8.00	0	0.00
With Master's Degree Units	57	40.71	30	35.29	14	18.67	2	10.00
Master's Degree	36	25.71	2	2.35	9	12.00	0	0.00
With Doctoral Degree Units	18	12.86	4	4.71	0	0.00	0	0.00
Doctoral Degree	11	7.86	47	55.29	46	61.33	18	90.00
Total	140	100	85	100	75	100	20	100

degree holder, there were 18 or 12.86%, 2 or 2.35%, 6 or 8% for the instructors, assistant professors and associate professors, respectively.

The data suggested that the four groups of faculty-respondents possessed the required educational qualifications which signified that they were prepared for any designation that would be assigned to them by their respective superiors.

Academic Rank. Table 8 reveals the academic rank of the four groups of faculty-respondents. Table 8 shows that a number of the faculty-respondents, that is, 140 or 43.75% were instructors while 85 or 26.56% of them were assistant professors, 75 or 23.44% were associate professors, and 20 or 6.25% professors.

Table 8

Academic Rank of Respondents

Academic Rank	Frequency	%
Instructor	140	43.75
Assistant Professor	85	26.56
Associate Professor	75	23.44
Professor	20	6.25
Total	320	100

The information signified that the faculty-respondents represented the different academic ranks in the institution from instructor to professors. This signified, further, that these groups of respondents manifested eligibility as the respondents of this study.

Local Designation. Table 9 contains the data on the local designation of the four groups of faculty-respondents. The said table shows that 19 out of 140 instructors or 13.57%, 18 out of 85 assistant professors or 21.18%, 32 out of 75 associate professors or 42.67%, and 13 out of 20 professors or 65% had local designations and the rest were full time faculty members. The local designations were given by their supervisors in addition to the functions attached to their appointed positions.

Table 9

Local Designation of Respondents

Local Designation	Instructor	%	Assistant Professor	%	Associate Professor	%	Professor	%
Coordinator	4	2.86		0.00		0.00	3	15.00
Head	4	2.86	2	2.35		0.00		0.00
VP		0.00		0.00		0.00	2	10.00
ITE	1	0.71		0.00		0.00		0.00
Director		0.00	2	2.35	4	5.33	2	10.00
Adviser	2	1.43		0.00		0.00		0.00
Extension Coordinator		0.00		0.00		0.00	3	15.00
GAD	1	0.71		0.00		0.00		0.00
Dean	1	0.71	4	4.71	6	8.00		0.00
Graduate Studies		0.00		0.00		0.00	3	15.00
College Coordinator	1	0.71		0.00		0.00		0.00
Specialist	1	0.71		0.00		0.00		0.00
Chairman	1	0.71	2	2.35	4	5.33		0.00
Dept. Head		0.00		0.00	7	9.33		0.00
HRM	1	0.71		0.00		0.00		0.00
MEP	1	0.71		0.00		0.00		0.00
College Secretary	1	0.71		0.00		0.00		0.00
Planning		0.00	2	2.35		0.00		0.00
IGP		0.00	2	2.35		0.00		0.00
Communication		0.00	2	2.35		0.00		0.00
OIC		0.00	2	2.35	2	2.67		0.00
BS Criminology		0.00		0.00	1	1.33		0.00
Lab In-charge		0.00		0.00	2	2.67		0.00
CBA		0.00		0.00	2	2.67		0.00
Health Care Services		0.00		0.00	2	2.67		0.00
BSBA		0.00		0.00	2	2.67		0.00
None	121	86.43	67	78.82	43	57.33	7	35.00
Total	140	100	85	100	75	100	20	100

Field of Specialization. Table 10 presents the field of specialization of the four groups of faculty-respondents. Most of the faculty members had an specialization on education/educational management program accounting to 20 out of 140 instructors or 14.29%, 38 out of 85 assistant professors or 44.71%, 20 out of 75 associate professors or 26.67%, and 14 out of 20 professors or 70%. It was followed with majors on academic subjects such as Mathematics, English, Filipino, Science and Physical Education accounting to 12 or 8.57%, 7 or 8.24%, 9 or 12%, and 2 or 10% instructors, assistant professors, associate professors and professors, respectively. It was followed with the specialization on Social Sciences /Philosophy/Criminology accounting to 6 or 4.29%, 4 or 4.71%, 9 or 12% instructors, assistant professors and associate professors. There were 76 or 54.29%, 25 or 29.41%, 16 or 21.33% instructors, assistant professors and associate professors who did not specify their field of specialization.

Administrative Experience. Table 11 shows the administrative experience of the four groups of faculty-respondents. Majority in each group of faculty respondents had an administrative experience between 0 - 2 and 3 - 5. The data suggested that the faculty-respondents were just new to their local designations at about five years.

Teaching Experience / Length of Service. Table 11 contains the information regarding the length of service of the four groups of faculty-respondents. Most of

Table 10
Field of Specialization of Respondents

Field of Specialization	Instructor	%	Assistant Professor	%	Associate Professor	%	Professor	%
Academic Subjects	12	8.57	7	8.24	9	12.00	2	10.00
Accounting / Finance	4	2.86		0.00		0.00		0.00
Agronomy / Animal Science	3	2.14		0.00		0.00		0.00
Arts / Communication	3	2.14	6	7.06		0.00	2	10.00
Bachelor of Laws		0.00		0.00		0.00	2	10.00
Education / Educ'l. Mgt. Program	20	14.29	38	44.71	20	26.67	14	70.00
Engineering Management		0.00	2	2.35		0.00		0.00
Health Care Services		0.00		0.00	2	2.67		0.00
Hotel and Restaurant Management	1	0.71		0.00		0.00		0.00
Instructional System		0.00		0.00	2	2.67		0.00
MAIS	1	0.71		0.00		0.00		0.00
MCS	2	1.43		0.00		0.00		0.00
ME		0.00		0.00	2	2.67		0.00
MIT	1	0.71		0.00		0.00		0.00
MSME		0.00	1	1.18		0.00		0.00
MTE		0.00		0.00	6	8.00		0.00
Public/Business Administration	7	5.00	2	2.35	7	9.33		0.00
Resource/Technician Management	2	1.43		0.00	2	2.67		0.00
Social Science/Philosophy/Criminology	6	4.29	4	4.71	9	12.00		0.00
TESL	1	0.71		0.00		0.00		0.00
Tourism	1	0.71		0.00		0.00		0.00
Not Specified	76	54.29	25	29.41	16	21.33		0.00
Total	140	100	85	100	75	100	20	100

Table 11

Administrative Experience

Administrative Experience	Instructor	%	Assistant Professor	%	Associate Professor	%	Professor	%
21 - 23	0	0.00	0	0.00	2	2.67	0	0.00
18 - 20	0	0.00	0	0.00	0	0.00	2	10.00
15 - 17	0	0.00	0	0.00	0	0.00	0	0.00
12 - 14	0	0.00	0	0.00	5	6.67	2	10.00
9 - 11	2	1.43	0	0.00	0	0.00	3	15.00
6 - 8	10	7.14	6	7.06	2	2.67	0	0.00
3 - 5	16	11.43	10	11.76	2	2.67	0	0.00
0 - 2	112	80.00	69	81.18	64	85.33	13	65.00
Total	140	100	85	100	75	100	20	100

the faculty respondents had a teaching experience / length of service from 0 - 4 accounting to 104 or 74.29%, 35 or 41.18%, and 37 or 49.33% instructors, assistant professors and associate professors, respectively. The data suggested that most of the faculty-respondents were new in the service as a professional teacher.

Number of Preparations. Table 12 provides the information regarding the number of preparations of the four groups of faculty-respondents. For the group of instructors, the highest frequency of 48 or 34.29% was on four preparations. It was followed with 3 preparations accounting to 44 out of 140 instructors or 31.43%. It was followed further with 2 and 5 preparations accounting to 13 out of 140 instructors or 9.29%. Eight instructors or 5.71% had eight preparations. Six

Table 12

Teaching Experience / Length of Service

Teaching Experience / Length of Service	Instructor	%	Assistant Professor	%	Associate Professor	%	Professor	%
40 - 44	0	0.00	0	0.00	0	0.00	3	15.00
35 - 39	1	0.71	2	2.35	8	10.67	3	15.00
30 - 34	2	1.43	0	0.00	3	4.00	3	15.00
25- 29	0	0.00	2	2.35	7	9.33	3	15.00
20 - 24	0	0.00	9	10.59	4	5.33	2	10.00
15 - 19	4	2.86	17	20.00	4	5.33	6	30.00
10 - 14	12	8.57	17	20.00	10	13.33	0	0.00
5 - 9	17	12.14	5	5.88	10	13.33	0	0.00
0 - 4	104	74.29	35	41.18	37	49.33	0	0.00
Total	140	100	85	100	75	100	20	100

instructors had both 6 and 7 preparations. Twelve was the highest number of preparations for only one instructor.

For the group of assistant professors, there was an equal number of assistant professors who had three or four preparations. It was followed with 2 preparations for 12 assistant professors or 14.12%. Eight was the highest number of preparations for 1 assistant professor.

For the group of associate professors, 3 preparations for 24 associate professors or 32%. It was followed with 2 preparations for 21 associate professors or 28%. 4 preparations for 19 associate professors or 25.33%. 6 preparation was the highest number of preparations for 2 associate professors or 2.67%.

Table 13

Number of Preparations

Number of Preparations	Instructor	%	Assistant Professor	%	Associate Professor	%	Professor	%
12	1	0.71	0	0.00	0	0.00	0	0.00
11	1	0.71	0	0.00	0	0.00	0	0.00
8	8	5.71	1	1.18	0	0.00	0	0.00
7	6	4.29	2	2.35	0	0.00	2	10.00
6	6	4.29	5	5.88	2	2.67	3	15.00
5	13	9.29	6	7.06	2	2.67	0	0.00
4	48	34.29	30	35.29	19	25.33	5	25.00
3	44	31.43	30	35.29	24	32.00	3	15.00
2	13	9.29	12	14.12	21	28.00	7	35.00
1	0	0.00	0	0.00	7	9.33	0	0.00
Total	140	98.57	85	100.00	75	100.00	20	100.00

For the group of professors, 2 preparation got the highest frequency accounting to 7 professors or 35%. It was followed with 4 preparations of 5 frequency or 25%. 7 preparation was the highest number of preparation with 2 professors.

The data suggested that the faculty-respondents had a manageable number of preparations of four.

