

# **Social Sensitivity Of Administrators And Faculty Members Of University Of Northern Philippines**

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## **Abstract**

The school is an agent of change. It develops individuals who can perform multifarious roles, meet the demands and challenges of the changing society. The administrators and the faculty members are parts of a large community where they take the lead not only in teaching but in opening opportunities ushering people towards community development. This study aimed to determine the level of social sensitivity of the administrators and faculty of University of Northern Philippines and its relationship with selected factors. The descriptive and correlational methods were used. Data were analyzed using frequency, percentage, mean, and Simple Linear Correlation Analysis.

The school is an agent of change. It develops individuals who can perform multifarious roles, meet the demands and challenges of the changing society. The administrators and the faculty members are parts of a large community where they take the lead not only in teaching but in opening opportunities ushering people towards community development. This study aimed to determine the level of social sensitivity of the administrators and faculty of University of Northern Philippines and its relationship with selected factors. The descriptive and correlational methods were used. Data were analyzed using frequency, percentage, mean, and Simple Linear Correlation Analysis.

## **I. INTRODUCTION**

**E**ducation is considered to be the backbone of society. Educational development, however, does not rest in the hands of the educator, exclusively, for education is a function of the whole society. In this country, particularly, education has the realities of both urban and rural living to cope with social, economic, and political changes that occur from time to time.

Social sensitivity as stated by Alfonso (2006) is a contagious thing which can be transmitted to everyone with whom he deals with. The decision to view differing people not in terms of negative stereotypes, but in terms of their contributions and achievements usually represents the hallmark of a balanced outlook, a wellrounded temperament, and an open mind. The ability to look beneath the surface to discern the human strengths and weaknesses of people different from ourselves may be the

beginning of the journey of self discovery upon which human fulfillment depends.

On the other hand, the task of the teachers does not end with the organization of the class and activities related to teaching. The role of the teacher includes preparing competent workers to compete successfully in a technical economy; transmitting the nation's cultural heritage; developing healthy citizens who are aware of nutrition, exercise, and good health habits; and leading the community in creating a peaceful global society, including an understanding of other cultures and languages. Thus, for teachers, innumerable activities therefore are provided to develop civic responsibilities ranging from the responsibilities at home, school, and community to activities in national and international settings. Because of the high value placed on education and the immensity of the educational system in general, teaching has been the subject of social pressures and forces. Rather than delaying the situation, the

teacher should take steps to understand current pressures and forces that provide direction so that their impact will result in better education.

Both administrators and teachers are members of groups that will aid or enhance the development of social sensitivity. Omasas et al (2006) mentioned that social interaction is the way persons or groups act or communicate with one another. It takes place in social, political, and economic institutions and social structures which give impetus to social relationship. The administrators and teachers relate with the environment, from which they give meaning and interactions based on their perceptions of an action. If the administrators and teachers, therefore, do not have a proper understanding and interpretation of a situation, it would be difficult for them to act or respond appropriately to a particular situation or setting. This would dictate their involvement in community development through one of the main functions of the state colleges and universities- the Extension function.

University extension has tremendously become a partner of the communities to bring development and somehow help the people in the upliftment of their social and economic way of life. Thus, the university has become a rescuer in the field of discovering and defining people's problems, needs, aspirations, and goals. Multifarious programs are designed and formulated based on the present societal conditions and amenities as stressed by Sanidad (2003).

Results of this study would challenge, therefore, the school's leadership and responsibility in upgrading the standard of living of the people in their respective localities. Furthermore, results would be a basis for institutional planning because it may give administrators and faculty relevant information needed in formulating more programs and services geared towards the improvement of the country's quality of life. It will highlight strengths, close problem areas and unmet needs, indicate areas for improvement along curricular development, trainings and seminars to be conducted that would give the administrator and faculty better strategies, skills, and knowledge

needed for the socioeconomic development of the community. This study aimed to determine the level of social sensitivity and involvement in extension activities of the middle level administrators and the faculty members of University of Northern Philippines and its relationship with some selected variables. It sought to answer the following questions:

1. What is the profile of the administrators in terms of the selected personal and professional factors: sex, age, civil status, religion, place of residence, number of dependents, academic rank, school graduated from in college, educational attainment, length of administrative experience, membership in organizations, number of trainings/seminars attended?
2. What is the profile of the faculty members in terms of the selected personal and professional factors: sex, age, civil status, religion, number of dependents, place of residence, educational attainment, length of teaching experience, area of concentration, school graduated from in college, number of subjects handled per semester, academic rank, membership in student organizations, membership in professional organizations, number of trainings/seminars attended?
3. What is the level of social sensitivity of the administrators and the faculty members in terms of the following aspects: social welfare, socio-economic, political, customs and tradition, and community development?
4. Is there a significant relationship between the level of social sensitivity of administrators and faculty members of UNP and each of the following factors: administratorrelated, and faculty-members related?
5. What is the level of involvement of the administrators and faculty members in the extension activities along planning, implementation, evaluation, and monitoring?

6. What are the extension activities that administrators and faculty members are involved with? What are the problems encountered affecting the involvement/noninvolvement of the administrators and faculty members in conducting extension activities?

- 1-Rarely
- 2-Rarely
- 3-Sometimes
- 4-Often
- 5-Always

The following norm for interpretation was used for all aspects of social sensitivity:

## II. METHODS

This study employed the descriptive-comparative and correlation methods of research. The respondents involved are the middle level administrators like the deans and directors and the faculty members of the University of Northern Philippines. Total enumeration was employed for the administrators and sampling method was used for the faculty. Faculty respondents were only limited to those who have involvement in extension. Those who answered with no involvement in extension were later discarded.

**Table 1**  
**Distribution of the Respondents of the Study**

Administrators	Faculty		Total
N	N	n	
44	483	143	183

The researcher utilized questionnaires to gather information on social sensitivity of administrators and faculty members. These were adopted from the study of Alfonso (2006) on Social sensitivity while the questionnaire on extension part was taken from the study of Sanidad (2003).

The scoring points were as follows:

	<u>Numerical Rating</u>	<u>For Item</u>
	<u>Responses</u>	<u>For Overall Mean</u>
Very High (VH)	4.21-5.00	Always
High (H)	3.41-4.20	Often
Fair (F)	2.61-3.40	Sometimes
Low (L)	1.81-2.60	Rarely
Very Low (VL)	1.00-1.81	Never

Document analysis was also employed particularly on extension involvement of the respondents. The data collected were interpreted and analyzed using various statistical tools like frequency count and percentage, mean, Simple Linear Correlation Analysis, and One Way Analysis of Variance (ANOVA).

## III. RESULTS

This chapter deals with the presentation of the data gathered from the responses of the administrators and faculty members of UNP.

### **Problem 1. What is the profile of the administrators in terms of the selected personal and professional factors?**

The profile of the administrator-respondents in terms of personal factors and professional factors is shown in Table 2.

**Table 2**  
**Profile of the Administrators In Terms of Personal and Professional Factors**

Personal and Professional Factors		
	f	%
<b>Sex</b>		
Male	21	47.7
Female	23	52.3
<b>Total</b>	<b>44</b>	<b>100.0</b>
<b>Age</b>		
Above 60 years old	4	9.1
51-60 years old	20	45.5
41-50 years old	16	36.4
31-40 years old	4	9.1
<b>Total</b>	<b>44</b>	<b>100.0</b>
<b>Civil Status</b>		
Separated	1	2.3
Widow/er	3	6.8
Married	33	75.0
Single	7	15.9
<b>Total</b>	<b>44</b>	<b>100.0</b>
<b>Religion</b>		
Others	1	2.3
Born Again Christian	-	-
Jehovah's Witnesses	-	-
Iglesia ni Kristo	-	-
Roman Catholic	43	97.7
<b>Total</b>	<b>44</b>	<b>100.0</b>
<b>Place of Residence</b>		
Rural	30	68.2
Urban	14	31.8
<b>Total</b>	<b>44</b>	<b>100.0</b>
<b>Number of Dependents</b>		
More than 6	-	-
4-6	7	15.9
1-3	27	61.4
None	10	22.7
<b>Total</b>	<b>44</b>	<b>100.0</b>
<b>School Graduated from in college</b>		
SUC	25	56.8
Private	19	43.2
<b>Total</b>	<b>44</b>	<b>100.0</b>
<b>Highest Educational Attainment</b>		
Doctorate Degree	25	56.8
With Doctoral units	11	25.0
Master's Degree	6	13.6
With master's Units	-	-
Bachelor's Degree	2	4.5
<b>Total</b>	<b>44</b>	<b>100.0</b>
<b>Length of Administrative Experience</b>		
More than 20 years	4	9.1
16-20	1	2.3
11-15	3	6.8
6-10	22	50.0
5 years and below	14	31.8
<b>Total</b>	<b>44</b>	<b>100.0</b>

