



Evaluation of the Performance of the Production Projects of the University of Northern Philippines

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Abstract

This study is an evaluation of the performance of the production projects/income generating projects of the University of Northern Philippines, the oldest university of the north.

Frequency count, percentage and rank were used to describe the profile of the respondents. The assessment of the existing production projects made use of means. A survey questionnaire was employed to gather data involving 250 respondents from the two campuses of UNP - Vigan City main campus and Candon campus.

Respondents were below middle-age faculty members, deans/directors and chiefs of offices of UNP. Most respondents are female, married, residing in the barangays, holders of bachelor's degree with units for the master's degree, and have been employed in the university for 1-5 years.

The respondents are generally satisfied with the enumerated existing production projects of UNP, although they are moderately satisfied with the mushroom project.

Many production projects/income generating projects were suggested by the respondents. Their suggestions were classified as: a) for the university as a whole, and b) for the different offices colleges/institutes. The production projects for the university as a whole are further divided into : a) services IGPs; and b) other IGPs. The services IGPs include: a) technical; b) health /GPs; and 3) food and school supplies /GPs. Other IGPs are either: a) academic IGPs; b) agricultural IGPs; or c) commercial IGPs.

The IGPs for the different offices/colleges/ institutes are mainly divided into: a) technical IGPs; b) commercial IGPs; and c) academic IGPs. The technical IGPs are distributed to the : a) College of Fine Arts(CFA); b) College of Technology(CT); c) College of Business Administration &Accountancy(CBAA); and d) College of Teacher

Education-Laboratory Schools(CTE-LS). The commercial and academic IGPs are for all colleges and institutes

Introduction

Background of the Study

The University of Northern Philippines (UNP) has four functions - instruction, research, extension, and production.

From the signs of the times, UNP has to double its efforts on research, extension and production without neglecting its instruction function.

Research and production are the key to economic recovery in the new millennium. This is in support of the government thrusts and programs in science and technology and production sustainability.(NRCP)

Research and production (instruction and extension) have long been regarded as belonging to two separate realms- the world of science and the world of action. However, the realms are interrelated and each can learn and feed into the other. The need for a bridge to span the pair has been clearly recognized in the past years and it is not only through resource utilization or the application of research findings, but also through "praxis" which sees a union of the world of theory and practice in action research and investigation of reality to change it

In UNP, conducting a research for production is observed by the researcher to be in its initial stage. For instance, the metal craft industry research has been transformed into a production endeavor of the university.

Hopefully, this research would have an impact on the clients of the extension projects and programs of the university, i.e. to alleviate the plight of the underprivileged sectors of the society particularly the Province of Ilocos Sur.

Objectives

Specifically this study sought to answer the following questions:

- I. What are the personal and social factors of the respondents (heads, chiefs of offices and deans/directors) of the different colleges/institutes and faculty members in terms of the following:
 - a. age;

- b. sex;
 - c. civil status;
 - d. place of residence;
 - e. educational attainment;
 - f. number of years employed; and
 - g. official designations/appointments?
2. What are the existing production projects of UNP and how are they assessed by the respondents?
 3. What are the suggested income generating projects of UNP for the different offices/colleges/institutes?

Scope and Delimitation

This study focused mainly on the assessment of the existing production projects of UNP.

This study was conducted in the two campuses of the University of Northern Philippines (UNP): a) main Campus situated in Vigan City; and b) the other campus found in Candon City, Ilocos Sur.

One set of questionnaire was used to gather data from the respondents. The respondents of the study are the Chiefs/Heads of UNP offices, Deans/Directors of the different colleges/institutes, and the faculty members.

The study investigated the personal and social factors of the respondents which are along the following dimensions: a. age; b. sex; c. civil status; d. place of residence; and e. designations/appointments.

The study also looked into the existing production projects of UNP and the respondents' assessment of these existing production projects.

The study solicited the suggestions of the respondents on income generating projects for UNP as a whole and for the different offices/colleges/institutes.