Total Workload. Table 14 presents the total workload of the four groups of faculty-respondents. For the group of instructors, 77 out of 140 instructors or 55%

Table 14

Total Workload

Total Workload	Instructor	%	Assistant Professor	%	Associate Professor	%	Professor	%
51 - 55	3	2.14	0	0.00	0	0.00	0	0.00
46 - 50	1	0.71	2	2.35	0	0.00	0	0.00
41 - 45	0	0.00	0	0.00	0	0.00	0	0.00
36 - 40	7	5.00	2	2.35	0	0.00	0	0.00
31 - 35	4	2.86	7	8.24	5	6.67	0	0.00
26 - 30	14	10.00	7	8.24	7	9.33	0	0.00
21 - 25	21	15.00	12	14.12	10	13.33	0	0.00
16 - 20	77	55.00	34	40.00	35	46.67	10	50.00
11 - 15	9	6.43	12	14.12	8	10.67	5	25.00
6 - 10	4	2.86	8	9.41	10	13.33	5	25.00
1 - 5	0	0.00	1	1.18	0	0.00	0	0.00
Total	140	100	85	95.29	75	100	20	100

had a total workload of 16 – 20 hours a week. It was followed with 21 out of 140 or 15% instructors who had a total workload of 21 – 25 hours per week. 14 out of 140 instructors or 10% had a total workload of 26 – 30 hours per week. 9 out of 140 instructors or 6.43% had a total workload of 11 – 15 hours per week. A total workload of 51 – 55 hours per week was the highest number of workload for 3 out of 140 instructors or 2.14%.

For the group of assistant professors, 34 of them or 40% had a total workload of 16 – 20 hours per week. It was followed with 12 assistant professors

or 14.12% who had a total workload of 11 - 15 and 21 - 25 hours per week. It was followed further with 8 assistant professors or 9.41% who had a total workload of 6 - 10 hours per week.

For the group of associate professors, 35 of them or 46.67% had a total workload of 16 - 20 hours per week. It was followed with 10 associate professors or 13.33% who had a total workload of 6 - 10 and 21 - 25 hours per week. 8 associate professors or 10.67% had a total workload of 11 - 15 hours per week. Five associate professors or 6.67% had a total workload of 31 - 35 hours per week which was the highest workload among the associate professors.

For the group of professors, 16 - 20 hours per week was the highest total workload among the 20 professors being studied with a frequency of 10 or 50%. The other 10 professors or 50% was shared to both total workload of 6 - 10 and 11 - 15 hours per week.

Relevant Trainings Attended. Table 15 provides the data on the relevant trainings attended by the four groups of faculty-respondents in the different levels, namely: international, national, and regional/local. The faculty-respondents had the most number of relevant training attended in local/regional level accounting to a total of 1,489 trainings or 79.84%. It was followed with the relevant trainings in the national level accounting to 261 trainings or 13.99%. A total also of 115 trainings at the international level or 6.17% had been attended by the four groups of faculty-respondents.

Table 15

Number of Relevant Trainings Attended

Trainings Attended	Interna -tional	%	Natio- nal	%	Regio- nal /Local	%	Total
Instructor	44	2.36	86	4.61	501	26.86	631
Assistant Professor	54	2.90	54	2.90	449	24.08	557
Associate Professor	14	0.75	106	5.68	475	25.47	595
Professor	3	0.16	15	0.80	64	3.43	82
Total	115	6.17	261	13.99	1489	79.84	1,865

This signified that the faculty-respondents had attended several trainings to enhance their competence in the conduct of research and extension.

Level of Performance of the Four Groups of Faculty-Respondents

Tables 16 shown the level of performance of the four groups of faculty-respondents in the conduct of research and extension.

Conduct of Research. There were five indicators considered in this area whereby the faculty-respondents appraised their level of performance. These indicators were (1) Regularly communicates quality output of the research proceeding to colleges/staff/clientele/ subordinates; (2) Manages priorities to get the job done and able to look for better ways to confront conflict situations in an honest and direct manner; (3) Encourage/motivates participation/cooperation of

Table 16

Level of Performance in Research and Extension

Academic Rank	Research		Extension		Average Performance	
	Rating	Interpre-tation	Rating	Interpre-tation	Rating	Interpre-tation
Instructor	3.08	S	3.19	S	3.14	S
Assistant Professor	3.25	S	3.33	S	3.29	S
Associate Professor	3.39	S	3.41	S	3.40	S
Professor	3.43	S	3.69	VS	3.56	VS
Average Performance	3.29	S	3.41	S	3.35	S

the people involved in the research proceedings; (4) Suggests/introduces strategies that enhanced colleagues/staff/clientele/subordinate's skills and abilities to perform the research activity in a more efficient manner; and (5) Communicates directly, openly, honestly and shares information with the concerned individual or people involved in the research proceeding.

The mean level of performance in research were 3.08, 3.25, 3.39, and 3.43 of instructors, assistant professors, associate professors and professors, respectively. All of the mean level of performance were interpreted as Satisfactory (S).

Conduct of Extension. There were five indicators considered in this area whereby the faculty-respondents appraised their level of performance. These indicators were (1) Regularly communicates quality output of the extension

proceeding to colleges/staff/clientele/ subordinates; (2) Manages priorities to get the job done and able to look for better ways to confront conflict situations in an honest and direct manner; (3) Encourage/motivates participation/cooperation of the people involved in the extension activities; (4) Suggests/introduces strategies that enhanced colleagues/staff/clientele/subordinate's skills and abilities to perform the extension activity in a more efficient manner; and (5) Communicates directly, openly, honestly and shares information with the concerned individual or people involved in the extension activities.

The mean level of performance in extension were 3.19, 3.33, 3.41, and 3.69 of instructors, assistant professors, associate professors and professors, respectively. The mean level of performance was interpreted as Satisfactory (S) for the three groups of faculty respondents such as instructor, assistant professor, and associate professor. Very Satisfactory (VS) was the interpretation for the performance of professors in their extension activity.

Relationship Between the Level of Performance in Research and Extension and Their Profile Variates

Tables 17 and 18 present the relationship between the level of performance in research and extension, and their profile variates.

Conduct of Research. Table 17 presents the relationship between the level of performance in the conduct of research and their profile variates in terms of the

Table 17

Relationship Between the Level of Performance in Research and Profile Variates

Variates	r-value	Fisher's t-value	p-value	Evaluation/Decision
Age	0.150	2.705	0.011	Significant/Reject Ho
Sex	0.028	0.500	0.619	Not Significant/ Accept Ho
Civil Status	0.065	1.162	0.248	Not Significant/ Accept Ho
Educational Qualifications	0.238	4.370	0.000	Significant/Reject Ho
Academic Rank	0.158	2.853	0.005	Significant/Reject Ho
Local Designation	0.102	1.828	0.069	Not Significant/ Accept Ho
Field of Specialization	-0.047	0.839	0.504	Not Significant/ Accept Ho
Administrative Experience	0.029	0.517	0.750	Not Significant/ Accept Ho
Length of Service	0.056	1.000	0.431	Not Significant/ Accept Ho
Number of Preparations	-0.060	1.072	0.307	Not Significant/ Accept Ho
Total Workload	0.006	0.107	0.917	Not Significant/ Accept Ho
Relevant Trainings Attended	0.281	5.221	0.000	Significant/Reject Ho

***Fisher's t-critical value* = ±1.960**
***df* = 318**
α = .05

following: age, sex, civil status, educational qualifications, academic rank, local designation, field of specialization, administrative experience, teaching experience

/length of service, number of preparations, total workload, and relevant trainings attended.

Age. In associating relationship between the level of performance of the faculty-respondents in the conduct of research and their age, the r-value was posted at 0.150 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 2.705 with a p-value of 0.011. The critical value was ± 1.960 with df = 318 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 2.705 turned greater than the critical value of ± 1.960 and the p-value of 0.011 turned lesser than the α, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance in research and their age" was rejected. This signified that the age of the faculty-

respondents significantly influenced their level of performance in the conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the older the faculty-respondents the higher was their performance in the conduct of research.

Sex. In associating relationship between the level of performance of faculty-respondents in the conduct of research and their sex, the r-value was posted at 0.028 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 0.500 with a p-value of 0.619. The critical value was ± 1.960 with df = 318 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 0.500 turned lesser than the critical value of ± 1.960 and the p-value of 0.619 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null

hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of research and their sex" was accepted. This signified that the sex of the faculty-respondents did not significantly influence their level of performance in the conduct of research.

Civil Status. In associating relationship between the level of performance of the faculty-respondents in the conduct of research and their civil status, the r-value was posted at 0.065 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 1.162 with a p-value of 0.248. The critical value was $\pm$1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 1.162 turned lesser than the critical value of $\pm$1.960 and the p-value of 0.248 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null

hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of research and their civil status" was accepted. This signified that the civil status of the faculty-respondents did not significantly influence their level of performance in the conduct of research.

Educational Qualifications. In associating relationship between the level of performance of the faculty-respondents in the conduct of research and their educational qualifications, the r-value was posted at 0.238 denoting a slight correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 4.370 with a p-value of 0.000. The critical value was ± 1.960 with df = 318 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 4.370 turned greater than the critical value of ± 1.960 and the p-value of 0.000 turned lesser than the α, suggested that the correlation between the

two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of research and their educational qualifications" was rejected. This signified that the educational qualifications of the faculty-respondents significantly influenced their level of performance in the conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the higher the educational qualifications of the faculty-respondents the higher was their performance in the conduct of research.

Academic Rank. In associating relationship between the level of performance of the faculty-respondents in the conduct of research and their academic rank, the r-value was posted at 0.158 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 2.853 with a p-value of 0.005. The critical value was ± 1.960 with df = 318 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 2.853 turned greater than the critical value of ±1.960 and the p-value of 0.005 turned lesser than the α, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance in the conduct of research and academic rank" was rejected. This signified that the academic rank of the four groups of faculty-respondents significantly influenced their level of performance in the conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the higher the academic rank of the faculty-respondents the higher was their performance in the conduct of research.

Local Designation. In associating relationship between the level of performance of the faculty-respondents in the conduct of research and their local designation, the r-value was posted at 0.102 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 1.828 with a p-value of 0.069. The critical value was ±1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the

null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 1.828 turned lesser than the critical value of ±1.960 and the p-value of 0.069 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of research and their local designation" was accepted. This signified that the local designation of the faculty-respondents did not significantly influence their level of performance in the conduct of research.

Field of Specialization. In associating relationship between the level of performance of the four groups of faculty-respondents in the conduct of research and their field of specialization, the r-value was posted at -0.047 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 0.839 with a p-value of 0.504. The critical value was ±1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value

turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 0.839 turned lesser than the critical value of ±1.960 and the p-value of 0.504 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the four groups of faculty-respondents in the conduct of research and their field of specialization" was accepted. This signified that the field of specialization of the faculty-respondents did not significantly influence their level of performance in the conduct of research.

Administrative Experience. In associating relationship between the level of performance of the four groups of faculty-respondents in the conduct of research and their administrative experience, the r-value was posted at 0.029 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 0.517 with a p-value of 0.750. The critical value was ±1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 0.517 turned lesser than the critical value of ±1.960 and the p-value of 0.750 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of research and their administrative experience" was accepted. This signified that the administrative experience of the faculty-respondents did not significantly influence their level of performance in the conduct of research.

Length of Service. In associating relationship between the level of performance of the four groups of faculty-respondents in the conduct of research and their length of service, the r-value was posted at 0.056 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the

Fisher's t-test was employed whereby the computed value was 1.000 with a p-value of 0.431. The critical value was $\pm$1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 1.000 turned lesser than the critical value of $\pm$1.960 and the p-value of 0.431 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of research and their length of service" was accepted. This signified that the length of service of the faculty-respondents did not significantly influence their level of performance in the conduct of research.