<b>Academic Rank</b>		
Professor	15	34.1
Associate Prof	21	47.7
Assistant Professor	6	13.6
Instructor	1	2.3
N/A	1	2.3
<b>Total</b>	<b>44</b>	<b>100.0</b>
<b>Present Position/ Designation</b>		
Director/Head	24	54.5
Dean/Principal	20	45.5
<b>Total</b>	<b>44</b>	<b>100.0</b>
<b>Membership in Organization</b>		
Professional	43	97.7
Social	20	45.5
Religious	13	29.5
<b>Seminars/Trainings Attended</b>		
International	23	52.3
National	43	97.7
Regional	42	95.5
Local	36	81.8
Institutional	38	86.4

It can be seen on the table that majority of the administrators are female, middle-aged, married, Roman

Catholics, rural dwellers, with dependents, graduated with their doctorate degrees from SUCs, young in the service as administrative, associate professors in rank, are members of varied organizations and have attended

various seminars from institutional to international level.

**Problem 2. What is the profile of UNP faculty members in terms of the following personal and professional factors?**

**Table 3**  
**Profile of UNP Faculty In Terms of Personal and Professional Factors**

Faculty-Related Factors		
	f	%
<b>Sex</b>		
Male	43	30.1
Female	100	69.9
<b>Total</b>	<b>143</b>	<b>100</b>
<b>Age</b>		
Above 60 years old	3	2.1
51-60 years old	34	23.8
41-50 years old	39	27.3
31-40 years old	55	38.5
30 years old & below	12	8.4
<b>Total</b>	<b>143</b>	<b>100</b>
<b>Civil Status</b>		
Separated	2	1.4
Widow/er	7	4.9
Married	110	76.9
Single	24	16.8
<b>Total</b>	<b>143</b>	<b>100</b>

<b>Religion</b>		
Others	-	-
Born Again Christian	4	2.8
Jehovah's Witnesses	0.7	17
Iglesia ni Kristo	3.5	20
Roman Catholic	81.7	553
Total	100	691
<b>Number of Dependents</b>		
More than 6	-	1
4-6	15.5	108
1-3	59.2	416
None	25.4	166
Total	100	691
<b>Place of Residence</b>		
Rural	109	76.2
Urban	34	23.8
Total	143	100
<b>Highest Educational Attainment</b>		
Doctorate Degree	15	10.5
With Doctoral units	37	25.9
Master's Degree	35	24.5
With master's Units	51	35.7
Bachelor's Degree	5	3.5
Total	143	100
<b>Length of Teaching Experience</b>		
More than 20	41	28.7
16-20	31	21.7
11-15	23	16.1
6-10	39	27.3
5 years and below	9	6.3
Total	143	100
<b>Area of Concentration</b>		
Nat Sci. Animal/Crop Sci., Health-Related	28	19.6
Social Sci, Teacher Ed, Math & Comm Arts	72	50.3
Business, Commerce, Law, Trade & Industry	15	10.5
Fine Arts, Eng'g & Tech	28	19.6
<b>School Graduated from in college</b>		
SUC	87	60.8
Private	56	39.2
Total	143	100
<b>Average no. of subjects handled per sem</b>		
More than five	32	22.4
Five	37	25.8
Four	27	18.8
Three	33	23.1
Two	14	9.7
One		
Total	143	100
<b>Academic Rank</b>		
Professor	3	2.1
Associate Prof	21	14.7
Assistant Professor	48	33.6
Instructor	71	49.7
Total	143	100
<b>Membership in Student Organizations</b>		
Bus. Org/Eng'g, Techn'l/Industrial	26	18.2
Religious	10	7.0
Scientific/Educl/Math/Comm Arts	79	55.2
Socio-Cultural, Political, Frat, Perf Arts	28	19.6

