# BUSINESS MANAGEMENT FACULTY COMMUNITY ENGAGEMENT, COLLABORATION, AND PRODUCTIVITY DURING COVID 19 PANDEMIC

ROME B. MORALISTA, Ph.D., DMBA
https://orcid.org/0000-0001-6653-6148
rome.moralista@gsu.edu.ph
Guimaras State University
Philippines

Abstract

The purpose of this descriptive correlational study was to determine the level of community engagement, collaboration, and productivity among business management faculty members on the island of Panay in the Philippines. Based on the findings of the study, a toolkit for an extension program for the school year 2021–2022 was going to be developed. Among the SUCs located on Panay Island, this was carried out at the primary campus in addition to one other location. The modified research questionnaire was used to collect data on faculty community engagement based on faculty community engagement by Barbour, Barbour, and Scully (2008), faculty collaboration was based on faculty collaboration by Dunst, Johanson, Rounds, Trivette, and Hamby (1992), and faculty productivity will be based on RA 8292. The mean, the frequency, the percentage, the Mann-Whitney U test, the Kruskal-Wallis H test, and Spearman's rho were the statistical tools that were used for descriptive analysis. The significance level for quantitative analysis was set at.05 for all of these tests. When taken as a whole, it was discovered that the level of faculty community engagement was high in the areas of knowledge sharing, research, teaching, and service. Additionally, the level of collaboration and productivity in the areas of instruction, research, linkages, and resource generation was found to be high as well. There were significant connections between the levels of community engagement, levels of collaboration, and levels of productivity among the business management faculty.

Keywords: faculty, community, engagement, collaboration, productivity, COVID-19 pandemic

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INTRODUCTION

Faculty members at state universities and colleges who aim to develop or increase community interactions and institutionalize civic involvement encounter a significant number of hurdles in their efforts to do so. On the other side, faculty endorsement of community-based pedagogies and research methodologies faces significant practical and conceptual problems. This is due to the fact that engagement activities frequently conflict with planned teaching, research, and service obligations. Increases in faculty involvement, collaboration, and productivity may result from the implementation of faculty development strategies that put an emphasis on purposeful integration. All of these factors have a significant influence on the communities, particularly on the island of Panay.

According to Hamilton (2022), the preliminary competence model for community engagement professionals offers a comprehensive set of skills to help CEPs navigate the changing landscape they face on campus and in the community. However, as he points out, the ever-evolving nature of the community engagement industry requires revisiting the competency model to deepen and expand essential considerations for community engagement professionals. As a result, the preliminary competence model for community engagement professionals offers a comprehensive set of skills to help CEPs navigate the changing landscape they face on campus and in

This study draws on a recent research study and book on place-based community engagement in higher education (Quan, 2021). The purpose of this study is to highlight three key emerging leadership competencies for CEPs involved in PBCE: (1) actualizing a 50/50 approach to community and university impact; (2) centralizing community geography; and (3) leading with multicultural competency and inclusion. On the other hand, communities of practice are significant contributors to the improvement of CPTD. The importance of working together and providing support to one another cannot be overstated (Torres, 2019).

According to Hargreaves (2019), collaborative efforts in education encompass not just the planning, decision-making, and problem-solving processes, but also a shared sense of responsibility for the results of those processes. Therefore, productive cooperation is considered to be something that takes place frequently and consistently, and when it is successful, it develops into an essential component of the day-to-day activities that take place.

According to Saeb and Midtsundstad (2022), when teachers collaborate in professional learning communities, they shift their focus from contributing to their own personal learning goals to the learning and knowledge base of the school as a whole, as well as the learning goals of their fellow teachers.

Finally, according to Stromquist (2022), having a knowledge of academic output demonstrates that even the institutional level of analysis may be too specific for the sake of public policy considerations: In spite of this, an institutional productivity measure, regardless of how effectively it is carried out or how complete it may be, is

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not a suitable replacement for a broad perspective on productivity in which institutions are not the primary focus of the investigation.

The fact that the function of higher education in the production of public goods is receiving such a great deal of attention demonstrates how far the discussion regarding the performance of higher education has progressed (Marginson & Yang 2022).

Goss (2022), an additional significant alternative supplier, advocates for the adoption of a unified approach to the evaluation of student performance by all of its competitors.

In light of these problems, the primary objective of this research is to identify the factors that impede faculty community participation and collaboration, thereby lowering the level of individual productivity that faculty members at Panay Island's state universities and colleges are able to achieve in their respective roles.