Number of Preparations. In associating relationship between the level of performance of the faculty-respondents in the conduct of research and their number of preparations, the r-value was posted at -0.060 denoting a negligible

correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 1.072 with a p-value of 0.307. The critical value was $\pm$1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 1.072 turned lesser than the critical value of $\pm$1.960 and the p-value of 0.307 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of research and their number of preparations" was accepted. This signified that the number of preparations did not significantly influence the level of performance in the conduct of research.

Total Workload. In associating relationship between the level of performance of the four groups of faculty-respondents in the conduct of research

and their total workload, the r-value was posted at 0.006 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 0.107 with a p-value of 0.917. The critical value was $\pm$1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 0.107 turned lesser than the critical value of $\pm$1.960 and the p-value of 0.917 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the four groups of faculty-respondents in the conduct of research and their total workload" was accepted. This signified that the total workload of the four groups of faculty-respondents did not significantly influence their level of performance in the conduct of research.

Relevant Trainings Attended. In associating relationship between the level of performance of the faculty-respondents in the conduct of research and their relevant trainings attended, the r-value was posted at 0.281 denoting a slight correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 5.221 with a p-value of 0.000. The critical value was ± 1.960 with df = 318 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 5.221 turned greater than the critical value of ± 1.960 and the p-value of 0.000 turned lesser than the α, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of research and their relevant trainings attended" was rejected. This signified that the relevant trainings attended by the faculty-respondents significantly influenced their level of performance in the

conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the more the faculty-respondents attended relevant trainings, their performance in the conduct of research tended to be higher also.

In summary of the profile of the faculty-respondents, age, educational qualifications, academic rank, and relevant trainings attended posed significant influence to their performance in the conduct of research. The other variates – sex, civil status, local designation, field of specialization, administrative experience, length of service, number of preparations, and total workload, revealed no significant influence to it.

Conduct of Extension. Table 18 presents the relationship between the level of performance in the conduct of extension and the profile variates in terms of the following: age, sex, civil status, educational qualifications, academic rank, local designation, field of specialization, administrative experience, length of service, number of preparations, total workload, and relevant trainings attended.

Age. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their age, the r-value was posted at 0.196 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 3.564 with a p-value of 0.001. The critical value was ± 1.960 with df = 318 and $\alpha = .05$.

Table 18

Relationship Between the Level of Performance in Extension and Profile Variates

Variates	r-value	Fisher's t-value	p-value	Evaluation/Decision
Age	0.196	3.564	0.001	Significant/ Reject Ho
Sex	-0.013	0.232	0.822	Not Significant/ Accept Ho
Civil Status	0.095	1.702	0.089	Not Significant/ Accept Ho
Educational Qualifications	0.164	2.965	0.003	Significant/ Reject Ho
Academic Rank	0.153	2.761	0.006	Significant/ Reject Ho
Local Designation	0.108	1.937	0.334	Not Significant/ Accept Ho
Field of Specialization	-0.073	1.305	0.297	Not Significant/ Accept Ho
Administrative Experience	0.020	0.357	0.828	Not Significant/ Accept Ho
Length of Service	0.143	2.577	0.044	Significant/ Reject Ho
Number of Preparations	-0.162	2.928	0.006	Significant/ Reject Ho
Total Workload	-0.053	0.946	0.367	Not Significant/ Accept Ho
Relevant Trainings Attended	0.179	3.244	0.001	Significant/ Reject Ho

Fisher's t-critical value = ± 1.960
df = *318*
α = *.05*

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the

α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 3.564 turned greater than the critical value of ±1.960 and the p-value of 0.001 turned lesser than the α, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their age" was rejected. This signified that the age of the four groups of faculty-respondents significantly influenced their level of performance in the conduct of extension. The correlation being positive suggested a direct proportional correlation, that is, the older the faculty-respondents the higher was their performance in the conduct of extension.

Sex. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their sex, the r-value was posted at -0.013 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 0.232 with a p-value of 0.822. The critical value was ±1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 0.232 turned lesser than the critical value of ±1.960 and the p-value of 0.822 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their sex" was accepted. This signified that the sex of the faculty-respondents did not significantly influence their level of performance in the conduct of extension.

Civil Status. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their civil status, the r-value was posted at 0.095 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 1.702 with a p-value of 0.089. The critical value was ±1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 1.702 turned lesser than the critical value of ±1.960 and the p-value of 0.089 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their civil status" was accepted. This signified that the civil status of the faculty-respondents did not significantly influence their level of performance in the conduct of extension.

Educational Qualifications. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their educational qualifications, the r-value was posted at 0.164 denoting a slight correlation. Further test to ascertain the significance of the correlation value, the

Fisher's t-test was employed whereby the computed value was 2.965 with a p-value of 0.003. The critical value was $\pm$1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 2.965 turned greater than the critical value of $\pm$1.960 and the p-value of 0.003 turned lesser than the α, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their educational qualifications" was rejected. This signified that the educational qualifications of the faculty-respondents significantly influenced their level of performance in the conduct of extension. The correlation being positive suggested a direct proportional correlation, that is, the higher the educational qualifications of the faculty-respondents the higher was their performance in the conduct of extension.

Academic Rank. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their academic rank, the r-value was posted at 0.153 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 2.761 with a p-value of 0.006. The critical value was ± 1.960 with df = 318 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 2.761 turned greater than the critical value of ± 1.960 and the p-value of 0.006 turned lesser than the α, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their academic rank" was rejected. This signified that the academic rank of the faculty-respondents significantly influenced their level of performance in the conduct of extension. The

correlation being positive suggested a direct proportional correlation, that is, the higher the academic rank of the faculty-respondents the higher was their performance in the conduct of extension.

Local Designation. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their local designation, the r-value was posted at 0.108 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 1.937 with a p-value of 0.334. The critical value was $\pm$1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 1.937 turned lesser than the critical value of $\pm$1.960 and the p-value of 0.334 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of

performance of the faculty-respondents in the conduct of extension and their local designation" was accepted. This signified that the local designation of the faculty-respondents did not significantly influence their level of performance in the conduct of extension.

Field of Specialization. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their field of specialization, the r-value was posted at -0.073 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 1.305 with a p-value of 0.297. The critical value was $\pm$1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 1.305 turned lesser than the critical value of $\pm$1.960 and the p-value of 0.297 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null

hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their field of specialization" was accepted. This signified that the field of specialization of the four groups of faculty-respondents did not significantly influence their level of performance in the conduct of extension.

Administrative Experience. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their administrative experience, the r-value was posted at 0.020 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 0.357 with a p-value of 0.828. The critical value was ± 1.960 with df = 318 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 0.357 turned lesser than the critical value of ± 1.960 and the p-value of 0.828 turned greater than the α, suggested that the correlation between

the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their administrative experience" was accepted. This signified that the administrative experience of the faculty-respondents did not significantly influence their level of performance in the conduct of extension.

Length of Service. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their length of service, the r-value was posted at 0.143 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 2.577 with a p-value of 0.044. The critical value was ± 1.960 with df = 318 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 2.577 turned greater than the critical value of ± 1.960 and the p-

value of 0.044 turned lesser than the α, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their length of service" was rejected. This signified that the length of service of the faculty-respondents significantly influenced their level of performance in the conduct of extension. The correlation being positive suggested a direct proportional correlation, that is, the longer the faculty-respondents had been in the service the higher was their performance in the conduct of extension.

Number of Preparations. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their number of preparations, the r-value was posted at -0.162 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 2.928 with a p-value of 0.006. The critical value was ± 1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value

turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 2.928 turned greater than the critical value of ±1.960 and the p-value of 0.006 turned lesser than the α, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their number of preparations" was rejected. This signified that the number of preparations of the faculty-respondents significantly influenced their level of performance in the conduct of extension. The correlation being negative suggested an inverse correlation which meant that the lesser the number of preparations the faculty-respondents have had, the higher was their performance in the conduct of extension.

Total Workload. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their total workload, the r-value was posted at -0.053 denoting a negligible correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 0.946 with a p-value of 0.367. The critical value was ±1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 0.946 turned lesser than the critical value of ±1.960 and the p-value of 0.367 turned greater than the α, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their total workload" was accepted. This signified that the total workload of the faculty-respondents did not significantly influence their level of performance in the conduct of extension.

Relevant Trainings Attended. In associating relationship between the level of performance of the faculty-respondents in the conduct of extension and their relevant trainings attended, the r-value was posted at 0.179 denoting a slight correlation. Further test to ascertain the significance of the correlation value, the

Fisher's t-test was employed whereby the computed value was 3.244 with a p-value of 0.001. The critical value was $\pm$1.960 with df = 318 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value and the p-value with the α using the following decision rule as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value and the p-value turned equal or lesser than the α, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 3.244 turned greater than the critical value of $\pm$1.960 and the p-value of 0.001 turned lesser than the α, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the faculty-respondents in the conduct of extension and their relevant trainings attended" was rejected. This signified that the relevant trainings attended of the faculty-respondents significantly influenced their level of performance in the conduct of extension. The correlation being positive suggested a direct proportional correlation, that is, the more the faculty-respondents attended relevant trainings their performance in the conduct of extension tended to be higher also.

In summary of the profile of the faculty-respondents, age, educational qualifications, academic rank, length of service, number of preparations, and relevant trainings attended posed significant influence to their performance in the conduct of extension. The other variates - sex, civil status, local designation, field of specialization, administrative experience, and total workload, revealed no significant influence to it.

Level of Motivation of the Four Groups of Faculty-Respondents

Tables 19 contains the information about the level of motivation in the conduct of research and extension of the four groups of faculty-respondents.

Intrinsic. There were eight indicators considered in this area whereby the faculty-respondents signified their agreement or disagreement. These were (1) monetary incentives, (2) job security, (3) praise and recognition, (4) sense of belongingness, (5) competition, (6) delegation of responsibility and authority, (7) faculty participation, and (8) sincere interest in peers and others.

The mean level of intrinsic motivation were 3.67, 3.64, 3.87, and 4.18 for the instructors, assistant professors, associate professors and professors, respectively. It was interpreted using the following legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

Table 19

Level of Motivation in the Conduct of Research and Extension

Academic Rank	Intrinsic		Extrinsic		Average	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
Instructor	3.67	A	3.71	A	3.69	A
Assistant Professor	3.64	A	3.70	A	3.67	A
Associate Professor	3.87	A	3.93	A	3.90	A
Professor	4.18	A	4.01	A	4.10	A
Average	3.84	A	3.84	A	3.84	A

The means of the level of intrinsic motivation in the conduct of research and extension of the four groups of faculty-respondents were interpreted as "Agree." Taken as a whole, the four groups of faculty-respondents "agreed" on their level of motivation in the conduct of research and extension along intrinsic category as being supported by the grand weighted mean of 3.84. This signified that the level of motivation of the four groups of faculty-respondents along intrinsic was high in the conduct of research and extension.

Extrinsic. There were eight indicators considered in this area whereby the faculty-respondents signified their agreement or disagreement. These were (1) prestige/reputation in the community, (2) avenue for meeting people and new acquaintances, (3) avenue for external linkages/networking, (4) source of funding/financial support, (5) improved image of organization in the community

and service area, (6) concern for social upliftment of communities, (7) concern for the environmental protection and conservation, and (8) passion to help others.