Total	143	100
<b>Status of Appointment</b>		
Permanent	126	88.1
Temporary	17	11.9
Total	143	100
<b>Membership in Organizations</b>		
Professional	119	83.2
Social	37	25.9
Religious	34	23.8
<b>Seminars/Trainings Attended</b>		
International	34	23.8
National	88	61.5
Regional	113	79.0
Local	103	72.0
Institutional	120	83.9

It can be gleaned on the table that the UNP faculty is female-dominated, middle aged, married with dependents, Roman Catholics, rural dwellers, with master's and doctorate degree holders, young in the teaching profession, with specialization along Natural Sciences and Social Sciences, product of State Colleges and Universities, have handled four subjects or more, permanently teaching as instructor to assistant professors, members of varied organizations and have

attended numerous seminars and conferences from the local to international.

**Problem 3. What is the level of social sensitivity of the middle level administrators and faculty members in terms of the following aspects: social welfare, socio-economic, political, customs and traditions, and community development?**

**Table 4**  
**The Level of Social Sensitivity of the Administrators and Faculty Members of UNP**

Social Sensitivity	$\bar{X}/DR$		
	Admin	Faculty members	Combined
Social Welfare	3.51 H	3.44 H	3.46 H
Socio-Economic Aspect	3.80 H	3.49 H	3.56 H
Political Aspect	3.76 H	3.54 H	3.59 H
Customs and Traditions	4.04 H	3.84 H	3.89 H
Community Development	3.95 H	3.47 H	3.58 H
Overall	3.81 H	3.56 H	3.62 H

As gleaned from the table, the combined mean rating of 3.62 of administrators and faculty members described as "High" and it can be noted that the administrators are shown to have the higher mean rating

( $\bar{X}=3.81$ ) compared to the faculty,  $\bar{X}=3.56$ . However, both are described as "High" which indicates that both faculty members and administrators are socially sensitive. Looking at every aspect as a whole, customs

and traditions ( $\bar{X} = 3.89$ ) garnered the highest mean rating followed by political aspect and community development. The least is social welfare aspect.

**Problem 4. Is there a significant relationship between the level of social sensitivity of administrators and faculty members of UNP and each of**

**the following factors: \_\_administrator-related and faculty-members related ?**

The level of social sensitivity of the administrators were correlated with their personal/professional characteristics. The computed correlation coefficients are reflected in Table 5.

**Table 5**  
**Correlation Coefficients Between Administrators' Social Sensitivity and Administrator-Related Factors**

Administrator -Related Factors	Social Sensitivity					
	Social Welfare	Socio-Economic	Political	Customs and Traditions	Community Development	Over all
Sex	.094	.062	.128	-.216**	.097	.142
Age	-.101	-.214**	-.081	-.099	-.122	-.153
Civil Status	-.128	-.050	-.105	-.063	-.078	-.107
Religion	.003	.083	.032	.061	.116	.074
Place of Residence	.084	-.028	.039	-.072	-.111	-.026
Number of Dependents	-.135	-.102	-.167	-.119	.003	-.137
School Graduated from in college	.065	.135	.123	.019	.063	.092
Highest Educational Attainment	-.019	.087	.001	.078	.098	.054
Length of Administrative Experience	-.170*	-.056	-.059	-.124	-.131	-.135
Academic Rank	.275*	.176*	.130	.112	.124	.202*
Membership in organizations	.115	.068	.089	.137	.082	.131
Trainings Attended	.003	.016	.035	.002	-.016	.014

As a whole, it can be seen in the table that there is significant relationship between the administrators' level of social sensitivity and academic rank ( $r = .202$ ), social welfare ( $r = .275$ ), and socio-economic ( $r = .176$ ) and the academic rank of the respondents. The table also reveals that customs and traditions ( $r = .216$ ) is significantly related to sex.

