

Tawi-Tawi Regional Agricultural College Mandates: Instruction, Research, Extension, and Production

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Abstracts: The study sought to determine which of the four Tawi-Tawi Regional Agricultural College mandates had the most and least practical justifications. A quality and quantity descriptive-correlation design was used in the study. Research, instruction, extension services, and college productivity were the topics of the five parts of questions. The significance of the independent variables was assessed using multiple regression analysis. The majority of respondents were Muslim, female, from the Sama tribe, between the ages of 36 and 40, and single. The socioeconomic characteristics of the respondents did not indicate a significant impact on the efficiency of the institutions. A similar conclusion was made about production and extension services. The majority of the metrics used to gauge institutional performance received high marks. The college's primary mandate was production, and its primary objective was instruction. Overall, all of the metrics received a "good" rating. This was suggested by the overall grand mean of 3.68. Three co-curricular program indicators were the only ones to obtain an overall rating of "very satisfactory." The indicators have qualified, capable faculty advisers for the numerous student organizations and clubs, and nominated officers methodically coordinate them. The socioeconomic characteristics of the respondents did not indicate a significant impact on the efficiency of the institutions. The college must have a tight admissions and retention policy. The latter group needs exceptional guidance in their extracurricular and academic endeavors.

Keywords: Agriculture, Instruction, Research, Extension, Production, Tawi-Tawi.

1. INTRODUCTION

The Lapak Agricultural School's previous annex is now known as the Tawi-Tawi Regional Agricultural College. It was established through Batas Pambansa Blg. 384, which received approval on April 8, 1983, and was operational as a State College in June 1985. The college's mission is to advance education, research, production, extension services, and progressive leadership in agriculture and home technology. It also aims to provide professional, technical, and specialized training. Every Filipino must have the chance to learn the fundamental traits, qualities, and abilities that will enable him to contribute to the betterment of society. This suggests a demand for skilled laborers with training in all areas of agricultural education.

The continued investment of resources in education must support its expansion and improved instruction. An agricultural institution must develop a vast array of informational activities. Tawi-Tawi Regional Agricultural College has been meeting the needs of people throughout the province since its founding in 1985. Since its founding, however, only piecemeal evaluations have been done without considering the input of the program's end users and implementers. This study will empirically assess how the college performs, as seen by its faculty, staff, and administrators.

1.1. Objectives of the study

This study assessed the four mandates of the college—instruction, research, extension services, and production—and their effects on institutional performance. The study sought to determine which of the four Tawi-Tawi Regional Agricultural College mandates had the most and least practical justifications.

1.2. Significance of the study

The study's findings are important for faculty members and school administrators. This study's primary objectives were to evaluate the college's performance of its four mandates: instruction, research, extension, and production. As a result, the survey also assesses how well the institution performs. The results of this study are anticipated to add to the knowledge already known about educational development.

2. METHODOLOGY

Utilizing the survey approach, the study was conducted using a quality and quantity descriptive-correlation design. There are two sets of questions on the survey. Set A will gather data on faculty profiles, while Set B will compile data on the issues that affect the students. Through a standardized questionnaire checklist, the identified respondents provided the information required to conduct the study.

The questions were divided into five sections: research, instruction, extension services, and college production, and they were scored on a scale from 0 to 100. Multiple regression analysis was utilized to determine if the independent variables had a substantial impact.

3. RESULTS AND DISCUSSION

Most respondents were female, from the Sama tribe, between the ages of 36 and 40, single, and adherents of Islam. Master's degrees were earned; instructors; professional career exams passed; participation in 1-3 extension programs offered by the college; attendance at 16–20 seminars; and annual income of \$200,000 or less. Only three co-curricular program indicators—programs that are systematically coordinated by appointed officers and have qualified and competent faculty advisers for the various student organizations and clubs—were confirmed by the respondents. All of the indicators received a "very satisfactory" overall rating. The total grand mean of 3.69 indicated this.

All of the metrics were rated as "good" overall. The grand mean of 3.68 across the board was suggestive of this. Production was the college's most functional mandate, while instruction was its least functional purpose. The socioeconomic profiles of the respondents did not indicate a significant impact on the effectiveness of the institutions.

