

QUALITY ASSESSMENT OF DON MARIANO MARCOS MEMORIAL STATE UNIVERSITY – MID LA UNION CAMPUS FACULTY’S FOUR-FOLD MANDATE**Marie Camille S. Hufana, Ph.D.**

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Abstract: The faculty of the Don Mariano Marcos Memorial State University - Mid La Union Campus (DMMMSU-MLUC) perform their duties and responsibilities along the University’s four-fold mandate. In this regard, this study conducted quality assessment of the faculty’s profile, teaching effectiveness, and involvement in research, extension, and production, as well as capabilities and constraints. The findings served as basis in the formulation of inputs to a five-year faculty development plan. The study used descriptive research with questionnaire to gather data from 187 faculty members. The statistical tools were frequency counts, percentage, and weighted mean. The study found out that the females were four percent more than the males; majority had MA/MS degrees, specialized in the arts and sciences. Moreover, the faculty members were very satisfactory in instruction, moderately involved in research and in extension, and slightly involved in production. Their capabilities were in instruction while their constraints were in research, extension, and production.

Key Words: extension, four-fold functions, instruction, production, research

Introduction

Education plays a vital role in a country’s development as it promotes total human development of the people. In this light, the government created the Commission on Higher Education (CHED) through the passage of Republic Act 7722 with the task of supervising and regulating higher educational institutions (HEIs) in the country. The intent of the law creating CHED, as well as the moratorium policy enunciated in a Presidential Memorandum on the Rationalization of State Universities and Colleges (SUCs), is clear, that is, to ensure that institutions of higher learning perform well in the pursuit of their mission. Hence, SUCs are expected to contribute to the development of the country in terms of education and training people to meet manpower needs.

Moreover, as stated in the CHED Strategic Plan for 2011-2016, CHED is mandated to promote relevant and quality higher education. HEIs and programs to be at par with international standards and graduates and professionals are highly competent and recognized in the international arena. The Plan aims, therefore, to improve the relevance of HEIs, including their programs, systems, and research to respond to the thrusts of the Philippine Development Plan (PDP), 2011 – 2016 (CHED, Strategic Plan, 2011). Since both public and private HEIs are under the governance of CHED, they are expected to perform the quadruple functions: instruction, research, extension, and production.

ASEAN Economic Community identified the implementation of mutual recognition agreements (MRA) for various services including accountancy, tourism, engineering,

architecture, medical, nursing and dental practices, and other professional services. It also mandated the ASEAN Universities Network to enhance cooperation among member universities and facilitate the mobility of both students and staff within the region. (ASEAN Secretariat, 2010).

Nicolas (2014) mentioned that at the core of the MRAs and student and staff mobility in the region is quality assurance (QA). QA is expected to ensure that educational standards are harmonized and benchmarked among universities in the region.

Quality assurance is the process of verifying whether products or services meet or exceed customer expectations. It is a process-driven approach with specific steps to help define and attain goals. For United Nations Educational, Scientific, and Cultural Organization, quality assurance is the systematic review of educational programs to ensure that acceptable standards of education, scholarship, and infrastructure are being maintained. A quality assurance system in the case of a university is said to increase student confidence and the university's credibility as a provider of quality services to improve processes and efficiency and to enable a university to better compete with others (Pavlenko, Bojan & Trif, 2008).

Greater emphasis is also being given to assessing the quality of the institution or program, holistically, as an organization. Moreover, accrediting processes are focusing more on student learning and the value added by the teaching/learning experience provided by the institution. It is worth mentioning that the growing interest in quality assessment is not unique to higher education; the trend toward giving greater emphasis to measuring performance in terms of outputs and value added has become pervasive in business, health care, and government, as well (Ruben, 2004).

To enhance quality assurance and improve the higher education system, CHED has to change its one-size-fits-all QA system. Institutions are compelled to direct their QA efforts towards meeting CHED quality indicators that are not aligned with their quality outcomes, which prevent them from improving the quality of Philippine education as a whole.

