Management Skills of Extension Managers of State Universities and Colleges in the Bicol Region

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Abstract – *The primary purpose of this study was to look into the extension delivery system of SUCs in the Bicol region by determining the professional profile of the extension managers, their management skills along management functions, the significant difference in their management skills, the extension performance of SUCs according to mandate and MFOs, and their training needs along management functions. It was directed towards the development of a training framework for extension managers that will capacitate them in the implementation of extension programs and projects. The mixed method of research was employed in the research which comprised of Descriptive – Evaluative, Comparative – Evaluative, and Descriptive – Developmental methods. The respondents were 123 extension managers of the 8 SUCs in the Bicol region. The study established that the management skills of extension managers were all 'good' along the three management functions as assessed by the respondents and that their management skills are not significantly different among the SUCs; there were three trends in the extension performance of 8 SUCs such as constantly improving, continually declining, and with sporadic performance which was due to the extension managers' professional profile and management skills, SUC levelling, and extension resources; the TNA revealed that extension managers 'very much needed' the trainings along monitoring and evaluation in response to their weakest management skills. A training framework was developed that will capacitate extension managers along the functions of management and aims at managing and maximizing the extension resources of SUCs.*

Keywords – *Training Needs, Extension Performance, SUCs, Bicol.*

INTRODUCTION

The extension function of State Universities and Colleges (SUCs) is a way to make their presence felt in the community (AACCUP, 2017). It provides platform to discover practical, and science-based solutions that can address real-world social, economic, and environmental challenges of partner citizens and communities. The CMO 52, s. 2016, also known as, "Pathways to Equity, Relevance and Advancement in Research, Innovation, and Extension in Philippine Higher Education", provides guidance to SUCs in aligning their extension services to address the pressing demands and issues of the society and to ensure that their impacts are measurable [1].

As mandated, each institution plans and implements extension programs, projects, and activities (PPAs) that are purpose-specific, target-specific, and need-specific ; these PPAs have budgetary support and other resources allocation (DBM and CHED, 2003). Multi-disciplinary and multi-sectoral approaches are moreover encouraged in the conduct of the various extension PPAs; therefore, systems that promote and support partnership with other institutions is being practiced to improve its reputation and even allow it to create more impact because of shared resources. Implementation of systems for extension programs provides a more direct engagement with local communities, especially for people empowerment and self-reliance.

Considering the vitality of the extension services, it now forms part of the Major Final Outputs (MFOs) of every SUC in the country so the demand for qualified managers or leaders to manage extension PPAs rises which is equated with the need for their appropriate trainings so as to ensure effective delivery of extension services. There are set of management skills that need to be developed among extension managers and these skills have bearing in the determination of the training needs of managers in general. In the study on supervisory skills of extension managers, an assessment was conducted on different categories of managers according to items of evaluation as perceived

by the managers themselves and by their subordinates. The results of evaluation skills of managers are not rated very high. The biggest difference in perception between managers and their subordinates occur in terms of 'ability to assess reports of subordinates' and 'identifying training needs' [2]. These findings call for the need for capacitating managers more specifically along evaluation skills both in reviewing reports as well as in determining training needs of their staff.

The paper on new project management theories provides avenues for a broader engagement with the conceptual considerations of projects and project management with the aim of creating new possibilities for thinking about, researching, and developing understanding of the field as practiced. The argument turns toward critical management studies, outlining the implications of this intellectual tradition for studies of projects, project management, project performance, and individual skills and competencies to cope with social arrangements labelled "projects." The resulting drive towards the professionalization of the project management discipline has been accompanied by the struggle and tensions involved in conceptualizing, promoting, and agreeing on the universally acceptable document that should outline the formal body of project management knowledge [3].

In the study on Parastatal organization reveals a number of factors that may cause the effective implementation of its training programs; these factors can mainly be grouped into two factors, the organization and social factors. The organizational factors such as, lack of training needs analysis, lack of sensitization of employees on existence of training program, shortage of training budget, and lack of training programs evaluation [4]. The study serves as basis for the determination of training needs of extension managers in the present study; as a result, training program to be implemented effectively requires training needs assessment and analysis. It also points out that training and development are designed by organizations in order to accomplish needed change. It was further supposed that training and development may be due to introduction of new approaches to managing people or it may simply involve upgrading the skill levels; thus, training and development are a benchmark for any planned change that is introduced in an organization.