To determine the demographics of the respondents in terms of age, gender, position, civil status, educational attainment, and school location; to determine the extent of faculty community engagement in the areas of knowledge sharing, research, teaching, and service; to determine the level of collaboration and productivity in the areas of instruction, research, linkages, and resource generation; and to determine the level of faculty community engagement in the areas of knowledge sharing, teaching, and service. In the end, the goal is to determine the connections between the three factors—productivity, cooperation, and community engagement—among the faculty members. This study has the potential to provide the faculty of SUC with the practical knowledge and abilities necessary to construct and sustain effective ways for faculty members to engage with one other, work together, and complete their task.

METHODOLOGY

For the academic year 2021–2022, this descriptive correlational study was designed with the intention of determining the level of community engagement, collaboration, and productivity exhibited by the members of the business management faculty on Panay Island, Philippines, during the COVID-19 pandemic. This was done across the SUCs on Panay Island, and it took place both on the main campus and on an additional site. Permanent college faculty members from Panay Island's SUCs, including the Aklan State University, Capiz State University, the Iloilo Science and Technology University, the Iloilo State College of Fisheries, the Northern Iloilo Polytechnic State College, the University of Antique, and the West Visayas State University, were among the 415 individuals who participated in this study. The revised research questionnaire was put to use in order to collect information regarding faculty community engagement (based on faculty community engagement by Barbour, Barbour, and Scully (2008), faculty collaboration (based on faculty collaboration by Dunst, Johanson, Rounds, Trivette, and Hamby, 1992), and faculty productivity (based on RA 8292). For the purpose of descriptive analysis, the following statistical techniques were utilized: the mean; frequency; percentage; the Mann-Whitney U test; the Kruskal-Wallis H test; and Spearman's rho. The significance level for each of these tests was set at.05.

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RESULT AND DISCUSSION

Profile of the Respondents

Table 1 presents the profile of the faculties through the utilization of the frequency count and the percentages. There were 215 instructors who were 40 years old or younger, making up 51.81 percent of the faculty, while there were 200 instructors who were 41 years old or older, making up 48.19 percent. In terms of gender composition, there were 180 male faculty members, representing 43.37 percent, and 235 female faculty members, representing 56.63 percent. Regarding the academic rank of the faculty members, 101 of them, or 24.34 percent, were classified as instructors; 125 of them, or 30.12 percent, were assistant professors; 117 of them, or 28.19 percent, were associate professors; 125 of them, or 30.12 percent of the study were assistant professors; and 72 of them, or 17.35 percent, were professors. In terms of their personal relationships, 155 of the faculty members, or 37.35 percent, were single at the time of this research. 168 or 40.48 were married and 92 or 22.17 were widowed. In terms of educational attainment, faculty with master's degree were 230 or 55.42 percent while there were 185 or 44.58 faculty who were doctorate degree holder. To put it briefly, with regard to the location of the schools, there were 66 or 15.90 percent of the faculty coming from Aklan. The Antique made up 65 of the total, which is equivalent to 15.66 percent. Twenty-five people, or 6.02 percent, were from the province of Capiz, while 259 people, or 62.41 percent, were from the province of Iloilo.

According to the findings, the majority of the people who responded were middle-aged women who had assistant professor positions and were married. The majority of them held master's degrees and hailed from Iloilo.

Table 1. Profile of the Respondents

| Variables | f | % |
|---|---|---|
| Age | | |
| Young | 215 | 51.81 |
| Old | 200 | 48.19 |
| Sex | | |
| Male | 180 | 43.37 |
| Female | 235 | 56.63 |
| Academic Rank | | |
| Instructor | 101 | 24.34 |
| Assistant Professor | 125 | 30.12 |
| Associate Professor | 117 | 28.19 |
| Professor | 72 | 17.35 |
| Civil Status | | |
| Single | 155 | 37.35 |
| Married | 168 | 40.48 |
| Widow | 92 | 22.17 |
| Educational Attainment | | |

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| | | |
|---|---|---|
| Masters | 230 | 55.42 |
| Doctorate | 185 | 44.58 |
| School Location | | |
| Aklan | 66 | 15.90 |
| Antique | 65 | 15.66 |
| Capiz | 25 | 6.02 |
| Iloilo | 259 | 62.41 |
| Total | 415 | 100 |

Faculty Community Engagement in Areas of Knowledge-Sharing, Research Engagement, Teaching, and Support

The faculty community engagement mean when taken as whole was (M=4.06), described as very high. The highest area of faculty community engagement was the area of service.It described the mean as (M=4.14) high. In this area, contributing to the civic life of the region was the highest with a mean (M=4.25) described as very high while the lowest mean was on statement, there is a (re-)emergence of the community engagement agenda and the barriers to its realization, described as (M=4.05) high.

