



SYNERGY IN TRIFOLD FUNCTIONS OF TEACHER EDUCATION FACULTY: BASIS FOR A PROPOSED PERFORMANCE INTENSIFICATION FRAMEWORK

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ABSTRACT

Faculty members from Teacher Education Institutions (TEI's) face the challenge of manifesting a synergistic response to the imperatives on research, instruction, and extension service. Carrying out the mandate on their trifold functions provides a significant avenue for institutional quality. This study aimed to determine the synergy in the performance of faculty members in TEI's in Batangas City, Philippines in the areas of instruction, research, and extension service. Specifically, it looked into the demographic profile of the respondents, their level of performance in the three areas, and the problems that hinder them from manifesting synergy in the performance of their trifold functions. Moreover, it tested the hypothesis that there is no significant relationship among the performance of TEI faculty in the areas of instruction, research, and extension service when grouped according to rank, academic qualifications, and length of service. The study made use of a descriptive-correlational method of research. The survey questionnaire was utilized as a data-gathering instrument. Percentage, weighted mean, chi-square, ranking, and a sum of ranks were the statistical measures used in the treatment of gathered data. It was revealed in the study that the level of performance of TEI faculty in the area of instruction was very high while in the areas of research and extension service, their level of performance was high. It also revealed that an equal balance of interest in the three areas and time management skills were the topmost faculty-related problems. On the other hand, encouragement from the institution and financial support were the institution-related problems that hinder them from manifesting synergy in the performance of their functions. Based on the findings, the researcher proposed a Performance Intensification Framework to further promote and sustain synergy in the performance of the faculty of their tri-fold functions.

Keywords: Trifold functions, Performance intensification, Teacher education faculty, Quantitative method, Philippines