3.1. Instruction Programs

The responders' overall evaluation was unfavorable. A grand mean of 3.38, which was also "moderately agree," was achieved by the extension classes using the farmer technique and strategies. 3.29 field trips are necessary to expose the farmer clientele to real-world field circumstances. The overall grand mean, which fell into the "moderately agree" category, was 3.36, which supported this.

The grand mean of the faculty members' graduate degrees in their fields of expertise and/or related disciplines was 3.55, falling into the "Agree" category. The undergraduate department's faculty has at least 76% appropriate/postgraduate degrees. Based on their experiences and alternative qualifications, faculty members who need to meet the required educational qualifications are of concern.

The grand mean of a set of objectives for choosing deserving professors was 3.34, falling into the "moderately agree" group. A regular institutional in-service training program is offered for faculty development on average once a semester. Academics go to educational talks, conferences, and workshops for professional development. The professors are involved in intellectual and professional organizations.

Progress achieved a grand mean of 3.44, which fell into the "moderately agree" category and is used to inform students of their performance. Scholarships, awards, the honor roll, the dean's list, and other recognitions are given for good performance. The respondents' aggregate confirmation rate was 3.47, falling into the same "agree" group.

3.2. Research Programs

Research conducted by the college following its requirements resulted in a grand mean of 3.33, categorized as "moderately agree." Action research studies are undertaken by students and teachers, with grand means of 3.39 and 3.47, respectively, to test theory via practice with an emphasis on specific inquiry and critical judgment. The respondents' overall level of agreement was 3.42, falling into the "somewhat agree" category.

The grand mean of the research efforts, which were adequately supported, was 3.35 and fell into the "moderately agree" category. The college provides financial assistance to professors conducting research related to their competence areas. The necessary research facilities (laboratory and experimental space, tools, supplies, and equipment) are available. The respondents' overall confirmation rate was 3.34, falling into the neutral group.

The standard format for technical reports resulted in a grand mean of 3.45, regarded as "moderately agree." The research findings help improve the quality of instruction in teacher education by providing creative ideas, tactics, and/or materials. The respondents' overall level of agreement was 3.43, falling into the "moderately agree" category.

Published research findings have a grand mean of 3.36, which points to the "moderately agree" category. The grand mean of the press release about research outcomes, which is 3.39, suggests that it belongs to the same group. The respondents' overall level of agreement was 3.40, falling into the "moderately agree" category.

3.3. Extension Programs

The respondent's overall conformation score was 3.36, falling into the "moderately agree" group. All college members actively participate in the extension programs, with a grand mean participation rate of 3.35. Every professor is urged to run an extension program with an overall mean of 3.49. Extension programs have a grand meaning of three or more when effectively integrated with other relevant government organizations.

The grand mean for students and professors active in the extension program and activities was 3.34, falling into the "moderately agree" category. The College connects its outreach initiatives with already-established community agencies. Extension projects are periodically evaluated and followed up on to provide planning with fast and accurate feedback.

The grand mean for the College's Programs and Activities was 3.39, falling into the "moderately agree" category. The College considers the needs, issues, and resources of the community. There is a possibility of exchanging goods and services that benefit the community and the College. Established relationships with domestic and international government and non-government organizations are kept. The overall confirmation of the respondent was 3.36, which belonged to the "moderately agree" category. Extension programs are widely participated by all constituents of the College, with a grand mean of 3.35. All faculty members are encouraged to conduct an extension program produced a grand mean of 3.49. Extension programs are correctly linked with other related government agencies and garnered a grand meaning of three (three) or more.

Students and faculty involved in implementing the extension program and activities have a grand mean of 3.34, which belonged to the "moderately agree" category. The College coordinates its extension activities with existing services in the broader community. Periodic evaluation and monitoring of extension projects are done to provide timely and adequate feedback for planning.

The College considers the community's needs, problems, and resources, and its programs and activities have a grand mean of 3.39, which belongs to the "moderately agree" category. Exchange of resources and services beneficial to the College and the community is available. Established local & foreign linkages with government/non-government agencies are maintained.

3.4. Production Programs

A grand mean of 3.28 was reported for the college's production program, which was assessed to "moderately agree" with its mandates. Production programs have a total of three related government departments that are appropriately linked. The respondents' overall level of agreement was 3.34, falling into the "moderately agree" category. Every professor is urged to run an extension program with a Grand Mean of three (GMS).