Review of Related Literature

Ponce (2003) in her study entitled "The Production Function of State Colleges and Universities in Region I" found out that there is a significant relationship between the personnel-related factors (like sex, educational attainment, number of years in production and trainings in production/ and the level of implementation of production programs (IGPs)/activities but it was revealed that

there is no significant difference on the areas of age and civil status to the implementation of the production programs (IGPs). Furthermore, academic specialization is not at all related to the implementation of production programs (IGPs/ activities). Her other findings were: a) Production is a function of a state college/university which has been observed/practised but was a component of instruction, research, and extension; and b) Five (5) **sues** of Region I are still dependent on the budget provided for the **sues** by the government (GAA).

Methodology

The descriptive method of research was used in this study. Questionnaires were distributed to the chiefs/ heads of offices, deans/directors and faculty members of the two campuses of UNP. Resource persons were also interviewed. The questionnaire was reviewed by experts. The data were gathered, analyzed and interpreted using appropriate statistical measures like frequencies, percentages, means, and ranks to address the problems posted in this study.

Results and Discussion

Personal and Social Factors of the Respondents

Table 1 presents the personal and social factors of the respondents in the two campuses of the University of Northern Philippines.

Age. Out of the 211 respondents, 44% belonged to the age brackets of 21-35 years. Eighty four(84) belonged to the 36-50 years (34%) and only fifty six(56) belonged to the 51-55 years (22%).

This implies that the respondent-employees of UNP are below middle age.

Sex. There were more females (138 or 55%) than males (112 or 45%). This is a proof that the females still dominate the academe as to number. Teaching, doing research, extension and production work are more of a female activity.

Civil Status. Of the 211 respondents less than three fourths (154 or 73%) were married, 47 (22%) were single, and 10 (5%) widowers. No one was separated.

Most of them were married. The average marrying ages of male and female Filipinos are 25 and 23, respectively.

Place of Residence. Majority (200 or 80%) of the respondents come from the rural areas and 50 (20%) from the urban proper.

Table 1. Personal and social factors of the respondents in the two campuses of UNP

PROFILE	NUMBER	%
Age		
21-35 years	110	44
36-50 years	84	34
51-55 years	56	22
Sex		
Male	112	45
Female	138	55
Civil Status		
Single	59	24
Married	178	71
Widower	13	5
Separated	0	0
Place of Residence		
Barangay		80
	200	
Poblacion	50	20
Educational Attainment		
Bachelor's degree	27	11
Bachelor's degree with Master's units	116	46
Master's degree	42	17
Master's degree with doctoral units	42	17
Doctor's degree	23	9
Number of Years Employed		
1-5 years	75	30
6-10 years	45	18
11-15 years	40	16
16-20 years	30	12
21-25 years	22	9
26-30 years	17	7
31-35 years	17	7
36-40 years	4	1
Official Designation/Appointments		
Vice-President	1	.4
College/ Institute Director/Dean	5	2
Chiefs/Head of Offices	16	6.4
Faculty	228	91.2

Educational Attainment. The table shows that the respondents predominantly have finished their respective bachelor's degrees and earned master's units (116 or 42%); 42 or 17% have master's degree with doctoral units; 42 or 17% are master's degree holders; 27 or 11% are bachelor's degree holders; and 23 or 9% are doctorate degree holders.

The above findings show that the respondents particularly the members of the faculty must at least have earned a bachelor's degree. This is true in the academic setting since a requisite for employment is a college diploma except in the utility department.

Number of Years Employed. More than one-fourth (95 or 30%) of the respondents have been employed in UNP for 1-5 years; less than one-fifth (45 or 18%) for 6-10 years; less than one-sixth (40 or 16%) for 11-15 years; more than one-eighth (30 or 12%), 16-20 years; some (20 or 9%), for 21-25 years; few (17 or 7%), for 26-30 years and 31-35 years; and a negligible few (4 or 1%), 36-40 years.

The implication is that most of the respondents are in their early adulthood stage which connotes that they are more energetic, idealistic, and hardworking.