The mean level of extrinsic motivation in the conduct of research and extension were 3.71, 3.70, 3.93, and 4.01 for the instructors, assistant professors, associate professors, and professors, respectively. It was all interpreted as "Agree." Taken as a whole, the four groups of faculty-respondents "agreed" also on their level of motivation in the conduct of research and extension along extrinsic being manifested by the grand weighted mean of 3.84. This suggested that the level of motivation of the four groups of faculty-respondents along extrinsic was high in the conduct of research and extension.

Relationship Between the Level of Performance of the Four Groups of Faculty-Respondents and Their Level of Motivation

Tables 20 and 21 present the relationship between the level of performance of the four groups of faculty-respondents in the conduct of research and extension and their level of motivation along intrinsic and extrinsic.

Conduct of Research. Table 20 presents the relationship between the level of performance of the four groups of faculty-respondents in the conduct of research and their level of motivation along intrinsic and extrinsic.

In associating relationship between the level of performance of the instructors in the conduct of research and their level of motivation along intrinsic,

Table 20

Relationship Between Performance and Level of Motivation in the Conduct of Research Activity

Academic Rank	Level of Motivation							
	Intrinsic				Extrinsic			
	r-value	t-value	tab-value	Evaluation / Decision	r-value	t-value	tab-value	Evaluation / Decision
Instructor	0.40	5.13	1.98	Significant/ Reject Ho	0.43	5.60	1.98	Significant/ Reject Ho
Assistant Professor	0.47	4.85	1.99	Significant/ Reject Ho	0.57	6.32	1.99	Significant/ Reject Ho
Associate Professor	0.55	5.63	2.00	Significant/ Reject Ho	0.56	5.78	2.00	Significant/ Reject Ho
Professor	-0.27	-1.19	2.10	Not Significant/ Accept Ho	0.38	1.74	2.10	Not Significant/ Accept Ho

the r-value was posted at 0.40 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 5.13. The critical value was ± 1.98 with df = 138 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 5.13 turned greater than the critical value of +1.98, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the instructor-respondents in the conduct of research and their level of motivation along intrinsic" was rejected. This signified that the intrinsic motivation of the instructor-respondents significantly influenced their level of performance in the conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the intrinsic motivation of the instructor-respondents, the higher their performance in the conduct of research also.

In associating relationship between the level of performance of the instructors in the conduct of research and their level of motivation along extrinsic, the r-value was posted at 0.43 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 5.60. The critical value was ± 1.98 with df = 138 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when

the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 5.60 turned greater than the critical value of +1.98, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the instructor-respondents in the conduct of research and their level of motivation along extrinsic" was rejected. This signified that the extrinsic motivation of the instructor-respondents significantly influenced their level of performance in the conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the extrinsic motivation of the instructor-respondents, the higher their performance in the conduct of research also.

In associating relationship between the level of performance of the assistant professors in the conduct of research and their level of motivation along intrinsic, the r-value was posted at 0.47 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 4.85. The critical value was ± 1.99 with df = 83 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following

decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 4.85 turned greater than the critical value of +1.99, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the assistant professors in the conduct of research and their level of motivation along intrinsic" was rejected. This signified that the intrinsic motivation of the assistant professors significantly influenced their level of performance in the conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the intrinsic motivation of the assistant professors, the higher their performance in the conduct of research also.

In associating relationship between the level of performance of the assistant professors in the conduct of research and their level of motivation along extrinsic, the r-value was posted at 0.57 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 6.32. The critical value was ± 1.99 with df = 83 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 6.32 turned greater than the critical value of +1.99, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the assistant professors in the conduct of research and their level of motivation along extrinsic" was rejected. This signified that the extrinsic motivation of the assistant professors significantly influenced their level of performance in the conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the extrinsic motivation of the instructor-respondents, the higher their performance in the conduct of research also.

In associating relationship between the level of performance of the associate professors in the conduct of research and their level of motivation along intrinsic, the r-value was posted at 0.55 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was

employed whereby the computed value was 5.63. The critical value was ± 2.00 with df = 73 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 5.63 turned greater than the critical value of +2.00, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the associate professors in the conduct of research and their level of motivation along intrinsic" was rejected. This signified that the intrinsic motivation of the associate professors significantly influenced their level of performance in the conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the intrinsic motivation of the associate professors, the higher their performance in the conduct of research also.

In associating relationship between the level of performance of the associate professors in the conduct of research and their level of motivation along extrinsic,

the r-value was posted at 0.56 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 5.78. The critical value was ± 2.00 with $df = 73$ and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 5.78 turned greater than the critical value of +2.00, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the associate professors in the conduct of research and their level of motivation along extrinsic" was rejected. This signified that the extrinsic motivation of the associate professors significantly influenced their level of performance in the conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the extrinsic motivation of the associate professors, the higher their performance in the conduct of research also.

In associating relationship between the level of performance of the professors in the conduct of research and their level of motivation along intrinsic, the r-value was posted at -0.27 denoting a low correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was -1.19. The critical value was $\pm$2.10 with df = 18 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of -1.19 turned lesser than the critical value of $\pm$2.10, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the professors in the conduct of research and their level of motivation along intrinsic" was accepted. This signified that the intrinsic motivation of the professors does not significantly influenced their level of performance in the conduct of research. The correlation being negative

suggested an inverse correlation, that is, the higher level of the intrinsic motivation of the professors, the lower was their performance in the conduct of research.

In associating relationship between the level of performance of the professors in the conduct of research and their level of motivation along extrinsic, the r-value was posted at 0.38 denoting a weak correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 1.74. The critical value was ± 2.10 with df = 18 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 1.74 turned lesser than the critical value of ± 2.10, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the professors in the conduct of research and their level of motivation along extrinsic" was accepted. This signified that the extrinsic motivation of the professors does not significantly influenced their level

of performance in the conduct of research. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the extrinsic motivation of the professors, the higher their performance in the conduct of research also.

Conduct of Extension. Table 21 presents the relationship between the level of performance of the four groups of faculty-respondents in the conduct of extension and their level of motivation along intrinsic and extrinsic.

In associating relationship between the level of performance of the instructors in the conduct of extension and their level of motivation along intrinsic, the r-value was posted at 0.39 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 4.98. The critical value was ± 1.98 with df = 138 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 4.98 turned greater than the critical value of +1.98, suggested

Table 21

Relationship Between Performance and Level of Motivation in the Conduct of Extension Activity

Academic Rank	Level of Motivation							
	Intrinsic				Extrinsic			
	r-value	t-value	tab-value	Evaluation / Decision	r-value	t-value	tab-value	Evaluation / Decision
Instructor	0.39	4.98	1.98	Significant/ Reject Ho	0.52	7.15	1.98	Significant/ Reject Ho
Assistant Professor	0.34	3.29	1.99	Significant/ Reject Ho	0.48	4.98	1.99	Significant/ Reject Ho
Associate Professor	0.70	8.37	2.00	Significant/ Reject Ho	0.69	8.14	2.00	Significant/ Reject Ho
Professor	0.21	0.91	2.10	Not Significant/ Accept Ho	-0.50	-2.45	2.10	Significant/ Reject Ho

that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the instructor-respondents in the conduct of extension and their level of motivation along intrinsic" was rejected. This signified that the intrinsic motivation of the instructor-respondents significantly influenced their level of performance in the conduct of extension. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the intrinsic motivation of the instructor-respondents, the higher their performance in the conduct of extension also.

In associating relationship between the level of performance of the instructors in the conduct of extension and their level of motivation along extrinsic, the r-value was posted at 0.52 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 7.15. The critical value was $\pm$1.98 with df = 138 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 7.15 turned greater than the critical value of +1.98, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the instructor-respondents in the conduct of extension and their level of motivation along extrinsic" was rejected. This signified that the extrinsic motivation of the instructor-respondents significantly influenced their level of performance in the conduct of extension. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the

extrinsic motivation of the instructor-respondents, the higher their performance in the conduct of extension also.

In associating relationship between the level of performance of the assistant professors in the conduct of extension and their level of motivation along intrinsic, the r-value was posted at 0.34 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 3.29. The critical value was ± 1.99 with df = 83 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 3.29 turned greater than the critical value of +1.99, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the assistant professors in the conduct of extension and their level of motivation along intrinsic" was rejected. This signified that the intrinsic motivation of the assistant professors significantly influenced

their level of performance in the conduct of extension. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the intrinsic motivation of the assistant professors, the higher their performance in the conduct of extension also.

In associating relationship between the level of performance of the assistant professors in the conduct of extension and their level of motivation along extrinsic, the r-value was posted at 0.48 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 4.98. The critical value was ± 1.99 with df = 83 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 4.98 turned greater than the critical value of +1.99, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the assistant professors in the conduct of

extension and their level of motivation along extrinsic" was rejected. This signified that the extrinsic motivation of the assistant professors significantly influenced their level of performance in the conduct of extension. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the extrinsic motivation of the instructor-respondents, the higher their performance in the conduct of extension also.

In associating relationship between the level of performance of the associate professors in the conduct of research and their level of motivation along intrinsic, the r-value was posted at 0.70 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 8.37. The critical value was ± 2.00 with df = 73 and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 8.37 turned greater than the critical value of +2.00, suggested that the correlation between the two variables was significant. Therefore, the

corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the associate professors in the conduct of extension and their level of motivation along intrinsic" was rejected. This signified that the intrinsic motivation of the associate professors significantly influenced their level of performance in the conduct of extension. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the intrinsic motivation of the assistant professors, the higher their performance in the conduct of extension also.

In associating relationship between the level of performance of the associate professors in the conduct of research and their level of motivation along extrinsic, the r-value was posted at 0.69 denoting a marked or moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 8.14. The critical value was ± 2.00 with $df = 73$ and $\alpha = .05$.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 8.14 turned greater than the critical value of +2.00, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the associate professors in the conduct of extension and their level of motivation along extrinsic" was rejected. This signified that the extrinsic motivation of the associate professors significantly influenced their level of performance in the conduct of extension. The correlation being positive suggested a direct proportional correlation, that is, the higher level of the extrinsic motivation of the associate professors, the higher their performance in the conduct of extension also.

In associating relationship between the level of performance of the professors in the conduct of research and their level of motivation along intrinsic, the r-value was posted at 0.21 denoting a low correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was 0.91. The critical value was ± 2.10 with df = 18 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the critical value, the null hypothesis was accepted; on the other hand, if and when

the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of 0.91 turned lesser than the critical value of $\pm$2.10, suggested that the correlation between the two variables was not significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the professors in the conduct of extension and their level of motivation along intrinsic" was accepted. This signified that the intrinsic motivation of the professors does not significantly influenced their level of performance in the conduct of extension. The correlation being positive suggested a direct correlation, that is, the higher level of the intrinsic motivation of the professors, the higher also their performance in the conduct of extension.