3.5. The Influence of Socio-Economic Status on the Institutional Performance

Sex, civil status, and tribe are all negatively correlated with institutional performance, with coefficients ranging from -0.08 to -0.78 and t-values from -0.67 to -1.31, respectively. At the 1% level of confidence, these correlations were deemed non-significant. This negative connection showed the direction of the independent and dependent

variables. Similar negative associations were found between institutional performance and tenure, eligibility, degree completion, number of seminars attended, prizes earned, number of research projects completed, and annual remuneration. These were validated as non-significant at a 1% probability level, with coefficients ranging from -0.001 to -0.06 and t-values from -0.05 to -1.35. While the coefficients for religion, age, academic standing, and the number of extension services participating ranged from 0.02 to 0.76 and 0.30 to 1.77, respectively, they were similarly deemed non-significant at the one percent significance level. According to this positive connection, the independent and dependent variables must have the exact directions. In this study, institutional performance was the dependent variable, and the overall influence of the predictor variables was 0.18, or 18 percent, as evaluated by the coefficient of determination, or R-squared. In other words, the socioeconomic profiles of the respondents have expected variables that explain the difference in institutional performance. Thus, the null hypothesis, according to which the respondents' socioeconomic profiles at the Tawi-Tawi Regional Agricultural College have no discernible impact on the institution's performance, is hereby accepted.

3.6. The Influence of the Instruction, Research, Extension, and Production on Institutional Performance

The impact of production, extension, research, and training on organizational success demonstrates the positive correlation between instruction, research, extension, and production and institutional performance. The coefficients range from 0.02 to 0.38, while the t-values range from 0.25 to 4.74. Even though the association is no longer moving in the right direction, only instruction greatly impacted how well the institution performed. The four predictor variables' combined influence was 0.21, or 21% when expressed in terms of the coefficient of determination R-squared. At a 1% confidence level, the independent variable's impact on the dependent variable was deemed significant. According to this finding, the independent variables of instruction, research, extension, and production were responsible for 21% of the variation in the dependent variable, institutional performance. Therefore, the null hypothesis is accepted here, according to which the Tawi-Tawi Regional Agricultural College's four mandates—instruction, research, extension, and production—do not significantly affect institutional performance. This was the case because, out of the four requirements, only one—instruction—showed a discernible impact on institutional performance.

3.7. Analysis of the Most Functional and Least Functional Mandates

A mean score of 3.34 was obtained from faculty respondents on instruction, 3.38 from administrative staff respondents, and 3.25 from student respondents. 3.32 is the grand mean. Regarding research, responses from faculty members produced a mean score of 3.45, those from administrative personnel gave a mean score of 3.50, and responses from students produced a mean score of 3.43. 3.44 is the grand mean. Faculty respondents generated a mean score of 3.62 for the college's extension services, while administrative staff respondents produced mean scores of 3.42 and 3.46. The average score provided by respondents was 3.73. 3.64 is the grand mean. The average academic, administrative staff, and student responses to the four requirements were 3.50, 3.48, and 3.44, respectively. While student respondents confirmed the lowest grand mean, faculty respondents reported the greatest grand mean. The most functional was production, whereas instruction was the least functional, according to their grand means. The grand mean of teaching differed considerably from that of research, extension, and production, according to an analysis of the significant difference of their grand means using Duncan's Multiple Range Test (DMRT). The latter stood out from research and extension services in significant ways.

4. CONCLUSION

It is also concluded that most of the indicators requested by the respondents needed to be confirmed. This meant that the respondents needed to be informed if the college had performed well with the parameters used to create the composite definition of institutional excellence in education. Similarly, the respondents disagreed with the college's research initiatives. On extension services and production, the same conclusion was also noted. However, most of the variables used to measure institutional performance were rated highly satisfactory by the respondents. In other words, the college did well based on these metrics.

5. RECOMMENDATIONS

It is here suggested that additional research be done. All personnel of this institution must be committed to promoting the community-based, resource-focused sustainable development of the southern Philippines' marine resources and possess the appropriate job orientation. All employees should have their roles, accountability, and connection outlined in writing. Plans and initiatives need to be more practical and long-lasting. The school building for classrooms, laboratories, and offices must adhere to the standard specification and other dimensions. The college must also upgrade its physical facilities. A strict admissions and retention policy must be in place at the college. The latter group has to be carefully directed in their extracurricular activities as well as their academic pursuits. This is done to help the kids grow socially and economically.

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