Official Designations/Appointments. Most of the respondents (228 or 91.2%) are faculty members; few (16 or 6.4%) are chiefs/heads of offices; a negligible few (5 or 2%) are college or institute Deans and Directors; and only 4 (.4%), vice presidents. This implies that the faculty members could participate in the production endeavors of the university in the planning stage by suggesting production projects. A faculty member should not only engage in instruction but also in research, extension, and production.

Assessment of the Existing Production Projects of UNP

Table 2 presents the item mean ratings of the existing production projects of UNP.

Ceramics Project. UNP is known for its ceramics project not only here in the region but also nationwide and in other countries. The respondents are **satisfied (3.88)** of this ceramics project of UNP. This implies that the respondents expect more improvements in the management of this project. However, this ranks number three among the respondents.

Open Learning Center. The aim of establishing an open learning center in the university is to cater to working professionals like members of the Philippine National Police (PNP) from Regions 1-3 and NCR, and employees of the line

agencies who would like to pursue higher studies in their line of specialization. The respondents are again **satisfied** (3.95) of this project for they have witnessed the impact of this project as the second most significant production project of UNP.

Table 2. Item mean ratings of the existing production projects of UNP.

Items	X	Rank	DR
1. Ceramics Project	3.88	3	S
2. Open Learning Center	3.95	2	S
3. Metal Craft Project	3.45	6	S
4. Mushroom Project	3.27	8	MS
5. Toga Renting Project	3.29	7	MS
6. Serving Meals at Guestel	3.65	4	S
7. Catering to Transient Borders at Guestel	4.90	1	VS
8. Internet Services	3.60	5	S
Overall Mean	3.75		S

Legend:

- 4.21- 5.00-- Very Satisfactory (VS)
- 3.41-4.20 -- Satisfactory (S)
- 2.61 – 3.40-- Moderately Satisfied (MS)
- 1.81–2.60 – Unsatisfied (US)
- 1.00–1.80– Very Unsatisfied (VU)

Metal Craft Project. The respondents are again **satisfied** (3.45) of the metal craft project of UNP. The mean rating shows that the respondents are not as satisfied as the first two (2) production projects. This project ranks number 6. among the eight specified production projects. The implication is that the persons manning this project work harder to have a wider base of beneficiaries of this project.

Toga Renting Project Graduation is an annual activity of the university. The rental of toga is done for every college/institute trust fund. For the university to be benefited, each college/institute should give a percentage of the profit for the university fund or the project should be centralized in the Production Office of the university. The respondents had this project as number 7 (3.29).

Serving Meals in Guestel . The respondents are also **satisfied** (3.65) with this project. This project has been proven to be of great help for the university, i.e. in providing emergency funds for the university administrators as testified by the Guestel personnel and administrators.

Catering to Transient Boarders in Guestel. Vigan City and UNP have attracted many tourists. One of the cheaper places for tourists to stay is the Guestel and the Training Center of UNP. The respondents were very satisfied (4.90) with this project of catering to transient boarders in Guestel. In fact this project is

number one among the eight (8) production projects listed. The implication is that the respondents were aware of this noble project of earning additional funds for the university to augment the meager budget of UNP.

Internet Services. JNP is not behind when it comes to the latest trends in technology. Internet services are offered both to the students and employees of the university. The respondents are again **satisfied (3.60)** with this **income** generating project.

As a Whole. The respondents are generally **satisfied (3.75)** with the eight existing production projects. This implies the following:

1. more are expected of these existing production projects although there are little improvements in the management of these projects;
2. harder work by those who implement these projects;
3. products of these production projects, if any, must be displayed in visible places like the Guestel or in strategic places;
4. a percentage of the profits of some production projects of colleges/institutes must inure to the university fund;
5. proceeds out of the production projects are helping university administrators in looking for emergency funds;
6. awareness of the respondents that the proceeds of the production projects are additional funds to augment the meager budget of UNP from the GAA; and
7. UNP is catching up with the latest trends in technology.