In order for SUCs to keep pace with the changing times, necessary reforms anchored on quality education should be adopted. Equal attention and emphasis should be given to the four-fold functions of SUCs. This signifies that they should perform well in their mandated functions of instruction, research, extension, and production. These functions should be interrelated to be able to produce an optimum result in their quest for quality higher education.

Don Mariano Marcos Memorial State University (DMMMSU) explicitly expresses its four-fold mandate -- instruction, research, extension, and production -- through Presidential Decree 1778 with the vision to be a premier and globally competitive university, the mantra of embracing world class standards, and the goal to provide relevant quality instruction, research, and extension.

One of DMMMSU's campuses, Mid La Union Campus (MLUC), located in the City of San Fernando, La Union, has eight (8) colleges, namely, College of Arts and Management (CAM), College of Arts and Sciences (CAS), College of Graduate Studies (CGS), College of

Information Technology (CIT), College of Law (CLAW), College of Engineering (COE), College of Technology (COT), and College of Technical Education (CTED).

The quality of education of an institution relies on the service it provides to its stakeholders. No matter how great things are said about the roles of institutions in fostering economic development of the nation, when these HEIs are not up to the mandate, all these statements will be in vain.

Faculty members should focus not only in teaching concepts, processes, knowledge, and skills to students, but also to be involved in research, extension, and production activities in order to help improve the present pool of these concepts, processes, knowledge, and skills. Instruction, research, extension, and production are four interdependent elements that needs equal attention and emphasis. Hence, it is in this context that the research endeavor has been conceptualized.

Objectives of the Study

Generally, this study conducted a quality assessment of DMMMSU-MLUC faculty's teaching effectiveness and involvement in research, extension, and production as basis for the formulation of inputs to a five-year faculty development plan. Specifically, it sought answers on the profile of DMMMSU-MLUC faculty along gender, highest educational attainment, specialization, employment status, academic rank, and base college. It determined the level of teaching effectiveness and extent of faculty involvement in research, extension, and production. It also looked into the capabilities and constraints of the faculty along their four-fold functions.

Methodology

This study made use of descriptive research design. It was conducted at DMMMSU-MLUC, City of San Fernando, La Union with a total of 187 faculty members for school year 2011-2014 as respondents. The study included the faculty members from the seven colleges namely College of Arts and Management (CAM), College of Arts and Sciences (CAS), College of Engineering (COE), College of Information Technology (CIT), College of Technical Education (CTED), College of Technology (COT), and College of Graduate Studies (CGS). College of Law (CLAW) was not included in the study since all of its faculty members are part-time.

A researcher-made questionnaire was used to determine the profile of the faculty members as to gender, highest educational attainment, specialization, employment status, academic rank, and base college. Questionnaire made by the Philippine Association of State Universities and Colleges on the level of teaching effectiveness of the faculty members in terms of commitment, knowledge of subject matter, teaching for independent learning, and management of learning. The results of evaluation for the last three years were taken from the data bank of the University. On the other hand, pertinent data for the areas of research, extension, and production were gathered with the use of the questionnaire adapted from the Faculty Manual of DMMMSU.

Findings

Faculty Profile

187 faculty respondents participated in the study; 97 were female; 90 were male. This indicates that the male members were only four percent less than the female. The very slim difference implies that the population of teaching profession does not specifically incline to gender. Teaching is a generic field where equal opportunities for both male and female teachers are observed.

DMMMSU offers equal opportunity in hiring teachers. Needs assessment as well as competencies is a consideration, regardless of gender in the hiring process. Although, stereotyped for female in the teaching profession, the lure of male as teachers is highlighted by claims of Bernard (2004) and Ingersoll (2014) when they stressed that the number of males entering teaching has grown. Opportunities for advancement and enhancement in status, pay, and authority are some of the reasons for the continuing attraction of teaching and education careers for men.

Of the 187 faculty members, 78 percent are master's and doctorate degree holders. This means that a greater percentage of the faculty members are qualified to teach in higher education. This is in consonance with NBC 461 which indicates that the hiring of faculty members shall be subject to the relevant educational qualification by rank/sub-rank and Merit System Plan adapted by the Governing Boards of SUC and the Merit System Plans for faculty promulgated for CHED-Supervised HEIs and Technical Education and Skills Development Authority (TESDA) Supervised Teacher Education Institutions.