On the other hand, the area of research-engagement was the lowest faculty community engagement with a mean described as (M=4.01) high. In this area, encouraging a collaborative research projectwas the highest mean (M=4.26) described as very high while ensure the research projects involving co-creation with a mean described as (M=3.78) high was its lowest indicator.

This means that majority of the indicators highly set faculty community engagement most of the time to successfully improve the extension program of institution. It observed that in the area of service, faculty were mostly the engaged to the community. In which, contributing to the civic life of the region was the highest while reemergence of the community engagement agenda and the barriers to its realization was the least. On the other hand, the area of research-engagement was the engagement. In this area, encouraging a collaborative research project was its most engagement while ensuring the research projects involving co-creation was not their engagement.The present findings supported the claims of De Weger, Van Vooren, Luijkx, Baan, and Drewes (2018), which stated that in achieving successful community engagement, a rapid realist of review are important thread throughout the CE literature is the influence of power imbalances and organizations' willingness, or not, to address such imbalances. Furthermore, the 'meaningful participation' of citizens can only be achieved if organizational processes are adapted to ensure that they are inclusive, accessible and supportive of citizens.

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| Item | Mean | Description |
|---|---|---|
| Consulting services are available for individuals who are difficult to contact. | 3.98 | H |
| Projects that facilitate the sharing of knowledge and are publicly funded. | 4.02 | H |
| Increase the capacity-building network between groups that are difficult to approach. | 3.92 | H |
| Sharing of information among students in the form of a "consultancy." | 3.95 | H |
| Increasing participation in public discourse and media. | 4.21 | VH |
| Knowledge-Sharing | 4.02 | H |
| Encourage a collaborative research project. | 4.26 | VH |
| Ensure the research projects involving co-creation. | 3.78 | H |
| Had research commissioned by hard-to-reach groups | 4.02 | H |
| Conduct research on these groups then fed back | 4.06 | H |
| University analyses problems at the request of community | 3.95 | H |
| Research Engagement | 4.01 | H |
| It is sufficient to instruct students on suitable engagement behaviors. | 4.12 | H |
| There is a specific type of education that pertains to citizenship. | 3.81 | H |
| The organization placed a strong emphasis on public lecture and seminar series. | 4.36 | VH |
| Maintain your support for a diverse range of activities inside the mainstream university activities learning is an essential component of successful community engagement | 4.02 | H |
| Encourage learning in young people, adults, and throughout one's life. | 4.06 | H |
| Teaching | 4.07 | H |
| Providing access to the resources and services of the university | 4.06 | H |
| Motivating difficult-to-reach groups to make advantage of available resources | 4.22 | VH |
| Making a significant intellectual contribution while acting in a "expert" capacity | 4.12 | H |
| Making a positive impact on the community and civic life of the area | 4.25 | VH |
| The community involvement agenda and the obstacles that stand in the way of its actualization are both making a (re-) comeback. | 4.05 | H |
| Service | 4.14 | H |

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| Over-all Mean | 4.06 | H |
|---|---|---|

Scale of Means: 4.21-5.00 (Very High); 3.41-4.20 (High); 2.61-3.40 (Moderately); 1.81-2.60 (Low); 1.00-1.80 (Very Low)

Table 2. Faculty Community Engagement When Taken as Whole  Classified into Areas of Knowledge-Sharing, Research Engagement, Teaching, and Service

Faculty Collaboration in the Areas of Instruction, Research, Linkages, and Resource Generation

Table 3 displays, using the mean, faculty collaboration in the areas of instruction, research, linkages, and resource generation.

Overall, the faculty's level of collaboration in the community was high (M=4.13). The area of research had the highest mean and determined the faculty collaboration with a high mean (M=4.16). In this area, the highest mean (M=4.29) was on the statement continue reflecting on one's own study conducted, while the lowest mean (M=4.06) was on the statement reevaluate and obtain feedback from another faculty member.

On the other hand, instruction was rated as having the lowest mean (M=4.09) among the areas. Committed to collaborate with ethics that can benefit from understanding mandated programs and curriculum was the highest mean described as (M=4.19) high, while the lowest was (M=3.95), had opportunities to contribute to the development of the sets of key competencies identified, and was described as high.