Suggested Income Generating Projects of UNP

Table 3 presents the suggested income generating projects of UNP.

For the University as a Whole

The suggested income generating projects (IGPs) for the university as a whole are divided into two (2) categories: a.) services; and b.) others.

Services IGPs

The services IGPs are further subdivided into: a) technical; b) health; and c) food; and d) school supplies. Technical services include auto mechanics repair of radio television, etc., plumbing, electrical, carpentry, home repair, house painting, sound system, candle and figurine making, photo printing, and styrofoam designing.

Table 3. Suggested income generating projects of UNP.

Items	Projects
I. For the University As A Whole	
A. Services	
I. Technical	<ul style="list-style-type: none"> a. auto mechanics b. repair and assembly of radio and repair of television c. plumbing works d. electrical e. carpentry f. home repair and house painting g. sound system h. candle and figurine making i. photo painting j. tailoring and dressmaking shop k. t-shirt printing l. Styrofoam designing
2. Health	<ul style="list-style-type: none"> a. operation of a hospital b. body building gym c. sports clinic d. water purifying and refilling station e. rental of sports equipment and facilities f. barber shop and beauty shop
3. Food and School Supplies	
3.a Food	<ul style="list-style-type: none"> a. centralized food station <ul style="list-style-type: none"> • UNP Canteen • UNP Bakery b. food processing
3.b School Supplies	<ul style="list-style-type: none"> a. department store and duty shop b. bookstore
B. Others	
I. Academic	<ul style="list-style-type: none"> a. offering of short courses for technical skills b. conduct of seminars, workshops, or trainings c. textbook publication d. statistical packages for data treatment in research e. 24 hour internet cafe f. preparation of modules, laboratory manuals, and student handouts

Table 3 continued ...

Items	Projects
2. Agricultural	<ul style="list-style-type: none"> a. livestock raising b. goat raising c. hog raising d. plant propagation e. production of quality planting materials f. gardening and horticulture
3. Commercial	<ul style="list-style-type: none"> a. public billboard b. LCD rental c. institutional novelty shop d. space rentals e. parking fees f. vendors' fee for all storeowners to include entrance fee for walk-in vendors g. photocopiers h. bus renting i. photo center
II. For the Different Offices/ Colleges/Institute	
A. Technical	
1. Institute of Fine Arts (IFA)	<ul style="list-style-type: none"> a. Printing jobs of t-shirt for P.E. and intramural uniforms b. general arts services c. streamer painting
2. Institute of Technical Education (ITE)	<ul style="list-style-type: none"> a. automechanics b. electronic services, i.e. repair of radio, television, etc. c. electrical services d. rental of sound system e. transportation services for students affiliates to the barangays and hospitals
3. College of Business Administration & Accountancy	<ul style="list-style-type: none"> a. production design b. internet services
4. College of Teacher Education-Laboratory Schools(CTE-LS)	<ul style="list-style-type: none"> a. woodworking b. drafting c. cosmetology d. clothing e. food technology

- Data gathered through an interview of a resource person from CTE-LS.

On the other hand, the health services IGPs include a) operation of a hospital; b) body building gym; c) sports clinic; d) water purifying and refilling station, e) rental of sports equipment and facilities; and f) barber shop/beauty shop.

Finally, the food and school supplies services IGPs include a) centralized food station; b) food processing; c) department stores and duty shop; and d) a book store.

Other IGPs

The other income generating projects aside from services IGPs are further classified into: a) academic; b) agricultural; and c) commercial. Academic IGPs include: a) offering of short courses for technical skills; b) conduct of seminars, workshops or trainings; c) textbook publication where faculty members are the authors; d) museum ticketing; e) statistical packages for data treatment in research; f) 24-hour internet café; and g) preparation of modules, laboratory manuals, and student handouts.

Agricultural IGPs include: a) cattle raising; b) goat raising; c) hog raising; d) plant propagation; e) production of quality planting materials; and f) gardening and horticulture.