The foregoing studies supported the need for a more balanced training framework for extension managers in SUCs; specifically, that capability building opportunities are limited to enhance extension capabilities of SUCs as compared to other disciplines. This situation, therefore, calls for development plans that will strengthen extension system in the Philippines most especially that the government has set performance indicators along extension and consequently expecting the SUCs to achieve set annual targets; and their achievement determines the SUC's performance and levelling. Hence, it calls for proper management of extension PPAs; however, managing them has been a complex role for extension managers because of their multifaceted roles along instruction, research and other institutional responsibilities. In the premise of the foregoing, interest in management of projects is growing significantly [5] and it is high time that the existing extension delivery system in the SUCs be reviewed; hence, the study.

OBJECTIVES OF THE STUDY

The general objective of the study is to determine the extension delivery system of SUCs in the Bicol Region; specifically, it aims to: 1. Describe the professional profile of the extension managers in SUCs in terms of (a) educational attainment, (b) academic rank, (dc) trainings along extension services, (d) extension experience, and (e) accomplishment; 2. Assess the level of management skills of extension managers along the following functions: (a) planning and organizing, (b) directing and controlling, and (c) monitoring and evaluating; 3. Determine the significant difference in the management skills of the extension managers among SUCs; 4. Determine the extension performance of SUCs according to mandate and MFOs; and 5. Identify the training needs of the extension managers along the following management functions: (a) planning and organizing, (b) directing and controlling, and (c) monitoring and evaluating.

METHODS

The conduct of the study employed a descriptive-comparative-evaluative-developmental mixed method of research design so as to cover all variables of the research; thereby, generating a conceivable output for adoption in the field of extension services.

Descriptive – Evaluative method was used in the description, recording, analysis, and interpretation of the professional profile of the extension managers in SUCs, the level of management skills of extension managers, the extension performance of SUCs, and the training needs of the extension managers. Comparative – Evaluative method was used in analyzing and explaining the similarities and differences in the

management skills of extension managers in the 8 SUCs. Comparison of their management skills provided an analytical framework for examining and explaining the differences on their competencies and so as the manner of their extension service delivery. Further contextualization was a means of gaining a better understanding of different extension delivery systems, their structures and institutions. Descriptive - Developmental method was ultimately used which involves the analysis, design, and development phases of the training framework that met the criteria of consistency and effectiveness; developed output can be proposed to the SUCs in the Bicol region for possible adoption in capacitating extension managers according to their training needs.

For the purpose of establishing the data requirement in the study, the respondents were the Extension Managers of SUCs in the Bicol Region which include the Extension Directors, Institutional and College Extension or RDE Coordinators, and Extension Leaders who have completed, and on-going extension programs and projects in the last three years for the period of 2016-2018. There was a total of 8 of 9 SUC-respondents namely, Bicol State College of Applied Sciences and Technology (BISCAST), Bicol University (BU) – Main and East Campuses, Central Bicol State University of Agriculture (CBSUA) – Main and Calabanga Campuses, Camarines Norte State College (CNSC) – Main and College of Education Campuses, Camarines Sur Polytechnic Colleges (CSPC), Catanduanes State University (CSU) – Main and Panganiban Campuses, Partido State University (PARSU) – Main and San Jose Campuses, and Sorsogon State College (SSC) – Main and Castilla Campuses; DEBESMSCAT was excluded due to increment weather condition that hindered the researcher to obtain data from the said SUC. A total of 130 active extension managers were tapped in the study but only 123 responded.

The primary data gathering tool that was used is a researcher-made survey questionnaire which is based from varied evaluation instruments and documents such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) instrument for Area VI-Extension, MFO Performance/Success Indicators and Roles and Functions as indicated in the designation of extension managers. The questionnaire was composed of 3 parts: Part I is for data gathering of professional profile of the extension managers; Part II is intended to elicit responses on respondents' perceived level of management skills along a) Planning and Organizing, b) Directing and Controlling, and c) Monitoring and Evaluating; and Part III gathered data on the respondents' training needs based from their current level of management skills.