It indicates that the majority of the established indicators were met with high levels of faculty collaboration to successfully advance the institution. In the area of research where faculty collaboration was determined and supported, it has not been a priority to continue reflecting on one's own study, reevaluate it, and receive feedback from another faculty member. On the other hand, instruction ranked lowest among the areas, despite their commitment to collaborate with ethics, which can benefit from the implications of understanding mandated programs and curriculum, but they have few opportunities to contribute to the development of the identified sets of key competencies.

These findings further corroborated Nystrom, Karltun, Keller, and Andersson Gare's (2018) assertions that "collaborative and partnership research for improvement of health and social services: researcher's experiences from 20 projects" is a recognized, global concern. The importance of collaborative approaches in the study of complex phenomena. The findings of this study indicate that allocated time, interaction spaces, and project management and communication skills are required during research collaboration in order to ensure support and build trust and understanding with practitioners at multiple levels of the healthcare system. Dealing with this complexity detracts time and effort from the scientific process for researchers. This necessitates that practitioners comprehend the research process and how it fits into ongoing organizational agendas and activities, in addition to allocating time. When designing, conducting, and evaluating interdisciplinary, collaborative, and partnership research, some of the identified factors may be overlooked by the founders and involved parties.

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Table 3. Faculty Collaboration in the Areas of Instruction, Research, Linkages, and Resource Generation

| Items | Mean | Description |
|---|---|---|
| Explore several methods of mentoring that are founded on the individual's requirements. | 4.12 | H |
| Not only are there good benefits to collaborations, but they also help each party build support from the other. | 4.16 | H |
| The abilities, the knowledge, and the behaviors that are necessary for education all take place within a setting of collaboration. | 4.05 | H |
| Participated in the creation of the sets of core capabilities that were identified and had opportunity to do so | 3.95 | H |
| devoted to working together with ethics organizations that stand to gain from having a better knowledge of the consequences of mandatory programs and curricula. | 4.19 | H |
| Instruction | 4.09 | H |
| Carry on with further introspection over the study that one has conducted. | 4.29 | VH |
| Reevaluate, and seek the feedback of a different faculty member. | 4.06 | H |
| A study was conducted in which the community and the institution work together as part of a team and collaborate on the development of a project in order to achieve the objectives that were established. | 4.09 | H |
| carrying out research in collaboration with contemporaries for the purpose of creating a more accommodating community. | 4.15 | H |
| Carry out research without letting it interfere with class performance. | 4.21 | VH |
| Research | 4.16 | H |
| Encourage people to get educated, and have conversations about the issues that matter. | 4.11 | H |
| Consider the links to be partners for the rest of your life and contribute to the extension's continued success. | 4.16 | H |
| In preparation for the planned programs, it is important to identify the ties that already exist between schools and other stakeholders. | 4.09 | H |
| Bring links' duties, responsibilities, and expectations into focus so that a formal statement of agreement can be produced as a result. | 4.22 | VH |
| Establish methods for continuous feedback from all involved parties, and think about conducting periodic evaluations and making adjustments to the relationship. | 4.05 | H |
| Linkages | 4.13 | H |
| Delegate tasks according to the personality and expertise of each team member. | 4.15 | H |
| Community members serve as co-generators of knowledge also. | 4.61 | VH |
| Community members are seen as a valuable source of information that the institution can and should learn from. | 4.22 | VH |
| Community members are positioned as passive benefactors of the programs that support in tackling local issues on behalf of their communities. | 3.89 | H |

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| | | |
|---|---|---|
| Faculty lead the speaking of inclusion, involvement and communication, as well as respect for institution and community. | 3.88 | H |
| Resource generation | 4.15 | H |

Scale of Means: 4.21-5.00 (Very High); 3.41-4.20 (High); 2.61-3.40 (Moderately); 1.81-2.60 (Low); 1.00-1.80 (Very Low)

Faculty Productivity in The Areas of Instruction, Research, Linkages, and Resource Generation

When looking at the productivity of the faculty as a whole, using the mean, Table 4 displays how productive they are in the areas of instruction, research, linkages, and resource generation.

When looking at the productivity of the faculty as a whole, the average was 4.13, which is considered to be very high. In order to determine which region has the highest mean, they looked at the region responsible for resource generation, which had a mean value of 4.17, making it a high region. Help Determine Community Service Projects for Members to Plan and Undertake was the Indicator with the Highest Mean in This Area. Its Mean of 4.26 is Considered to be Very High, Making It the Indicator with the Highest Mean. Despite the fact that "select and organize a sponsoring committee of 3 to 5 members to promote the program" had the lowest mean score, its mean score of 4.08 was considered to be high.