In associating relationship between the level of performance of the professors in the conduct of extension and their level of motivation along extrinsic, the r-value was posted at -0.50 denoting a moderate correlation. Further test to ascertain the significance of the correlation value, the Fisher's t-test was employed whereby the computed value was -2.45. The critical value was $\pm$2.10 with df = 18 and α = .05.

In order to determine whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value using the following decision rule as a guide: if and when the computed value turned lesser than the

critical value, the null hypothesis was accepted; on the other hand, if and when the computed value turned equal or greater than the critical value, the null hypothesis was rejected.

In the comparison of the aforesaid values, the result showed that the computed value of -2.45 turned greater than the critical value of $\pm$2.10, suggested that the correlation between the two variables was significant. Therefore, the corresponding null hypothesis stating, "there is no significant relationship between the level of performance of the professors in the conduct of extension and their level of motivation along extrinsic" was accepted. This signified that the extrinsic motivation of the professors significantly influenced their level of performance in the conduct of extension. The correlation being negative suggested an inverse proportional correlation, that is, the higher level of the extrinsic motivation of the professors, the lower their performance in the conduct of extension.

Problems Encountered by the Four Groups of Faculty-Respondents Relative to Research and Extension

Table 22 contains the problems encountered by the four groups of faculty-respondents relative to research and extension.

Table 22

Problems Encountered by the Four Groups of Respondents
Relative to Research and Extension

Problems Encountered	Instructor		Assistant Professor		Associate Professor		Professor	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1. Have negative attitude in conducting research and extension programs, project, and activities	3.31	13.5	3.26	14	3.44	13	3.30	14.5
2. Lack of knowhow and capability in conducting research and extension programs, project, and activities	3.40	11	3.29	13	3.33	15	3.30	14.5
3. Lack of time in conducting research and extension programs, project, and activities	3.94	1	3.98	1	3.93	1	3.85	9
4. Lack of information dissemination to the community regarding the college/university programs, project, and activities	3.51	9	3.46	9	3.72	4.5	3.70	12
5. Lack of coordination between the community and the college/university	3.44	10	3.35	12	3.72	4.5	4.00	7
6. Lack of incentives to personnel handling the different programs, project, and activities	3.63	6.5	3.57	4.5	3.67	8.5	3.85	9
7. Lack of coordination among the personnel implementing the different programs, project, and activities	3.63	6.5	3.44	10	3.67	8.5	3.75	11

Cont., Table 19

8. Lack of qualified staff to handle each area of concern	3.24	15	3.04	15	3.37	14	3.55	13
9. Lack of consistency between the professed goals and the educational needs of the community	3.58	8	3.38	11	3.69	7	3.85	9
10. Lack of funds to implement the different programs, project, and activities	3.72	3	3.67	2	3.90	2	4.15	4.5
11. The purchase of the equipment and supplies necessary in extension and research activities programs, project use were not given priority.	3.80	2	3.57	4.5	3.79	3	4.15	4.5
12. Unfair allocation of travel funds to existing positions or personnel.	3.70	5	3.66	3	3.70	6	4.25	2
13. Misallocation of funds to immediate use of items purchased and critical supplies requirement not provided for.	3.71	4	3.56	6.5	3.61	11	4.25	2
14. No recognitions from the community of the project, programs and extended activities by the faculty members of the college/university	3.39	12	3.56	6.5	3.64	10	4.10	6
15. No cooperation by the community on the project and other socio-civic activities implemented by the faculty members	3.31	13.5	3.48	8	3.57	12	4.25	2

From the table, it can be noted that there were 15 identified problems whereby the faculty-respondents assessed the degree to which they felt each problem.

For the instructors, the problems that obtained the highest and the least weighted means of 3.94 and 3.24 corresponded to numbers 3 and 8, respectively, with the statements stating, "lack of time in conducting research and extension programs, projects and activities" and "lack of qualified staff to handle each area of concern."

For the assistant professors, the problems that obtained the highest and the least weighted means of 3.98 and 3.04 corresponded to numbers 3 and 8, respectively, with the statements stating, "lack of time in conducting research and extension programs, projects and activities" and "lack of qualified staff to handle each area of concern."

For the associate professors, the problems that obtained the highest and the least weighted means of 3.93 and 3.33 corresponded to numbers 3 and 2, respectively, with the statements stating, "lack of time in conducting research and extension programs, projects and activities" and "lack of knowhow and capability in conducting research and extension programs, project, and activities."

For the professors, the problems that obtained the highest weighted means of 4.25 corresponded to numbers 12, 13 and 15 with the statements stating, "unfair allocation of travel funds to existing positions or personnel", "misallocation of

funds to immediate use of items purchased and critical supplies requirement not provided for", and "no cooperation by the community on the project and other socio-civic activities implemented by the faculty members". The least weighted means of 3.30 corresponded to numbers 1 and 2 with the statements stating "have negative attitude in conducting research and extension programs, project, and activities."

Taken as a whole, the four groups of faculty-respondents encountered various problems related to the conduct of research and extension services which need to be addressed by the appropriate authorities.

Solutions Suggested by the Four Groups of Faculty-Respondents to Address the Problems Encountered Relative to Research and Extension

Table 23 contains the 16 possible solutions suggested by the four groups of faculty-respondents to address the problems they encountered relative to research and extension.

For the instructors, the first three possible solutions of the problems they encountered were solutions number 7, 11 and 10 which states that "provide incentives to personnel handling the different programs, projects, and activities", "adequate funds to implement the different programs, projects and activities", and "develop consistency between the professed goals and the educational needs of the community", respectively.

Table 23

Solutions Suggested by the Respondents Based on the Problems Encountered

Problems Encountered	Instructor		Assistant Professor		Associate Professor		Professor	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1. De-load the faculty who have handled research and extension programs, project, and activities from their regular teaching hours for them to have ample in their research and extension implementation	4.49	14	4.71	9.5	4.42	8	4.70	1.5
2. Provide regular training, seminar and workshop to all research and extension implementers' in their college/university to obtain adequate know-how about research and extension implementation	4.78	5.5	4.74	5.5	4.58	1	4.55	8.5
3. Proper time in conducting research and extension programs, project, and activities	4.78	5.5	4.65	14	4.43	7	4.70	1.5
4. Show them a good example, be an "idol"/model individual to them.	4.40	15	4.50	15	4.04	16	4.40	15
5. Provide proper information dissemination to the community regarding the college/university programs, project, and activities	4.55	12.5	4.72	7.5	4.38	10	4.55	8.5
6. Provide adequate coordination between the community and the college/university	4.55	12.5	4.72	7.5	4.36	13	4.55	8.5

Cont., Table 20

7. Provide incentives to personnel handling the different programs, project, and activities	4.80	1.5	4.82	2	4.29	14	4.55	8.5
8. Provide proper coordination among the personnel implementing the different programs, project, and activities	4.78	5.5	4.84	1	4.38	10	4.55	8.5
9. Hire personnel duly qualified to handle each area of concern	4.39	16	4.29	16	4.07	15	4.10	16
10. Develop consistency between the professed goals and the educational needs of the community	4.79	3	4.71	9.5	4.38	10	4.55	8.5
11. Adequate funds to implement the different programs, project, and activities	4.80	1.5	4.66	13	4.48	4	4.55	8.5
12. Prioritized in the purchase of equipment and supplies necessary in extension and research activities, programs and projects of faculty implementers	4.77	8.5	4.74	5.5	4.44	6	4.55	8.5
13. Fairness allocation of travel funds to existing positions or personnel.	4.78	5.5	4.67	12	4.55	2.5	4.55	8.5
14. Allocation of funds to its proper use purchased items as needed and provides supplies	4.76	10.5	4.70	11	4.55	2.5	4.55	8.5
15. Motivate through incentives, recognition, praise for their work/effort extended to the college/university	4.76	10.5	4.77	3.5	4.37	12	4.55	8.5
16. Explain the importance of the projects and activities extended to them.	4.77	8.5	4.77	3.5	4.45	5	4.55	8.5

For the assistant professors, the first four possible solutions of the problems they encountered were solutions number 8, 7, 15 and 16 which states that "provide proper coordination among the personnel implementing the different programs, project, and activities", "provide incentives to personnel handling the different programs, projects, and activities", "motivate through incentives, recognition, praise for their work/effort extended to the college/university", and "explain the importance of the projects and activities extended to them", respectively.

For the associate professors, the first three possible solutions of the problems they encountered were solutions number 2, 13 and 14 which states that "provide regular training, seminar and workshop to all research and extension implementers' in their college/university to obtain adequate know-how about research and extension implementation", "fairness allocation of travel funds to existing positions or personnel", and "allocation of funds to its proper use purchased items as needed and provides supplies", respectively.

For the professors, the first two possible solutions of the problems they encountered were solutions number 1 and 3 which states that "de-load the faculty who have handled research and extension programs, project, and activities from their regular teaching hours for them to have ample in their research and extension implementation," and "proper time in conducting research and extension programs, project, and activities," respectively.

Taken as a whole, the four groups of faculty-respondents have ready solutions for whatever problems they encountered relative to the conduct of research and extension.

Proposed Policy to Improve the Level of Motivation and Performance in Research and Extension

1. Conduct capability building program through provision of regular training, seminar and workshop to all research and extension implementers' in their college/university to obtain adequate know-how about research and extension implementation.
2. The administration should provide incentives as a motivation to personnel handling the different programs, projects, and activities.
3. Adequate funds to implement the different programs, projects and activities should be provided.
4. Proper coordination and cooperation among the personnel implementing the different programs, project, and activities.
5. De-load the faculty who have handled research and extension programs, project, and activities from their regular teaching hours for them to have ample in their research and extension implementation.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings with the corresponding conclusions and recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following are the salient findings of the study:

1. Most of the instructors were at the age bracket of 29 – 31; assistant professors at age bracket of 50 – 52; associate professors at age bracket of 53 – 55; and professors at age bracket of 59 – 61.

2. Majority of the faculty-respondents were males accounting to 51.43%; 57.65%; 58.67% and 60.00% instructors, assistant professors, associate professors and professors, respectively.

3. Most of the faculty-respondents were married accounting to 51.43%; 77.65%; 80.00% and 65.00% instructors, assistant professors, associate professors and professors, respectively.

4. A number of the faculty-respondents signified as doctorate degree holders, accounting for 122 or 38.12 percent while 103 or 32.19 percent as with master's units, and 44 or 13.75 percent were master's degree holders.

5. A number of the faculty-respondents, that is, 140 or 43.75 percent were instructors while 85 or 26.56 percent of them were assistant professors, 75 or 23.44 percent were associate professors, and 20 or 6.25 percent were full professors.

6. There were 19 out of 140 instructors or 13.57%, 18 out of 85 assistant professors or 21.18%, 32 out of 75 associate professors or 42.67%, and 13 out of 20 professors or 65% had local designations and the rest were full time faculty members.

7. Most of the faculty members had an specialization on education/educational management program accounting to 20 out of 140 instructors or 14.29%, 38 out of 85 assistant professors or 44.71%, 20 out of 75 associate professors or 26.67%, and 14 out of 20 professors or 70%.