Secondary data analysis was employed through the use of a document review instrument to gather the data on extension performance of SUCs particularly from the MFO Accountability Reports and Quarterly Physical Report of Operation of SUCs; these reports are reviewed by CHED using the guidelines of EO 25 and submitted to Office of the Institutional Quality Assurance and Governance for validation. This guided the researcher in the collection, documentation, analysis and interpretation, and organization of data. The instrument used was a result of a preparation of document review checklist that was used by the researcher to ensure that valuable information are identified, analyzed, coded, and documented. For validation, the data gathered was triangulated with other documents available like accomplishment reports.

RESULTS AND DISCUSSION

This section presents the findings of the study as well as the data gathered from the survey, and documents studied and analyzed on the extension delivery of SUCs in the Bicol region particularly on the professional profile, level of management skills, and training needs of the extension managers and the extension performance of SUCs that led to the development of a training framework.

Professional Profile of the Extension Managers in SUCs

Educational Attainment

The professional profile of extension managers as to educational attainment is shown in figure 1. It indicates that majority of the extension managers are master's degree holders at 51 or 41%, 32 or 26% are with doctorate degrees, 21 or 17% have some years in doctorate program, 13 or 11% have some years in master's program, and only 6 or 5% are baccalaureate degree holders.

As specified in the Philippines' Civil Service Commission's qualification standard for faculty positions in SUCs, the minimum education requirement is master's degree [6]; customarily, the newly hired instructors are challenged to accept special assignments which include involving in extension activities and eventually leading an extension program or project.

This counts for the bulk of master's degree holders among extension managers in SUCs. The noteworthy number of doctorate degree holders who are involved in extension programs and projects can be deduced that the doctorate degree holders have highly developed expertise as a result of their studies and translates them to extension services.

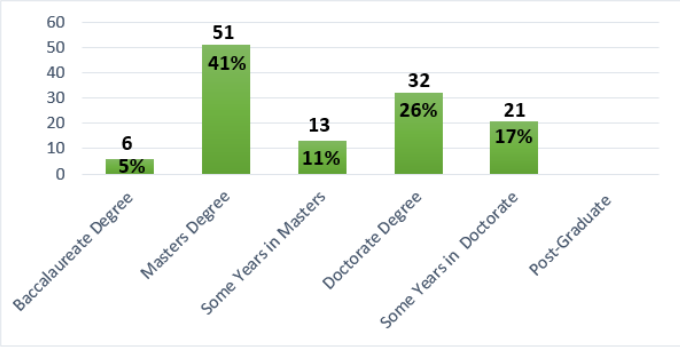

Fig. 1. Percentage distribution of the educational attainment of extension managers of SUCs in the Bicol Region.

Conversely, the minimal number of extension managers with some years in master's and doctorate programs would mean that there is a lower involvement of extension managers while pursuing their graduate studies. Empirical evidence suggests that educational attainment nurtures individuals' social outcomes, promoting active participation in society which is not surprising because it is the role of education to prepare young and adult learners to these roles and responsibilities.

Academic Rank

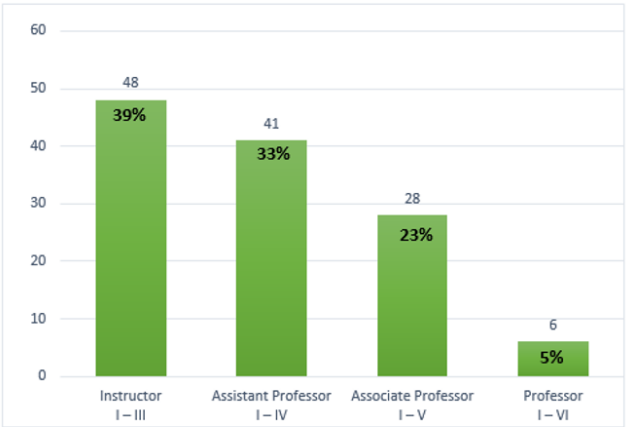

Fig. 2. Percentage distribution of the academic rank of extension managers of SUCs in the Bicol Region.

In the National Budget Circular (NBC) No. 461 cycle of promotion, the SUC teaching force can be ranked into four groups – each with their corresponding sub-ranks namely, instructor, assistant professor, associate professor, and professor. This ranking is facilitated through rigid evaluation of accomplishments and performances of the teaching employees of all SUCs. Figure 2 shows that out of 123 extension managers in the study, 39% are instructors I – III, 33% are assistant professors I – IV, 23% are associate professors I – V, and 5% are professors I – VI.