On the other hand, when compared to the other areas, the area of linkages had the highest standard deviation and the lowest mean (M=4.09). This area's mean highest mean was "there has development of human capacities as a part of expanding the linkages," which was described as (M=4.23) very high, while the mean lowest mean of this area was "the programs and activity have an observable growth and security," which had a mean of (M=4.00) and was described as high. The mean highest mean in this area was "there has development of human capacities as a part of expanding the linkages."

This indicates that the majority of the indicators that were set described the faculty as being extremely productive the majority of the time to successfully improve the institution. It was in the realm of resource generation concerning how the faculty became productive within the community. They provide support by assisting in the selection of community service projects for the members to plan and carry out, but they did not in any way consider selecting and organizing a sponsoring committee of three to five members to promote the program. It was also noted that the area of linkages was not given focus, despite the fact that there had been development of human capacities as part of the process of expanding linkages. As a result, both the programs and the activity have been seen to expand, but the focus on security has not been maintained.

The assertion that community schools are a place-based strategy that involves schools partnering with community agencies and allocating resources to provide a "integrated focus on academics, health and social services, youth and community development, and community engagement" is further supported by these findings. Maier, Daniel, Oakes, and Lam (2017) made this assertion, and these findings provide further corroboration of

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their findings. Many of them are open throughout the day and throughout the year, and they provide services to both children and adults. Despite the fact that this method is suitable for students of all demographics, the majority of community schools are established in areas where structural forces linked to racism and poverty shape the experiences of young people and erect barriers to learning and academic achievement. These are neighborhoods in which families have limited resources, making it difficult for them to augment what conventional schools offer.

Table 4. Faculty Productivity in the Areas of Instruction, Research, Linkages, and Resource Generation

| Items | Mean | Description |
|---|---|---|
| Addresses the issue of the disconnect between how extension reaches higher education service-learning and how it does not access it. | 3.99 | H |
| Offer your home as a host for community-based service learning in order to gain access to the most effective methods. | 4.07 | H |
| Increase the number of collaborative service-learning projects and focus on maximizing community benefits. | 4.12 | H |
| Justify the instructional strategy while maintaining an air of healthy skepticism and a grounded sense of realism while managing the many extension programs | 4.29 | VH |
| Had a long-term attempt to measure the reliability of the supervising faculty member and the community, and decide whether or not it is worth the risk to undertake a larger and more important project. | 4.28 | VH |
| Instruction | 4.15 | H |
| Have broadened your research on the topic based on the positive effects it will have on the community and the institution. | 4.17 | H |
| The faculty members' intentions to carry out research within the community are contingent on their having favorable views, which can be seen as a precondition. | 4.07 | H |
| Known extrinsic motivations or incentives that play a significant part in the degree to which teacher educators are actively engaged in research | 4.07 | H |
| Because they must also fulfill their obligations in the areas of teaching and service, academic faculty members in higher education face the significant challenge of finding sufficient time to do research. | 4.05 | H |
| Fostering intellectual growth and the development of teaching resources, particularly among younger members of the faculty. | 4.24 | VH |
| Research | 4.12 | H |
| Promote social integration with other stakeholders. | 4.07 | H |

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| | | |
|---|---|---|
| The programs and activity have an observable growth and security. | 4 | H |
| Had prioritized a safe and healthy environment along the conduct of extension | 4.07 | H |
| There has development of human capacities as a part of expanding the linkages. | 4.23 | VH |
| There is willingness to have alternative strategies aligned to the agreement of both parties. | 4.07 | H |
| Linkages | 4.09 | H |
| It is important to be aware of the economic climate in each village, as well as the requirements and concerns of the people living in the area. | 4.22 | VH |
| Assist local village leaders in the formation of a youth council or committee in the village to sponsor the program either independently or in collaboration with other organizations. | 4.15 | H |
| Choose between three and five people to serve on the sponsoring committee that will be organizing themselves to promote the program. | 4.08 | H |
| Contribute to the determination of the projects of community service that the members will plan and carry out. | 4.26 | VH |
| Explain what projects to discuss appropriate projects with their benefactors and to assist them in choosing one appropriate resource generation based on their requirements and capabilities. | 4.13 | H |
| Resource Generation | 4.17 | H |
| Over-all Mean | 4.13 | H |

Scale of Means: 4.21-5.00 (Very High); 3.41-4.20 (High); 2.61-3.40 (Moderately); 1.81-2.60 (Low); 1.00-1.80 (Very Low)

Relationships among Faculty Community Engagement, Collaboration, and Productivity

According to the findings in Table 5, there was a significant correlation between the level of collaboration, community engagement, and overall faculty productivity. The p-value for the Spearman's rho test was 0.000, and its value was 0.471. Because the p–value was lower than the level of significance of 0.05, it was determined that there was a significant relationship between the level of collaboration, engagement in the community, and overall productivity of the faculty. This indicated that when there was a high level of engagement, there was also a high level of issues. The findings suggest that there is a significant or obvious connection.