8. Majority in each group of faculty respondents had an administrative experience between 0 - 2 and 3 - 5. 80% and 11.43%, 81.18% and 11.76%, 85.33% and 2.67%, 65% and 0% for instructors, assistant professors, associate professors, and professors, respectively.

9. Most of the faculty respondents had a teaching experience / length of service at the bracket of 0 - 4 years accounting to 74.29%, 41.18%, and 49.33% instructors, assistant professors, and associate professors, respectively.

10. Majority of the faculty-respondents had three to four number of preparations accounting to 31.43% and 34.29% instructors, 35.29% and 35.29% assistant professors, 32% and 25.33% associate professors, and 15% and 25% professors.

11. In each group of faculty-respondents, 16 - 20 hours per week was the total workload with the highest frequency.

12. The faculty-respondents had the most number of relevant trainings attended at the regional/local levels accounting to 26.86%, 24.08%, 25.47%, and 3.43% for the instructors, assistant professors, associate professors and professors, respectively.

13. The mean level of performance in research were 3.08, 3.25, 3.39, and 3.43 of instructors, assistant professors, associate professors and professors, respectively. All of the mean level of performance were interpreted as Satisfactory (S).

14. The mean level of performance in extension were 3.19, 3.33, 3.41, and 3.69 of instructors, assistant professors, associate professors and professors, respectively. The mean level of performance was interpreted as Satisfactory (S).

15. In associating relationship between the level of performance of the four groups of faculty-respondents in the conduct of research and their profile variates, the following evaluations were arrived at: age, significant; sex, not significant; civil status, not significant; educational qualifications, significant; academic rank, significant; local designation, not significant; field of specialization, no significant; administrative experience, not significant; length of service, not significant; number of preparations, not significant; total workload, not significant; and relevant trainings attended, significant.

16. In associating relationship between the level of performance of the four groups of faculty-respondents in the conduct of extension and their profile variates, the following evaluations were arrived at: age, significant; sex, not significant; civil status, not significant; educational qualifications, significant; academic rank, significant; local designation, not significant; field of specialization, not significant; administrative experience, not significant; length of service, significant; number of preparations, significant; total workload, not significant; and relevant trainings attended, significant.

17. The four groups of faculty-respondents "agreed" on their level of motivation in the conduct of research and extension along intrinsic being supported by the grand weighted mean of 3.84.

18. The four groups of faculty-respondents "agreed" also on their level of motivation in the conduct of research and extension along extrinsic being manifested by the grand weighted mean of 3.84.

19. In associating relationship between the level of performance of the four groups of faculty-respondents in the conduct of research and their level of motivation, the following evaluations were arrived at: intrinsic and extrinsic, significant for the instructors, assistant professors and associate professors but not significant for the professors.

20. In associating relationship between the level of performance of the four groups of faculty-respondents in the conduct of extension and their level of motivation, the following evaluations were arrived at: intrinsic, significant for the

instructors, assistant professors and associate professors but not significant for the professors; and extrinsic, significant for the four groups of faculty respondent.

21. The three groups of faculty-respondents such as instructors, assistant professors and associate professors, considered problem 3 as the modal problem. This states "lack of time in conducting research and extension programs, projects and activities." For the professors, problems 12, 13, and 15 obtained the highest weighted mean of 4.25. Problems 12, 13, and 15 states, "unfair allocation of travel funds to existing positions or personnel", "misallocation of funds to immediate use of items purchased and critical supplies requirement not provided for", and "no cooperation by the community on the project and other socio-civic activities implemented by the faculty members", respectively.

22. The instructors, assistant professors, associate professors, and professors ranked 1 solution of the problem as "provide incentives to personnel handling the different programs, projects, and activities", provide proper coordination among the personnel implementing the different programs, project, and activities", provide regular training, seminar and workshop to all research and extension implementers' in their college/university to obtain adequate know-how about research and extension implementation", and "de-load the faculty who have handled research and extension programs, project, and activities from their regular teaching hours for them to have ample in their research and extension implementation," respectively.

Conclusions

The following are the conclusions drawn from the findings of the study:

1. The four groups of faculty-respondents were relatively young, at their early 40's, at the prime of their age and at the height of their career.

2. Male dominance among the four groups of faculty-respondents. This was an unusual observation considering that in the roster of the work force in most educational institutions, both private and public, the female usually dominated it.

3. Majority of the four groups of faculty-respondents were had their respective families to sustain by the fruits of their profession. Probably, they served as their inspiration to excel in their performance and in their promotion.

4. The four groups of faculty-respondents possessed the required educational qualifications which signified that they were prepared for any designation that would be assigned to them by their respective superiors.

5. The faculty-respondents represented the different academic ranks in the institution from instructor to professors. This signified, further, that these groups of respondents manifested eligibility as the respondents of this study.

6. Aside from the functions attached to their appointed positions, they too, had other designations assigned to them by their supervisors.

7. The four groups of respondents specialized different fields in the baccalaureate, masteral, and doctorate degrees. This added to their qualifications in the academe.

8. The faculty-respondents were just new to their local designations at about five years.

9. Most of the faculty-respondents were new in the service as a professional teacher.

10. The faculty-respondents had a manageable number of preparations of four.

11. The faculty-respondents had a just enough total number of workloads.

12. The faculty-respondents had attended several trainings to enhance their competence in the conduct of research and extension.

13. The competence of the four groups of faculty-respondents in the conduct of research was moderate.

14. The competence of the four groups of faculty-respondents in the conduct of extension was moderate.

15. Of the profile of the four groups of faculty-respondents, age, educational qualifications, academic rank, and relevant trainings attended posed significant influence to their performance in the conduct of research. The other variates – sex, civil status, local designation, field of specialization, administrative experience, teaching experience, teaching experience, length of service, performance rating; number of preparations, and total workload, revealed no significant influence to it.

16. Of the profile of the four groups of faculty-respondents, age, educational qualifications, academic rank, length of service, number of preparations, and relevant trainings attended posed significant influence to their performance in the conduct of extension. The other variates – sex, civil status, local designation, field of specialization, administrative experience, teaching experience, teaching experience, performance rating; and total workload, revealed no significant influence to it.

17. The level of motivation of the four groups of faculty-respondents along intrinsic was high in the conduct of research and extension.

18. The level of motivation of the four groups of faculty-respondents along extrinsic was high in the conduct of research and extension.

19. The level of motivation of the four groups of faculty-respondents along intrinsic and extrinsic significantly influenced their level of performance in the conduct of research in a direct proportional way.

20. The level of motivation of the four groups of faculty-respondents along intrinsic and extrinsic significantly influenced their level of performance in the conduct of extension in a direct proportional way.

21. There were problems in research and extension that the four groups of faculty-respondents encountered which need to be addressed.

22. The faculty-respondents have ready solutions for whatever problems they encountered relative to the conduct of research and extension.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. Inasmuch as the level of performance of the four groups of faculty-respondents in research and extension was found as satisfactory which could be deduced as moderate competence, there is a need for them to enhance it through attendance in training or constantly involving themselves in research and extension.

2. The administrators must provide financial support to faculty members who have just finished their doctorate degree to sustain their interest in conducting research as well as increase their productivity in research and extension.

3. Administrators should provide regular training, seminar and workshop to all research and extension implementers' in their college/university to obtain adequate know-how about research and extension implementation.

4. Active participation and involvement of faculty in research and extension so that their level of performance in these areas would be higher. Faculty members should be de-loaded to acquire ample time for research and extension activities.

5. Regular assessment of the capabilities in research and extension of all faculties must be conducted to enhance their appreciation and motivation in conducting research and extension.

6. Another study may be conducted considering other areas in research and extension. The deans of the colleges in the institution being at the forefront of the different curricular programs are deemed potential catalyst in making Research and Extension a reality.

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APPENDICES

Appendix A-Letters

Republic of the Philippines

SAMAR STATE UNIVERSITY

Catbalogan City

December 1, 2015

To the Panel Members:

Warm Greetings!

Attached herewith are my instruments in my research study entitled **"The Level of Motivation and Performance in Research and Extension of Selected SUC'S Faculty Members in Region VIII: Basis for Policy Redirection"** for your approval. With your signatures to be casted below signifying your approval, the herein researcher will be fielding the said questionnaires to the subject respondents the soonest possible time.

Thank you and more power.

Respectfully yours,

(SGD.) LEONIDA SARZATA BERNADIT

Researcher

Recommending Approval:

(SGD.) EUSEBIO S. PACOLOR Ph. D.

Adviser

(SGD.) MARILYN D. CARDOSO, Ph. D. - Chairperson

(SGD.) LOLITO O. AMPARADO, Ph. D. - Member

(SGD.) SIMON B. BABALCON Ph.D. - Member

(SGD.) ANTONIO CAVAIRO Ph. D. - Member

(SGD.) DEBORAH T. MARCO, Ph. D. - Member

Appendix B-Letters

NORTHWEST SAMAR STATE UNIVERSITY

College of Engineering and Technology

Main Campus, Calbayog City

December 2, 2015

Dr. AVELINA N. BERGADO
SUC President III
NWSSU, Main Campus
Calbayog City

Thru: **Dr. FE C. MONTECALVO**
Vice President, Academic Affairs
NWSSU, Main Campus
Calbayog City

Madam:

Warm Greetings!

The undersigned would like to appeal from your good office that she will be granted for an Official Time Status during her distribution of her Survey Questionnaire relative to her studies – Doctor of Philosophy in Educational Management, as part of her privilege to avail herself of SUC's Faculty and Development Program. The said survey is within sixteen (16) days that will fall on the following dates:

Date	Place/Location	Purpose
December 4, 2015	NWSSU – San Jorge Campus	Pilot Testing
December 10-11, 2015	UEP, Catarman, NS	Distribution of Survey Questionnaire
January 7-8, 2016	ESSU, Borongan ES	Distribution of Survey Questionnaire
January 14-15, 2016	SLSU, Sogod S.Leyte	Distribution of Survey Questionnaire
January 21-22, 2016	PIT, Palompon Leyte	Distribution of Survey Questionnaire
January 28-29, 2016	NSU, Naval, Biliran	Distribution of Survey Questionnaire
February 1-5, 2016	EVSU, LNU, VSU, SSU	Distribution of Survey Questionnaire

Hence, take home activities and lessons will be given to the students to work on, aside from the remedial classes that will be conducted in lieu of the days when the undersigned could be absent to cater the needs of the students.

Hoping for your kind and favourable action on this regard.

Respectfully yours,

(SGD.) LEONIDA S. BERNADIT
Assistant Professor I

Recommending Approval:

(SGD.) ROMEO B. SANTOS, D.M.
Dean, CET

(SGD.) FE C. MONTECALVO, Ed.D.
Vice President, Academic Affairs

APPROVED:

(SGD.) AVELINA N. BERGADO, Ed.D.
SUC President

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

November 16, 2015

The Director
CHED, Regional Office VIII
Tacloban City

Sir/Madam:

The undersigned is hereby request your assistance to furnish the list of profile of faculty members of the following SUCs' in Samar Island particularly ESSU, NwSSU, SSU and UEP respectively. The aforementioned documents will be used for the conduct of the study of the undersigned who is currently conducting her study entitled: **"The Level of Motivation and Performance in Research and Extension of Selected SUC'S Faculty Members in Region VIII: Basis for Policy Redirection."**Rest assured that said documents will be held confidential.