It can be implied that as educators in SUCs who are promoted in terms of academic rank, they tend to shift their commitment from extension to research. Associate professors and professors are expected to deliver research outputs and focus on their utilization for instruction or extension. This shift can be attributed to the Revised Implementing Guidelines for Qualitative Contribution Evaluation (QCE) of the NBC No. 461 for Professors which states that for those seeking promotion to the Professor rank, the QCE shall be in two function areas chosen by the candidate prior to any assessment year; instruction plus research as mandatory function [7].

Table 1. Trainings Attended by Extension Managers along Extension Services

Area or Nature of Training	Frequency	Percentage
Planning and Organizing		
None	22	17.89
5 days and below	70	56.91
6 - 10 days	12	9.75
11 - 15 days	6	4.88
16 - 20 days	1	0.81
Above 20 days	12	9.75
Total	**123**	**100.00**
Directing and Controlling		
None	60	48.78
5 days and below	46	37.40
6 - 10 days	5	4.07
11 - 15 days	4	3.25
16 - 20 days	2	1.62
Above 20 days	6	4.88
Total	**123**	**100.00**
Monitoring and Evaluation		
None	50	40.65
5 days and below	56	45.53
6 - 10 days	8	6.51
11 - 15 days	4	3.25
16 - 20 days	5	4.06
Total	**123**	**100.00**

The professional profile of extension managers in terms of relevant trainings is presented in Table 2

which shows that majority of extension managers only had 5 and below trainings days on planning and organizing while nearly 20% of them still does not have trainings on this area. On the other hand, almost half of the respondents does not have any training on directing and controlling; only 46 or 37.4% had 5 and below training days on the said training area. Lastly, in terms of monitoring and evaluation, 56 or 45.5% had 5 and below training days while substantial number of 50 or 40.7% does not have training on this area

Among the 3 training areas, it can be gathered that trainings on planning and organizing, which is normally offered institutionally, were most attended by the extension managers compared to other training areas. Extension managers are therefore not capacitated specially in terms of monitoring and evaluation; only a meagre number of them were trained in this management function.

The undertrained status of extension managers along directing and controlling, and monitoring and evaluation will undermine the sustainability of the extension programs and projects which are needed to be controlled and monitored accordingly in order to produce good outputs and outcomes such as client satisfaction, ROI, adaptors, etc. These skills are important in order to track implementation and outputs systematically, and measure the effectiveness of programs. It helps determine exactly when a program is on track and when changes may be needed.

Table 2. Extension Experience of Extension Managers of SUCs

Extension Experience	None	1 Time	2 - 3 Times	4 - 5 Times	Above 5 Times
	%	%	%	%	%
Program Leader	64.2	16.3	10.6	4.1	4.9
Project Leader	39.8	23.6	22.8	6.5	7.3
Activity Leader	51.2	12.2	18.7	6.5	11.4
Trainor	48.8	13.0	9.8	8.1	20.3
Extensionist Resource Person	36.6	13.8	14.6	12.2	22.8
Consultant	76.4	9.8	6.5	1.6	5.7

The track record of extension managers in terms of extension involvement for the last three years is determined; it includes being a program leader, project leader, activity leader, trainor, extensionist or resource person, and consultant. The professional profile of extension managers in terms of extension experience is revealed in Table 2.

The data reveals that a great deal of extension managers do not have extension experience while those with extension experience are narrowed to 20 or 16.3% who were one - time program leaders, 29 or 23.6% and 28 or 22.8% were one - time or 2 to 3 - time project leaders, 23 or 18.7% were 2 to 3 - time activity leaders, 25 or 20.3% were more than 5 - time trainors, 28 or 22.8% were more than 5 – time extensionists/ resource persons and only 12 or 9.8% were one – time consultants.

The results disclose that the majority of the designated extension managers of SUCs have limited extension experience predominantly in managing extension programs and activities although a substantial number of respondents had experience in managing a project but most of their extension experience were being trainor and resource person or extensionist. Very few had consultancy experience as this is limited to highly technical field of practice such as the adoption of technology in the field of engineering, farming, entrepreneurship and other sciences.