It was found that there was a significant relationship between the level of collaboration, community engagement, and overall productivity among the faculty. A p-value of 0.000 was found for the Spearman's rho, which was 0.570. Because the p–value was lower than the criterion of significance of 0.05, it was determined that there was a meaningful association between the level of collaboration, participation in the community, and overall productivity of the faculty. This indicated that when there was a high level of collaboration, there was also a high level of engagement and productivity among the faculty community. The findings suggest that there is a significant or obvious connection.

It was found that there was a significant relationship between the level of collaboration, community engagement, and overall productivity among the faculty. The value of the Spearman's correlation coefficient was 0.461, and the p-value was 0.003. Because the p–value was lower than the criterion of significance of 0.05, it was determined that there was a meaningful association between the level of collaboration, participation in the community, and overall productivity of the faculty. This suggested that when there was a high level of productivity among the faculty, there was also a high level of community engagement and collaboration among the faculty. The findings suggest that there is a significant or obvious connection.

It was discovered that the faculty's involvement in the community, their ability to collaborate, and their level of production had significantly formed a relationship to indicate that the school and the community are related. When one of them changed, the others or all of them would change as a result.

In addition, the preceding findings were also a validation of the findings that Joynes, Rossignoli, and Amonoo-Kuofi (2019) made, which stated that positive results were the demand for community program, which suggests that the need for community is dictated by a combination of factors including faculty assignation, partnership, and output necessarily applied in the communities that are close by. On the basis of this premise, although there is a wide variety of documented interventions from around the world, many commentators come to the conclusion that there is currently little or no substantial evidence available on the most effective tools and approaches to delivering educational action. This is the case despite the fact that there is a broad range of documented interventions.

Table 5. Relationships among Faculty Community Engagement, Collaboration, and Productivity

| | | Engagement | Collaboration | Productivity |
|---|---|---|---|---|
| Engagement | Pearson Correlation | 1 | .669[**] | -.314[**] |
| | Sig. (2-tailed) | | .000 | .000 |
| | N | 400 | 400 | 400 |
| Collaboration | Pearson Correlation | .669[**] | 1 | -.092 |
| | Sig. (2-tailed) | .000 | | .066 |
| | N | 400 | 400 | 400 |
| Productivity | Pearson Correlation | -.314[**] | -.092 | 1 |
| | Sig. (2-tailed) | .000 | .066 | |
| | N | 400 | 400 | 400 |

**. Correlation is significant at the 0.01 level (2-tailed).

**CONCLUSIONS**

The majority of indicators place a high importance on the level of involvement that the institution's faculty and staff have in their local communities. Throughout the entirety of their service, a community

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engagement agenda was brought back up to the surface, in which academics were generally active in the community. However, ensuring that research projects include co-creation was not given emphasis as its most active activity. This is in contrast to the fact that it encouraged collaborative research projects. Every single one of the performance indicators was met, and there was extensive use of faculty collaboration in order to make the school stronger. It was not a priority to continue dwelling on one's own finished study, reevaluate the information gathered, or seek out information from another professor. On the other hand, they do not have many opportunities to contribute to the development of the necessary sets of important competencies. The vast majority of the indicators suggested that the faculty were very productive, which meant that they had the potential to make the university better. The professors were able to acquire resources, which allowed them to become productive members of the community. To begin meeting the needs of the community, it is necessary to first engage the community in ways that are in line with both established and emerging standards of morality. The level of engagement, collaboration, and productivity displayed by faculty members within the community significantly strengthened the school's connection to the community. If one of them changes, then the others, or all of them, will change as a result. The fact that there is a demand for community programs demonstrates that there is a need in neighboring towns for a combination of faculty assignment, partnership, and production. It is possible that CHED Officials and Curriculum Designers will place a high importance on the involvement of the institution's faculty in the local community in order to strengthen the extension program. They may also encourage collaborative research projects in order to ensure that research projects, including co-creation, are able to be given emphasis.

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