

**ENGAGEMENT OF TEACHERS IN INSTRUCTION, RESEARCH AND EXTENSION  
IN A STATE UNIVERSITY**

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**ABSTRACT**

Engagement of teachers in instruction, research and extension was the key objective of this study. The study was conducted to 30 teachers in a State University in Davao City. Quantitative non-experimental design using comparative method was used. Mean and t-test were the statistical tools used in the study. The researchers found out that the level of engagement of teachers in these triple functions of teaching was of high level and there is no significant difference in their engagement when they are grouped by sex.

**Keywords:**

Engagement of teachers, instruction, research, extension, Davao City, Philippines

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**INTRODUCTION**

College education is a complex and meaningful stage of human education. It is where teachers defined their role not as knowledge-provider but as a professor who mainly facilitates discussion to arrive at the core of the discussion. In arriving at this, students independently stir their minds to learn particular theories and concepts. This approach to teaching is known as student-centered teaching. Student-centered teaching as an approach that allows students to become responsible for their own learning by giving them opportunities to explore and be engaged in their own learning process (Hinosolongo et.al. 2014). However, in this paradigm, an assumption which includes the level of teachers' engagement in the curriculum like instruction is a question of whether faculty members still observe excellence in their function of teaching.

Meanwhile, aside from the instructional capacity of the teachers is the ability to upgrade themselves and be at par in terms of research and extension services. According to Leedy and Omrod (2001), research is the process of collecting, analyzing, and interpreting data to understand a phenomenon. In this area, teachers are expected not just to implement instruction but to answer certain phenomenon through meaningful research. Also, extension service is another important form of social responsibility of teachers to exercise the role of teaching that benefit the greater community. In reality, the expected duties and responsibilities of someone involved in the academics is not just teaching and research; extension to the larger community is also part of the function (Gonzales, 2009).

Despite this, the researchers pursued to determine the engagement of teachers in a State University in Davao City towards instruction, research, and extension as triple functions of teaching.

**FRAMEWORK**

College faculty are engaged in triple functions: instruction, research, and extension. In reality, the expected duties and responsibilities of someone involved in the academics are not just teaching and research; extension to the larger community is also part of the function, (Gonzales, 2009). As an academic institution of higher learning, colleges and universities are mandated not only to teach (instruction) but also to produce knowledge (research) and apply the fruits of the intellect to benefit the greater community (extension).

**Instruction.** Teacher effectiveness is manifested in instructional delivery where the teacher's pedagogy promotes the student's active participation (Darling-Hammond, 2010). Studies have shown that teachers' manner of instruction allows students to think critically and to assimilate the lessons and or learning experiences facilitated by the teacher. Teacher effectiveness stems from the teacher behaviors that impact the teaching-learning process as assessed. Such effectiveness can be concretized through students' feedback on the teacher's performance and the teacher's effect on students.

Accordingly, a teacher is effective if he/she is able to cultivate students' thinking skills, stimulate their interest in the subject, motivate them to initiate their own learning, present learning materials well, challenge students intellectually, set high standards and have good elocutionary skills including their interpersonal skills (Weimer, 2013).

Instruction is everything inside the classroom. What makes a teacher effective in dealing with instruction is the capacity to exercise various classroom management strategies. In lieu with, an effective teacher needs to be adept at organizing and maintaining an appropriate learning environment. Crucial to the learning environment is the teachers' capability to establish good discipline, efficient routines, smooth transitions, and ownership of the environment as components of establishing a supportive and collaborative climate (Shellard&Protheroe, 2000). The teachers' ability to create a conducive and homey atmosphere in the classroom coupled with their effective time management and gentle approach with the students are key components of teacher effectiveness which have bearing on student engagement.

**Research.** The point of research is to discover new information or to verify existing information in new ways that extend or expand knowledge in a field, even if this creation of knowledge occurs in small increments (Dickinson, et.al. 2009). According to Kothari (2006) research is a pursuit of truth with the help of study, observation, comparison and experiment, the search for knowledge through objective and systematic method of finding solutions to a problem. Research is an academic activity and as such the term should be used in a technical sense.

Dickinson et al. (2009) in his study argued that faculty members need to educate themselves on the differences between research, programming and simple information gathering. Moreover, they believed that having undergraduate students take research courses would shape their perceptions and approach towards research-based methodologies.

According to Mehrani (2015), teachers' motivation towards research engagement are emphasized in some concepts such as improving the quality of education and teachers' professional development; instrumental motivations including participating in educational meetings, and publishing manuscripts; institutional motivations – both initial motivations to get involved in research and also the final motivational ups and downs experienced after research projects – such as manager's expectations, educational requirements, and institutional promotion; and finally pedagogical concerns, including finding better techniques and strategies for teaching, developing knowledge and meta-cognitive understanding, and solving educational problems.