It can be seen from the table also that socioeconomic aspect ( $r = -.214$ ) is significantly related with age. On the other

hand, social welfare ( $r = -.170$ ) is also significantly related to the length of administrative experience

The other factors as a whole like age, sex, civil status, place of residence, and others are insignificantly related with administrators' level of social sensitivity.

The relationship between the level of social sensitivity of faculty-members with each of the following personal/professional factors is shown in Table 6.



**Table 6**  
**Correlation Coefficients Between Social Sensitivity and Faculty-Related Factors**

Faculty -Related Factors	Social Sensitivity					
	Social Welfare	Socio-Economic	Political	Customs and Traditions	Community Development	Overall
Sex	-.079*	.014	.049	-.003	.034	.044
Age	.050	.099*	.074	.071	.100**	.091*
Civil Status	.041	.055	.053	.029	.036	.050
Religion	-.017	-.032	-.038	-.031	-.043	-.036
Number of Dependents	.066	.058	.083	.133**	.093*	.101*
Place of Residence	-.006	.001	-.033	-.004	.002	-.007
Highest Educational Attainment	.105**	.118**	.094*	.073	.111**	.118**
Length of Teaching Experience	.050	.083*	.053	.042	.083*	.076
Area of Concentration	.053	.039	.010	.036	.023	.036
School Graduated from in college	.018	.050	-.026	-.006	.041	.018
Subject Presently Handling	-.025	.029	-.018	.003	-.005	-.006
Average Subjects Handled per sem	-.019	-.006	-.013	-.013	.011	-.004
Academic Rank	.060	.090*	.065	.040	.071	.075
Membership in Stud Org	.182**	.149**	.112*	.107*	.118*	.156**
Status of appointment	.028	.045	.044	.049	.070	.055
Membership in Org	.135**	.158**	.121**	.130**	.144**	.158**
Trainings Attended	.166**	.181**	.138**	.146**	.181**	.186**

As shown in the table, it is revealed that as a whole, there is significant relationship between the faculty members' level of social sensitivity and the following variables: membership in student organization ( $r=.156$ ), membership in organization ( $r=.158$ ), trainings and seminars attended ( $.186$ ), highest educational attainment ( $r=.118$ ) number of dependents ( $r=.101$ ) and age ( $r=.091$ ). It further reveals that social welfare ( $r=.079$ ) is significantly related with the sex of the respondents. The age of the faculty members reveals also that it is significantly related with socio-economic ( $r=.099$ ) and community development ( $r=.100$ ). There is also significant relationship between the faculty members' level of social sensitivity along social welfare ( $r=.105$ ), socio-economic ( $r=.118$ ), political ( $r=.094$ ), and community development ( $r=.111$ ) and highest educational attainment. In addition, socio-economic ( $r=.083$ ) and community development ( $r=.083$ ) are found out to be significantly correlated with length of teaching experience.

It is further revealed that social sensitivity of the respondents along all the

components is significantly related with membership in student organizations. Moreover, there is significant relationship on the social sensitivity of the respondents (social welfare ( $r=.135$ ), socio-economic ( $r=.158$ ), political ( $r=.121$ ), customs and traditions ( $r=.130$ ) and community development ( $r=.144$ )) and the membership in organizations.

It is also disclosed that there is significant relationship between the level of sensitivity (social welfare,  $r=.166$ ), socio-economic,  $r=.181$ , political,  $r=.138$ , customs and traditions,  $r=.146$  and community development,  $r=.181$ ) and the number of trainings attended by respondents. Lastly, the level of social sensitivity is also significantly related (customs and traditions,  $r=.133$  and community development,  $r=.093$ ) with the number of dependents.

**Problem 5. What is the level of involvement of the administrators and faculty members in the Extension activities of UNP in terms of the following: planning,**

**implementation, and evaluation and monitoring?**

Table 7 illustrates the mean ratings showing the level of involvement of the

administrators and faculty members along planning, implementation, and monitoring of extension/outreach activities.