Commercial IGPs include: a) public billboard; b) LCD rental; c) institutional novelty shop; d) space rentals; e) parking fees f) vendors' fee for all store owners to include entrance fee for walk-in vendors; g) photocopiers; h) bus renting; and i) photo center.

The aforementioned income generating projects for the university as a whole may be implemented provided the following are present: a) money; b) experts along IGPs; and c) proper timing.

These IGPs must be improved and sustained by optimistic and charismatic persons, available money and linkages. The Department of Science and Technology, for example, could be tapped in evaluating IGPs technology through their Technology Need Assessment.

For the Different Offices/ Colleges/Institutes of the Two Campuses

The IGPs for the different offices/colleges/institutes are divided into: a) technical; b) commercial; and c) academic.

Technical IGPs

For the College of Fine Arts (CFA), the following technical IGPs were suggested; a) printing jobs of t-shirts for P.E. uniforms and intramural uniforms; b) general arts services; and c) streamer paintings. The College of Technology (CT) has: a) auto mechanics; b) electronic services: i.e. repair of radio and television.; c) electrical services; d) rental of sound system; e) transportation services for student affiliates going to barangays and hospitals. In turn, the College of Business Administration and Accountancy (CBAA) has: a) production design; and b) internet services. According to a resource person, the College of Teacher Education-Laboratory Schools (CTE-LS) has: a) woodworking; b) drafting; c) cosmetology; d) clothing; and e) food technology.

Commercial IGPs

The commercial IGPs for all colleges and institutes include: a) holding of trainings, seminars, and seminar-workshops.; b) holding of lecture series; c) regulated sale of instructional materials, reference books, workbooks, etc.; d) thesis packaging; e) expert consultancy services; and f) offering of short term certificate courses.

Conclusions

The respondent-employees who were mostly faculty members of UNP are in their middle ages (21-50 years old) in their early adulthood stage of employment, predominated by females, and mostly married. They are more energetic, idealistic and hardworking. Majority of them are from the rural areas.

For the eight existing production projects assessed by the respondents, they are generally **satisfied** with them.

The suggested income generating projects (IGPs) for the university as a whole are divided into two (2) categories: a) services IGPs; and b) other IGPs. The services IGPs are further subdivided into: a) technical IGPs; b) health IGPs; and c) food; and d) school supplies IGPs. The other IGPs, on the other hand, are further classified into: a) academic IGPs; b) agricultural IGPs; and c) commercial IGPs.

The IGPs for the different offices/colleges/institutes are divided into: a) technical services IGPs; b) commercial IGPs; and c) academic IGPs. Some colleges/institutes, like the College of Fine Arts (CFA), College of Technology (CT), College of Business Administration & Accountancy (CBAA) and College of Teacher Education-Laboratory Schools (CTE-LS) have their corresponding

technical services IGPs but the commercial and academic IGPs are common for all colleges/institutes.

Recommendations

1. For production programs IGPs)/activities to survive, they must be upgraded periodically and reviewed and they should adjust their objectives, means and resources at hand such as technology, physical facilities, funds and people.

2. With the resource constraints and considering that the UNP leadership has only a number of years by which to set the tone, the following thrusts for the production unit should be considered;

- a. improving administrative/management system;
- b. improving fund generation; and
- c. retooling human resources.

3. There is a need to strengthen courses along automotive mechanics, refrigeration and air conditioning, electricity, fine arts, and business administration as they are the building blocks for a more competitive and comparative products and services.

4. Technical education and other related courses should expose more of their students to production.

5. Side by side with the improvement in the production unit is the improvement in the quality of production personnel.

6. The monitoring and evaluation system of the production unit/department should also be studied since this determines whether the unit is under or over performing.

7. There is a need for a vigorous human resource development of the production department.

8. No matter how we look at it, government funds will never be adequate, hence, SUCs should be encouraged to look for other ways of financing education like programs that would seek donations, funds, cash or services from the private sector and to strengthen cooperatives.

9. Further studies should be conducted especially on the assessment of the implementation of the different production programs and its relationship with the personal and social factors of the respondent- production personnel.

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