Your kind assistance on this request will be highly appreciated.

Thank you and more power.

Very truly yours,

(SGD.) LEONIDA S. BERNADIT
Researcher

Noted:

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
President SSU/Adviser

Approved:

(SGD.) MAURA CONSOLACION D. CRISTOBAL
Director,CHED, Regional Office VIII

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

The President
Leyte Normal University
Tacloban City

Thru: The Vice President/Director
Research and Extension
Leyte Normal University
Tacloban City

Sir/Madam:

Warm Greetings!

The undersigned is hereby request permission from your good office to conduct a survey among Faculty Members from your prestigious institution. This is in connection with the undersigned dissertation paper entitled: **"The Level of Motivation and Performance in Research and Extension of SUC's Faculty Members in Region VIII: Basis for Policy Redirection".**The respondents of the study are Instructors, Assistant Professors, Associate Professors, Full Professors.

Rest assured that all the gathered data from your university will be handled with utmost confidentiality. The undersigned highly hopes that you would give favourable consideration on this request.

Very truly yours,

(SGD.) LEONIDA S. BERNADIT
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D
Dean, Graduate Studies

APPROVED:

(SGD.) JUDE A. DUARTE, DPA
LNU President

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

The President
Eastern Visayas State University
Tacloban City

Thru: The Vice President/Director
Research and Extension
Eastern Visayas State University
Tacloban City

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(SGD.) LEONIDA S. BERNADIT
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D
Dean, Graduate Studies

APPROVED:
(SGD.) Dr. DOMINADOR O. AGUIRRE, Jr.
EVSU President

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

The President
Visayas State University
Baybay City

Thru: The Vice President/Director
Research and Extension
Visayas State University
Baybay City

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Very truly yours,

(SGD.) LEONIDA S. BERNADIT
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate Studies

APPROVED:

Dr. (SGD.) EDGARDO E. TULIN
VSU President

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

The President
Eastern Samar State University
Borongan City

Thru: The Vice President/Director
Research and Extension
Eastern Samar State University
Borongan City

Sir/Madam:

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(SGD.) LEONIDA S. BERNADIT
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate Studies

APPROVED:

(SGD.) Dr. EDMUNDO A. CAMPOTO
ESSU President

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

The President
Naval State University
Naval, Biliran

Thru: The Vice President/Director
Research and Extension
Naval State University
Naval, Biliran

Sir/Madam:

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Very truly yours,

(SGD.) LEONIDA S. BERNADIT
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate Studies

APPROVED:

(SGD.) Dr. NENITA SEREÑO
NSU President

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

The President
University of Eastern Philippines
Catarman Northern Samar

Thru: The Vice President/Director
Research and Extension
University of Eastern Philippines
Catarman Northern Samar

Sir/Madam:

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Very truly yours,

(SGD.) LEONIDA S. BERNADIT
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate Studies

APPROVED:

(SGD.) Dr. ROLANDO P. DELORINO
UEP President

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

The President
Samar State University
Catbalogan City

Thru: The Vice President/Director
Research and Extension
Samar State University
Catbalogan City

Sir/Madam:

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Very truly yours,

(SGD.) LEONIDA S. BERNADIT
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D
Dean, Graduate Studies

APPROVED:

(SGD.) EUSEBIO T. PACOLOR, Ph. D
SSU President

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

The President
Northwest Samar State University
Calbayog City

Thru: The Vice President/Director
Research and Extension
Northwest Samar State University
Calbayog City

Sir/Madam:

Warm Greetings!

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Very truly yours,

(SGD.) LEONIDA S. BERNADIT
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D
Dean, Graduate Studies

APPROVED:

(SGD.) AVELINA N. BERGADO, Ed.D.
NwSSU President

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

The President
Palompon Institute of Technology
Palompon City

Thru: The Vice President/Director
Research and Extension
Palompon Institute of Technology
Palompon City

Sir/Madam:

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(SGD.) LEONIDA S. BERNADIT
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph. D
Dean, Graduate Studies

APPROVED:

(SGD.) Dr. ANGELITA PAJARON
PIT President

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

The President
Southern Leyte State University
Sogod Leyte

Thru: The Vice President/Director
Research and Extension
Southern Leyte State University
Sogod Leyte

Sir/Madam:

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Very truly yours,

(SGD.) LEONIDA S. BERNADIT
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D
Dean, Graduate Studies

APPROVED:

(SGD.) Dr. PROSE IVY G. YEPES
SLSU President

Appendix C-Letter Cover and Questionnaire

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

December 3, 2015

Dear Respondent:

You have been selected as respondent in this research entitled **"THE LEVEL OF MOTIVATION AND PERFORMANCE IN RESEARCH AND EXTENSION OF FACULTY IN STATE COLLEGES AND UNVIERSITIES (SUCs) IN EASTERN VISAYAS: BASIS FOR POLICY REDIRECTION.**

May I therefore solicit your assistance to supply the data for this study by answering as honestly and clearly as possible every item in the questionnaire.

Rest assured that you5r answers to this questionnaire will be treated with utmost confidentiality and will be used solely for the objective of this study and will never jeopardize you in any way.

Thank you for your valued cooperation.

Very truly yours,

(SGD.)LEONIDA SARZATA-BERNADIT
Researcher

THE LEVELs OF MOTIVATION AND PERFORMANCE IN RESEARCH AND EXTENSION OF FACULTY IN STATE COLLEGES AND UNIVERSITIES (SUCs) IN EASTERN VISAYAS: BASES FOR POLICY REDIRECTION

Part I - PERSONAL INFORMATION

Directions: Read the statement and please write or check the corresponding response on

the space provided.

1. **Name: Respondent (optional)** _____
2. Sex: [ ] Male [ ] Female 3. Age: _____ years
4. Civil Status:

   [ ] single [ ] separated

   [ ] married [ ] others, please specify

   [ ] widow/widower:
5. Highest Educational Attainment:

   [ ] Bachelor's Degree completed,

   Please specify _____

   Specialization: ([please specify) _____

   [ ] With Master's Units

   [ ] Master's Degree completed,

   Please specify _____

   Specialization: _____

   [ ] Doctorate Units

   [ ] Doctorate Degree completed

   Please specify _____

   Specialization: _____

6. Academic Rank

[ ] Instructor (please specify) _____

[ ] Assistant Professor (please specify) _____

[ ] Associate Professor (please specify) ____

[ ] Full Professor (please specify) _____

7. Length of Academic Experience: (in years) _____

8. Administrative Designation/Local Designation (Please specify) _____

9. Length of Administrative/local designation experience: (in years) _____

10. Number of trainings/seminars/conferences attended related to **research** for the last three

(3 years:

Level	No.
International	_____
National	_____
Regional/Local	_____

10. Number of trainings/seminars/conferences attended related to **extension** for the last three

(3) Years:

Level	No.
International	_____
National	_____
Regional/Local	_____

11. Average teaching workload (hours/week) per semester (Please specify)

_____

12. Number of preparation per semester (please specify)

_____

PART II. LEVEL OF PERFORMANCE OF FACULTY IN RESEARCH

A. Faculty Participation in Research

1. Number of researches conducted for the last three (3) years (please specify _____

2. Positions/Designations in the research program(s)/project(s)/study

   [ ] Program Leader [ ] others, please specify _____

   [ ] Study Leader

3. Average Number of research output presentations for the last three (3) years:

   [ ] International ____ [ ] Regional/Zonal ____

   [ ] National ____ [ ] Local ____

4. Number of Awards Received in Research for the last 3 years:

   [ ] International (please specify) _____

   [ ] National (Please specify) _____

   [ ] Regional/Zonal (please specify) _____

   [ ] Local/Institutional (please specify) ___

5. Number of Research output published in accredited journals:

   [ ] International (please specify) _____

   [ ] National (Please specify) _____

   [ ] Regional/Zonal (please specify) _____

   [ ] Local/Institutional (please specify) ___

6. Number of research output patented/utility model registered/applied (please specify) _____

7. Number of research output(s) commercialized (please specify)

   _____

8. Number of research output(s) transferred/disseminated (please specify)

   _____

B. Faculty Performance in Research

Directions: Please check (/) the corresponding score according to your perception on the space beside the indicators using the 5-point rating scale:

5 -Outstanding	indicating that the provision or condition on the implementation is extensively functioning well.
4 -Very satisfactory	indicating that the provision is present but moderate.
3 - Satisfactory	indicating that the provision or condition on the extent of implementation is present but limited or moderate.
2 - Unsatisfactory	indicating that the provision or condition on the extent of implementation is present but limited.
1 - Needs Improvement	indicating that the provision or condition on the extent of implementation is totally missing.

INDICATORS	Scale				
	5	4	3	2	1
1. Regularly communicates quality output of the research proceeding to Colleges/staff/clientele/subordinates.					
2. Manages priorities to get the job done and able to look for better ways to confront conflict situations in an honest and direct manner.					
3. Encourage/motivates participation/cooperation of the people involved in the research proceedings.					
4. Suggests/introduces strategies that enhanced Colleagues/staff/clientele/subordinate's skills and abilities to perform the research activity in a more efficient manner.					
5. Communicates directly, openly, honestly and shares information with the concerned individual or people involved in the research proceeding.					

PART II-A. LEVEL OF PERFORMANCE OF FACULTY IN EXTENSION

A. Faculty Participation in Research

1. Number of extension program(s)/activity (ies) participated/involved for the last three (3)

years (please specify _____

2. Positions/Designations in the extension program(s)/project(s)/study participated/involved

in for the last three (3) years and number of times:

[ ] Program Leader (please specify) _____

[ ] Study Leader (Please specify) _____

[ ] Resource person (Please specify) _____

[ ] Facilitator (please specify) _____

[ ] Others, please specify _____; Number of times (please specify) _____

3. Number of Awards Received in Extension for the last 3 years:

[ ] International (please specify) _____

[ ] National (Please specify) _____

[ ] Regional/Zonal (please specify) _____

[ ] Local/Institutional (please specify) ___

4. Number of extension program output(s) published in accredited journals:

[ ] International (please specify) _____

[ ] National (Please specify) _____

[ ] Regional/Zonal (please specify) _____

[ ] Local/Institutional (please specify) ___

B. Faculty Performance in Extension

Directions: Please check (/) the corresponding score according to your perception on the space beside the indicators using the 5-point rating scale:

5 -Outstanding	indicating that the provision or condition on the implementation is extensively functioning well.
4 -Very satisfactory	indicating that the provision is present but moderate.
3 - Satisfactory	indicating that the provision or condition on the extent of implementation is present but limited or moderate.
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1 - Needs Improvement	indicating that the provision or condition on the extent of implementation is totally missing.