**Table 7**  
**The Level of Involvement in Extension Activities of the UNP Administrators and Faculty Members**

Involvement in Extension/Outreach Activities	$\bar{X}$ /DR		
	Admin	Faculty members	Combined
Planning	3.75 M	2.51 L	2.80 Mo
Implementation	3.70 M	2.60 L	2.86 Mo
Monitoring and Evaluation	3.47 M	2.39 L	2.64 Mo
Overall	3.64 M	2.50 L	2.77 Mo

As shown in the table, the overall involvement of administrators and faculty when combined is described as “Moderate” ( $\bar{X}$  =2.77) but when compared, administrators were found to have higher involvement

( $\bar{X}$  =3.64) than the faculty with “Little” involvement

( $\bar{X}$  =2.50).

**administrators and faculty members are involved with?What are the problems encountered concerning the involvement/noninvolvement of administrators and faculty in the extension activities?**

The university conducts extension activities in various areas where both administrators and faculty members may be involved. Below are findings about their involvement.

**6. What are the extension activities that**

**Table 8**  
**Extension Activities Involvement of the Administrators and Faculty Members**

Extension Activities	Administrators		Faculty Members	
	$\bar{X}$	Rank	$\bar{X}$	Rank
1. Training and Continuing Education	2.24	1	2.50	2
2. Animal Dispersals/Farm Demonstrations	5.79	7	5.82	7
3. Publication, Communication, Technical Exhibits & Caravans	4.22	5	4.31	6
4. Skills & Technology Transfer	3.24	4	3.61	4
5. Information Drives & Capability Building Programs	3.05	2	3.27	3
6. Production & Evaluation	4.66	6	3.97	5
7. Advisory, Consultancy and Expert Services	3.20	3	2.45	1

Table 8 presents the extension activities of UNP where administrators and faculty members are involved. Training and Continuing Education ranks 1 among the administrators while the faculty members are actively involved along Advisory, Consultancy, and expert services. It can be noted that both faculty members and administrators ranked animal Dispersal/Farm

Demonstrations as the least.

The succeeding table presents the problems which are commonly experienced by the administrators in involving themselves in extension activities or problems which deter them to get involved. The problems are ranked according from the mostly commonly experienced to the least commonly felt or observed.

**Table 9**  
**Problems Encountered in the Involvement of**  
**Administrator in the Extension Activities**

Problems Encountered	Administrators	Faculty Members
	$\bar{X}$ /Rank	$\bar{X}$ /Rank
1. Limited tools	2.88 3	2.89 4
2. Inadequate equipment	2.79 4.5	2.97 1
3. Materials are too expensive	3.00 2	2.95 2
4.no transportation facilities	2.42 10	2.55 11
5. Inadequate budget	2.79 4.5	2.91 3
6. Lack of incentive like honorarium, transportation allowance/per diem	2.67 7	2.79 6
7. Office supplies limited	2.58 9	2.72 8
8. Extension agent/personnel have limited time	3.30 1	2.81 5
9. Conflict schedule with research, production and instruction function	2.74 6	2.77 7
10. Too many designations	2.62 8	2.58 9
11. Extension program/project does not suit the clientele's need	2.26 12	2.37 21
12. Conflict schedule of extension agents/personnel and clientele	2.38 11	2.56 10
13.Lack of interest among clientele	2.24 13	2.45 15
14. Too wide coverage of extension service area	2.10 19	2.46 13.5
15. Lack of support from local/barangay officials	2.19 15	2.42 17
16. Lack of research/extension linkages	2.16 16.5	2.46 13.5
17. Lack of administrative support	2.12 18	2.39 19
18. No definite plan of work followed	2.16 16.5	2.44 16
19. Extension agents lack technical know how	1.91 22	2.35 22.5
20.School officials have poor rapport with clienteles/beneficiaries	1.76 24.5	2.26 25
21. Training/project area is not conducive for learning	1.76 24.5	2.35 22.5
22.Extension agents have poor rapport with the clientele beneficiaries	1.95 21	2.34 24
23. Some recipients of the program have poor cooperation	2.21 14	2.54 12
24. Lack of proper recording and documentation	1.98 20	2.41 18
25. Lack of supervision	1.84 23	2.38 20

Out of the 26 problems which are indicated, problem 8 ranks number 1 by the administrators with mean rating of 3.30 (Extension agent/personnel have limited time). On the other hand, problem number 3(  $X = 3.00$ ) (Materials are too expensive) is rank number 2 while the faculty members' identified the following as the most serious problems are: "Inadequate

budget", "Materials are too expensive", "Lack of incentive like honorarium, transportation allowance/per diem", "Limited tools" and "Inadequate equipment".