At the time of this study, 48 faculty members, or 25 percent, were in the field of arts and sciences. 22 percent specialized in technology while 18 percent faculty members were in the field of engineering. Notice that the sum is greater than the population size. This is due to the fact that some of the teachers have double area of specialization. The distribution is varied depending upon the demand of the institution. Basically, general education subject professionals get the most number of population.

As to status of employment, 87 percent of the faculty held permanent status. This reflects that the institution is provided with enough plantilla positions. Ninety-eight (98) respondents held Instructor positions. This means that most of the faculty members have not yet earned enough points for promotion. Either they have not gained the needed qualifications, or they have no initiative to engage in research, extension, and production projects that would enable them to earn more points for promotion.

Forty-three, or 23 percent of the respondents, come from the College of Arts and Sciences. This implies that the distribution of faculty members in the different base colleges is determined by the student population in the different colleges. CAS has the greatest number of faculty because they handle the general education subjects in the seven colleges.

Four-Fold Functions

Table 1 shows the four-fold functions. The table shows that instruction got the highest percentage of 94 percent. This means that the faculty members were competent along commitment, knowledge of subject matter, teaching for independent learning, and management of learning. The faculty members have demonstrated sensitivity to student's ability to attend and absorb content information, regularly came to class on time, well-groomed, well-prepared and

performed the assigned responsibilities. They have shown mastery of the subject matter and shared information on the state of the art theory and practice in his/her discipline.

The area of production got the lowest percentage of 35 percent. This goes to show that the MLUC faculty may be capable in doing production projects but due to their workload and the sufficient time needed to conceptualize and implement project proposals, they were not able to come up with production projects.

Table 1. Four-Fold Functions

Function	Percentage	Descriptive Equivalent Rating
Instruction	Mean rating of 94%	Very Satisfactory
Research	55% of faculty	Moderately Involved
Extension	57% of faculty	Moderately Involved
Production	35% of faculty	Slightly Involved

Capabilities and Constraints

All the indicators that pertain to instruction got percentages that fall within the range of scores, 86 percent and above, that can be interpreted as either very satisfactory or outstanding. This suggests that the said indicators represent the strengths of the faculty respondents; which means that they were highly capable when it comes to this function.

For research, 55 percent of the faculty were moderately involved, an indication that the area of research was a weakness of the respondents. During an informal interview, the Head of the Research Unit said that many faculty members don't have time to engage in research activities because they are focused on their heavy workload in instruction.

57 percent of the faculty members were moderately engaged in extension activities. This result of the study points out that the respondents were weak along the aspects of extension. This implies that the faculty respondents were either not interested because of the lack of motivation for extension or simply because of time constraint due to their teaching assignments. These constraints may be eliminated through inclusion of extension activities in the 18-unit workload of faculty.

Further, 35 percent faculty members were slightly involved in production. This implies that the many faculty members are not well oriented about programs/projects/activities along production; their attention or interest along this function is emphasized, unlike in instruction, in research, and in extension.

Conclusion

Teaching profession is appealing to both male and female. Most of the faculty members are highly qualified, seasoned, and have met the minimum requirement prescribed by CHED and DMMMSU with specialization in Arts and Sciences. They have mastery of subject matter, can teach for independent learning, can manage learning, and are committed to their teaching profession. They have not gained confidence and competence in doing research and lack the initiative to engage in extension and production projects. The capabilities of the faculty along instruction can be sustained or strengthened further; their constraints along research, extension, and production can be enhanced.

Suggestions and Recommendations

1. Faculty members should be encouraged to finish post graduate studies.
2. DMMMSU-MLUC should provide more capability building programs along instruction, research, extension, and production.
3. Paper presentation in national/international conferences should be a requirement for graduate studies completion.
4. Outsourcing and other similar activities can be done to support the identified programs and activities.

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