	Scale

INDICATORS	5	4	3	2	1
1. Regularly communicates quality output of the extension proceeding to Colleges/staff/clientele/subordinates.					
2. Manages priorities to get the job done and able to look for better ways to confront conflict situations in an honest and direct manner.					
3. Encourage/motivates participation/cooperation of the people involved in the extension activities.					
4. Suggests/introduces strategies that enhanced colleagues/staff/clientele/subordinate's skills and abilities to perform the extension activity in a more efficient manner.					
5. Communicates directly, openly, honestly and shares information with the concerned individual or people involved in the extension activities.					

PART III. LEVEL OF MOTIVATION OF FACULTY IN RESEARCH AND EXTENSION

Directions: Please check (/) the corresponding score according to your perception on

the space beside the indicators using the 5-point rating scale:

5 - Strongly Agree (SA) -Indicating that you strongly agree to the level of motivation.

4 - Agree (A) -Indicating that you agree to thelevel of motivation.

3 - Undecided (UD) -Indicating that your perception is still undecided.

2 - Disagree (D) -Indicating that you disagree to thelevel of motivation.

1 - Strongly Disagree (SD) -Indicating that you strongly disagree to the level of motivation.

INTRINSIC MOTIVATORS	Scale				
	5	4	3	2	1
1. Monetary incentives					
2. Job security					
3. Praise and recognition					
4. Sense of belongingness					

5. Competition					
6. Delegation of responsibility and authority					
7. Faculty participation					
8. Sincere interest in peers and others					
EXTRINSIC MOTIVATORS					
1. Prestige/reputation in the community					
2. Avenue for meeting people and new acquaintances					
3. Avenue for external linkages/networking					
4. Source of funding/financial support					
5. Improved image of organization in the community and service area					
6. Concern for social upliftment of communities					
7. Concern for the environmental protection and conservation					
8. Passion to help others					

PART IV -PROBLEMS ENCOUNTERED BY FACULTY IN RESEARCH AND EXTENSION

SERVICES

Directions: Please check the corresponding score according to your perception on the space beside the described problem area using the 5-point rating scale:

5 - Extremely Felt (EF) -Indicating that you extremely felt to the situation.

4 - Highly Felt (HF) -Indicating that you highly felt to the situation.

3 - Moderately Felt (MF) -Indicating that your feeling is still moderately felt.

2 - Slightly Felt (SF) -Indicating that you slightly felt to the situation.

1 - Not Felt (NF) -Indicating that do felt to the situation.

Problems	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)
Have negative attitude in conducting research and extension programs, project, and activities					
Lack of knowhow and capability in conducting research and extension programs, project, and activities					
Lack of time in conducting research and extension programs, project, and activities					
Lack of information dissemination to the community regarding the college/university programs, project, and activities					
Lack of coordination between the community and the college/university					

Lack of incentives to personnel handling the different programs, project, and activities					
Lack of coordination among the personnel implementing the different programs, project, and activities					
Lack of qualified staff to handle each area of concern					
Lack of consistency between the professed goals and the educational needs of the community					

Lack of funds to implement the different programs, project, and activities					
The purchase of the equipment and supplies necessary in extension and research activities programs, project use were not given priority.					
Unfair allocation of travel funds to existing positions or personnel.					
Misallocation of funds to immediate use of items purchased and critical supplies requirement not provided for.					
No recognitions from the community of the project, programs and extended activities by the faculty members of the college/university					
No cooperation by the community on the project and other socio-civic activities implemented by the faculty members					
Lack of funds to implement the different programs, project, and activities					

Part IV - SUGGESTED SOLUTIONS TO THE PROBLEMS ENCOUNTERED

Directions: Please check the corresponding score according to your perception on the

space beside the described solutions using the 5-point rating scale:

5 - Strongly Agree (SA) -Indicating that you strongly agree to the suggested solution.

4 - Agree (A) -Indicating that you agree to the suggested solution

3 - Undecided (UD) -Indicating that your perception is still undecided.

2 - Disagree (D) -Indicating that you disagree to the suggested solution.

1 - Strongly Disagree (SD) -Indicating that you strongly disagree to the suggested solution.

Solution	5 (SA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)
De-load the faculty who have handled research and extension programs, project, and activities from their regular teaching					

hours for them to have ample in their research and extension implementation					
Provide regular training, seminar and workshop to all research and extension implementers' in their college/university to obtain adequate know-how about research and extension implementation					
Proper time in conducting research and extension programs, project, and activities					
Show them a good example, be an "idol"/model individual to them.					
Provide proper information dissemination to the community regarding the college/university programs, project, and activities					
Provide adequate coordination between the community and the college/university					
Provide incentives to personnel handling the different programs, project, and activities					
Provide proper coordination among the personnel implementing the different programs, project, and activities					
Hire personnel duly qualified to handle each area of concern					
Develop consistency between the professed goals and the educational needs of the community					

Adequate funds to implement the different programs, project, and activities					
Prioritized in the purchase of equipment and supplies necessary in extension and research activities, programs and projects of faculty implementers					
Fairness allocation of travel funds to existing positions or personnel.					
Allocation of funds to its proper use purchased items as needed and provides supplies					
Motivate through incentives, recognition, praise for their work/effort extended to the college/university					
Explain the importance of the projects and activities extended to them.					
Show them a good example, be an "idol"/model individual to them.					

More power to you!!!

(SGD.) LEONIDA SARZATA BERNADIT

Researcher

Correlation Matrix

	1ST	*2ND*
1ST	1.000	
2ND	.987	1.000

88 sample size

± .210 critical value .05 (two-tail)

± .273 critical value .01 (two-tail)

Resp	1ST	2ND
1	20	20
	20	20
	31	32
	32	32
	56	68
	64	68
2	21	21
	18	19
	25	29
	30	32
	51	54

	41	49
3	20	20
	18	20
	35	36
	30	30
	65	65
	85	85
4	13	13
	20	20
	24	24
	27	28
	56	51
	60	56
5	15	15
	15	15
	35	29
	32	32
	48	52
	57	60
6	21	21
	20	20
	33	34
	32	28
	49	64
	85	85
7	17	25
	22	25
	32	32

	34	36
	56	61
	83	78
8	19	19
	19	19
	30	30
	27	25
	54	64
	68	81
9	18	18
	18	18
	31	27
	32	38
	58	59
	82	85
10	23	23
	30	30
	39	39
	60	67
	85	85
11	18	18
	20	20
	38	39
	39	39
	73	85
	85	85
12	25	25
	25	25

	40	40
	85	85
	83	83
13	23	23
	24	24
	36	33
	38	33
	55	59
	76	77
14	19	19
	20	20
	26	30
	32	32
	44	47
	77	83
15	15	16
	17	18
	26	26
	32	28
	85	85
	85	85

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	LEONIDA SARZATA BERNADIT
Date of Birth	:	January 9, 1968
Place of Birth	:	Rosales Blvd., Calbayog City, W. Samar
Address:		Amampacang, Tinambacan District
		Calbayog City, W. Samar
Civil Status	:	Widower
Father	:	Antonio Sarzata Sr.
Mother	:	Gorgonia Amparado Sarzata

EDUCATIONAL BACKGROUND

Elementary	:	CalbayogPilot Central Elementary School Calbayog City 1976 – 1981

Secondary	:	Christ the King College Calbayog City, W. Samar 1981- 1985
College	:	Bachelor of Science in Industrial Education Specialization: Home Economics/Chemistry TiburcioTancinco Memorial Institute of Science and Technology/Northwest Samar State University, Calbayog City 1986– 1990
Graduate	:	Master of Arts in Education Specialization: Home Economics/Chemistry Samar State Polytechnic College Catbalogan City, Samar 1993-1999
Post Graduate	:	Doctor of Philosophy Specialization: Educational Management Samar State University, Catbalogan City, Samar 2011-2016
Civil Service Eligibility	:	Professional Board Examination for Teachers (PBET) 1991

PROFESSIONAL EXPERIENCE

	:	Assistant Professor III 2015 to date NwSSU-Main, Calbayog City
	:	Assistant Professor I 2012 –2015 NwSSU-Main, Calbayog City
	:	Instructor I 2009 – 2012 TTMIST- NwSSU-Main, Calbayog City

: Secondary School Teacher III
2003– 2009
Sta. Margarita National High School
Sta. Margarita, Samar

: Secondary School Teacher II
1999– 2003
Sta. Margarita National High School
Sta. Margarita, Samar

: Secondary School Teacher I
1995-1999
Sta. Margarita National High School
Sta. Margarita, Samar

: Secondary School Teacher I
1993-1995
Samar National High School
Catbalogan, Samar

SEMINAR –WORKSHOP / TRAININGS ATTENDED

: Seminar on Leadership and Decision Making
MwSSU, Graduate School
February 27, 2015

: Outcomes – Based Educ. Seminar Workshop
NwSSU, Main Campus
February 26, 2015

: Outcomes – Based Educ. Orientation Seminar
NwSSU, Main Campus
January 30, 2015

: NBC 461 Orientation Seminar
NwSSU, Main Campus
January 29,2015

: Seminar Workshop on Guidance

Counseling
NwSSU-SARS
October 28,2014

: 1st Annual Convention Pathescu, Inc.
Pathescu – UP Diliman
April 28, 2014

: Eco-seminar workshop on Writing and Reviewing Research Papers for Peer Review Publication
NwSSU-REDS
February 28, 2014

: Orientation on R.A 9262 (VAWC)
NwSSU-SARS Office, Calbayog City
November 22, 2013

: First Aid and Basic Life Support Training City
NwSSU-SARS Office, Calbayog City
October 4– 5, 2012

: Basic Intellectual Property Orientation and Patent Drafting Seminar Workshop
IP Philippines, NwSSU-Main Calbayog City
October 2–3, 2012

: EVCIERD Funders Forum and Research Proposal Writing
EVCIERDand SSU CatbaloganCity
September 3-5, 2012

: Pacific Partnership with USNS Mercy (T-AH19)
USNS Mercy (T-AH19) Indonesia, Cambodia, Vietnam

: LEADCOM Facilitators Training
Ayala FoundationLEADCOM and AAP, NwSSU, Calbayog City
February 24-26, 2012

: Leadership Training 2012 and PACSA Echo Seminar

PACSA/NwSSU-SBO
NwSSU, Calbayog City

: Echo Seminar on Predicting Variables Using Regression Analysis
Research Services- NwSSU, Calbayog City
June 24, 2011

: International Conference of Improving Learning of Science and Multimodal Representations
Miami University, USA, DOST and UST
April 11 to 12, 2011

: Seminar on Research and Financial Capability Building
REEA-NwSSU, Calbayog City
April 2, 2011

: Disaster Risk Reduction Management Training
NwSSU-Main Calbayog City and San Jorge Campus-San Jorge, Samar
November 11-12, 2010

: Constitutional Convention 2010
SARS
NwSSU-Main Calbayog City and San Jorge Campus-San Jorge, Samar

: Regional Summer on Culinary Arts and Entrepreneurship
Le TeatroMoviehouse, Disco and Lobby Restaurant

: Academic Forum on NBC 461
TiburcioTansenco Memorial Institute of Technology (TTMIST)
Calbayog City
October 15, 2009

: Confidential agents Orientation
And Basic Gun Safety Seminar
Military Intelligent Company 8 MIB, 8ID, Phil. Army Camp Sumoroy

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