Table 10 reveals the solutions which were suggested by the administrators and faculty members in order to improve or enhance the level of involvement in the conduct of extension activities.

Table 10  
**Suggested Solutions to Improve the Level of Involvement of Administrators and Faculty Members in Extension Activities**

Suggested Solutions	f	Rank
1. There should be more trainings undertaken by the administration to update the knowledge related to extension.	151	2
2. The administrators should be given more time for extension services.	128	5
3. More adequate facilities should be provided for extension activities.	132	4
4. More support from the top level administrators through increased budget and procurement of vehicle.	124	6
5. Linkages and coordination must be strengthened to facilitate sharing of resources among the agencies concerned.	123	7
6. A need to improve planning, strategies of implementation and the monitoring and evaluation of the extension projects.	136	3
7. Incentives through honoraria/allowances should be provided to encourage more involvement in extension programs/activities..	183	1

It can be gleaned from the table that solution number 7 (Incentives through honoraria, allowances during the duration of the extension services should be provided to encourage more involvement in extension programs/activities.) is considered as the best solution as a whole. Solution number 2 (More support from the top level administrators through increased budget and procurement of vehicle.) is ranked as the second solution. On the other hand, number 3 in ranking is solution number 1 (There should be more trainings undertaken by the administration to update knowledge related to extension.), "Linkages and coordination must be strengthened to facilitate sharing of resources among the stakeholders.

This section presents the analysis and discussion of the results based on the responses of the administrators and faculty members of University of Northern Philippines.

**Problem 1. What is the profile of the middle level administrators in terms of the selected personal and professional factors?**

The results revealed that majority of the UNP administrators are females and are still young in the service as administrators. However, their educational background is impressive. This implies that the administrators are highly qualified for their positions and have varied experiences related to their position.

**IV. DISCUSSION**

**Problem 2: What is the profile of the faculty members in terms of the selected personal and professional factors?**

The results suggest that teaching, even in the university, is a female-dominated profession. The faculty members have met the initial entry requirement, that a faculty member in the tertiary level must be a master's degree holder. It can also be noted that the respondents are committed considering their number of preparations and are very much willing to attend endeavors for their professional development.

**Problem 3. What is the level of social sensitivity of the middle level administrators and faculty members in terms of the following aspects: social welfare, socio-economic, political, customs and traditions, and community development?**

The findings of this study substantiated the study of Alfonso (2006) on Social Sensitivity. It was found out in his study that the level of sensitivity of the administrators and teachers of the private secondary schools in Ilocos Sur was high. It is important to note, therefore, that administrators and teachers are really the prime movers and catalysts in improving society. In the same study, the administrators have higher sensitivity as compared to the faculty. The same findings were revealed in this study, administrators of SUCs have higher social sensitivity than the faculty members. This could be due to the fact that it is one of the major concerns of the administrators to look into the school he is leading at the same time usher his staff to engage in community activities.

**Problem 4. Is there a significant relationship between the level of social sensitivity of administrators and faculty members of UNP and each of the following factors: administrator-related and faculty-members related ?**

The findings imply the following: that administrators with higher academic rank tend to be more concerned with the needs of the people in the community in order to help them improve their economic condition; sex significantly influences the level of social sensitivity of the administrators along

customs and traditions. It further shows that female administrators are more sensitive than the male administrators towards customs and traditions aspect.

The result also indicates that age significantly modifies the level of social sensitivity of the administrators. This means that younger administrators tend to be more conscious about socio-economic issues than the older ones. The length of administrative experience could alter the level of social sensitivity of the respondents along social welfare. Thus, the newer the administrators are in the service, the more socially sensitive and responsive they are in providing service to the people who are in need. The desire to help the people who are less fortunate in the community is more ardent if the administrators are younger in the service because ideally, they need to prove also that they are qualified for the position.