**Extension.** Extension is one of the major functions of someone who is engaged in the ministry of teaching. Every college faculty is not spared from the expectation that he/she should engage in community extension work in many different forms: extending long hours of work in school, preparing for the lessons, checking papers, attending to students' concerns and many other school-related activities. Moreover, teachers are also anticipated to extend their services and develop their expertise by sharing it with the larger communities that are outside the school premises.

According to Rubio (2016), community extension is an expression of a deep sense of commitment of the people involved in the academe. Academic people are more aware and more socially skilled than the other sectors in the community. Through community extension program they will not only excel in line of academics but also in committing themselves outside the school. Extension activities were supplemental in developing the learning capabilities of the people assisted. In enhancing their self-confidence, they should be given learning activities where they could be given chances of active participation for them to develop their confidence and gain high grades (Panelo, 2016). These triple functions of teaching are necessary for student development, Institutional improvement, and professional growth.

### OBJECTIVE OF THE STUDY

The study was conducted to determine the level of engagement of teachers in instruction, research, and extension

### METHODOLOGY

This study comes under quantitative non-experimental design using comparative method which is appropriate in determining the level of engagement of teachers in instruction, research and extension. Primary data was gathered from 30 teachers in a state university in Davao City using a survey questionnaire. Mean and t-test were the statistical tools used for data analysis. In accepting and rejecting the null hypothesis, alpha is set at .05 level of significance.

### RESULTS AND DISCUSSION

This section presents the analysis and interpretation of data gathered.

Table 1 showed that the teachers manifested high level of engagement as reflected in the mean rating of 4.07. Among the different parameters of instructional engagement, the largest rated indicator for effective instruction was that faculty members showed transparency and justness in rating the students. According to McMillan (2000), there is a fair assessment when students have the opportunity to demonstrate their learning in a way such that their performance is not distorted by their race, gender, ethnic background, handicapping condition, or other factors unrelated to the purpose of assessment.

*Table 1. Level of Engagement of Teachers in Instruction, Research and Extension.*

Indicator	SD	Mean	Descriptive Level
Instruction	0.75	4.64	Very High
Research	0.81	3.80	High
Extension	0.80	3.77	High
<b>Overall</b>	<b>0.66</b>	<b>4.07</b>	<b>High</b>

Moreover, these faculty members became effective instructors since they were able to explain well the objectives and goals of the lessons. By using varying but relevant instructional materials, such as the group discussions, reporting, oral recitations, perspective sharing, laboratory and experimental exercises, teaching quality of the faculty members were enhanced. As cited in the study of Igiri (2015), instructional materials play a very important role in the teaching and learning process which can enhance the student's learning achievement. Lastly, these teachers were effective in using a transparent grading system and they had invoked the enthusiasm of the students by appreciating their opinions.

On another note, the faculty members showed high efficiency and effectiveness when it comes to research. First of all, the faculty members ensured that their study were useful, timely, and relevant in addressing the issues of the affected community. Moreover, the faculty members were confident in their capacity to use various research methods most appropriate to the nature of the study. An attitude of reflective thinking, a penchant of reading literatures for topics of interests, high analytical skills, and sharp ability to make accurate conclusions make the

respondents effective and efficient in research engagement. This finding is also attributed to the articles published by *The RSA Global* (2014) that the teachers and teacher educators should be equipped to conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice.

Likewise, the respondents get high level of effectiveness on extension engagement. This denotes that the faculty members understand that extension work is an important responsibility as a teacher. Moreover, they have acknowledged that an extension service is an effective facility for the development of society. According to Rubio (2016), the Community Extension Program works through self-support, self-reliance and self-sustaining principles. There should be intended efforts to plan programs and services that are community based through people's participation, taking into consideration the changing needs of the society and the individual. Lastly, the faculty expresses their desire to facilitate partnership agreements between the University and the targeted stakeholders.

As revealed in Table 2, there is no significant difference in the engagement of teachers in instruction, research and extension when they are grouped by sex. The overall T-value of 0.452 and P-value is 0.655, which is more than .05 level of significance, denotes the acceptance of the null hypothesis. This implies that sex is not a source of difference in their engagement. Moreover, male and female teachers are of equal level of engagement in terms of instruction, research and extension.

Table 2. Difference in the Level of Engagement of Teachers in Instruction, Research and Extension in terms of Sex.

Indicator	Male	Female	T - Value	P - Value	Decision on H <sub>0</sub>	Significance
Instruction	4.47	4.62	.500	.621	Accept	Not significant
Research	3.99	3.85	.447	.658	Accept	Not significant
Extension	4.12	3.80	1.048	.304	Accept	Not significant
<b>Overall</b>	<b>4.21</b>	<b>4.09</b>	<b>.452</b>	<b>.655</b>	<b>Accept</b>	<b>Not significant</b>

### CONCLUSION

Based on the findings, the researcher concluded that the level of engagement of teachers in instruction, research and extension is high and there is no significant difference in their engagement when they are grouped by sex

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