These findings negated the findings of Posecion (1982) that age of school administrators has a significant relationship with the administrators' extent of social sensitivity along social welfare, customs and traditions, and community development. However, his study was negated when this study found out that there was significant relationship with socio-economic aspect. This implies that administrators of UNP may be as concerned or as responsive to the activities of the community or they may be as effective as implementers of the programs for community development as their older counterparts are.

In terms of the faculty members, it came out that if faculty members are more involved in various organizations, have attended different seminars, have been exposed to different environment, and have mingled people with varied expertise, there is a tendency of developing or deepening the level of social sensitivity; female faculty members tend to be more involved and visible in social activities than the male respondents and that, the older faculty members tend to be more concerned with the needs of the community particularly in alleviating their economic condition as compared to the young faculty members. Moreover, the faculty members who have attained higher education or degrees tend to be more aware, responsive and sensitive to the needs and welfare of the

people in the community and those who have been in the service for a longer time are more likely to become partners of the community in bringing development for the welfare of the people. Hence, long years in the service would mean acquiring rich experiences which are useful in transforming people and the community. The faculty members who were members of various organizations when they were studying tend to be more socially sensitive than those who were not or have lesser involvement. Their membership have exposed them to different kinds of situations, meeting people with varied experiences, learning from them and thus, have helped them in developing or becoming more socially sensitive. Thus, faculty members with more organizational membership tend to be more socially sensitive. This could be due to the fact that organizations are engaged and are partners of the communities in making the people aware of their condition, help alleviate their living condition, involved in the preservation of customs and traditions of the community as well as political activities.

It is also disclosed that the more trainings, seminars and conferences attended by the faculty members, the higher their social sensitivity. These trainings could be very instrumental in making them more responsive to the needs of the people within their workplace and community.

Lastly, the level of social sensitivity of the faculty members is affected by the number of dependents along customs and traditions and community development. The more dependents the faculty members have, the more likely they become instruments in preserving the culture, customs and traditions of the community.

**Problem 5. What is the level of involvement of the administrators and faculty members in the Extension activities of UNP in terms of the following: planning, implementation, and evaluation and monitoring?**

The results disclosed that administrators have moderate involvement in the extension activities while faculty members have little involvement. This could be attributed to the fact that such involvement is imperative and mandated in their administrative positions.

Despite the low involvement of

faculty members in the different phases of the extension programs, it can be noted that UNP based on documents, has opened its gate to different communities in Ilocos Sur that started during the Tacbas administration. The university has become an active partner of the provincial/local government units in bringing development to the grassroots.

**Problem 6. What are the extension activities that administrators and faculty members are involved with? What are the problems encountered concerning the involvement/non-involvement of administrators and faculty in the extension activities?**

Among the identified extension activities, it is along Training and Continuing Education that administrators are most involved with. This could be attributed to the intensive involvement of the university in various information drives and capability building programs not only within the vicinity of the university but encompassing different communities in the region. It has even gained recognition in different endeavors regionally as well as nationally.

On the other hand, the faculty members are actively involved along Advisory, Consultancy, and expert services. This could be manifested by the frequent tapping of faculty members from the university by different agencies, both public and private, to serve as resource speakers, or act as advisers especially along research activities. It can be noted that both faculty members and administrators ranked animal Dispersal/Farm Demonstrations as the least.

The occurrence of problems in any undertaking is unavoidable. Proper handling and seeking solutions would spell success. Community development is one of the goals of the extension programs of the SUCs. However, it needs collaborative effort, not only the administrators and faculty members but even with the recipient of the services and other stakeholders. Thus, if everyone does not function accordingly, complications resulting to the failure of an undertaking are expected even if such program is for the welfare of the people. This affirms the study of Nagulada (1995) when he found out that the school community development program was beset with problems despite its benefits. This

study, therefore, affirms his findings on the lack of incentives among instructors in the conduct of extension activities. This problem has definitely affected their active involvement in extension activities. It also came out in the study that having too many designations may affect their involvement in extension activities. This finding affirms the study of Bayangan (1984) as to why Benguet women professionals do not help in the implementation of such project for community development. On the other hand, majority of the respondents suggested that incentives should be provided to motivate both administrators and faculty members to get involved in extension.

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