Table 3. Extension Accomplishment of Extension Managers of SUCs

Extension Accomplishment	Frequency	Percentage
Paper Presentation		
Local	54	43.9
Regional	5	4.1
National	11	8.9
International	16	13.0
Total	**86**	**69.9**
Extension Paper Publication		
ISI, Elsevier, SCOPUS – Indexed	1	0.8
International Refereed Journal	3	2.4
CHED-accredited Journal	2	1.6
National Refereed Journal	3	2.4
Regional Journal	2	1.6
Institutional/Local Journal	14	11.4
Total	**25**	**20.3**
Extension Award		
Best Extension Paper	11	8.9
Best Extension Implementer	9	7.3
Best Extension Worker	5	4.1
Others(Best Extension Director, Best Extension Poster, Best Extension Program, Best Presenter)	5	4.1
Total	**30**	**24.4**

The professional profile of extension managers along extension accomplishments includes paper presentation, publication, and extension awards received, as shown in Table 3. The marks confirm that

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most of them, at 54 or 43.9% have local paper presentation while only 16 or 13% have international paper presentation, national presentation comes close at 11 or 8.9%. In terms of extension paper publication, a limited number of 14 or 11.4% had published their paper in institutional or local journals; while the publication to reputable journals only range from a scanty 1 to 3 publications. Alongside extension awards received, 11 or 8.9% received Best Extension Paper Award, followed by Best Extension Implementer (9 or 7.3%), and both 5 or 4.1% had received Best Extensionist and other awards such as Best Extension Director, Best Extension Poster, Best Extension Program, Best Presenter awards.

The presented data infers that there are more opportunities for extension managers to present their paper mainly in local or institutional audience. It is by way of reporting to the public how the government or the funding agency's money were spent. It is also considered grand to disseminate to the public the important contribution of the academe to the development of the communities it serves. The very few extension awards received by the extension managers implies that their efforts and hard work are not recognized or there are a few award-giving bodies that focuses on the extension activities. Undoubtedly, giving awards to extension managers and workers will make them realize that their work is valuable and important to the overall performance of the organization and will motivate them to perform extra milestone in the delivery of extension services which is beneficial not only to stakeholders but also in achieving extension targets of SUCs.

Table 4. Summary of Level of Management Skills of Extension Managers along the Management Functions

SUC	Planning & Organizing	Directing and Controlling	Monitoring and Evaluating	WM
A	2.7	2.83	2.7	2.74
B	2.62	2.54	2.47	2.54
C	2.75	2.68	2.66	2.69
D	3.32	3.37	3.33	3.34
E	2.78	2.79	2.81	2.79
F	3.15	3.17	3.1	3.14
G	2.62	2.65	2.61	2.62
H	2.59	2.68	2.65	2.64
WM	**2.81**	**2.84**	**2.79**	**2.81**
VI	**G**	**G**	**G**	**G**

Legend: 1.00 – 1.50 - Poor (P); 1.51 – 2.50 - Fair (F); 2.51 – 3.50 - Good (G); 3.51 – 4.00 - Excellent (E)

The level of management skills refers to the status of extension managers of SUCs in terms of their management skills where they rated their truthful self-evaluation about their skills along the functions of management: planning and organizing, directing and controlling, and monitoring and evaluating as presented. Table 4 shows the summary of level of management skills of extension managers along the management functions, where directing and controlling skills came first with WM of 2.84, next was planning and organizing skills with WM of 2.81, and then monitoring and evaluating skills with WM of 2.79 all interpreted as good and with over-all WM of 2.79 (G).

It can be gathered that management skills along the functions of management received almost similar marks. It is evident that extension managers are more of action takers than planners, monitors, and evaluators. However, planning and organizing, and monitoring and evaluating skills should be equally valued to complete the platform of services. As anonymously said, "Planning without action is futile; action without planning is fatal." In the context of extension management, planning and taking action are inseparable. Extension managers cannot expect best results if they plan without taking actions nor taking actions without planning. Taking action also means modifying the plan if it does not work and so if extension managers immediately takes action in executing extension undertakings without planning them, it will lead to failure in achieving the extension goals and objectives.

Table 5. Difference in the Management Skills of the Extension Managers among SUCs

Source of Variance	Sum of Squares	Df	Mean Square	Factor
Between Groups	5.709	7	.816	1.943
Within Groups	48.263	115	.420	
Total	53.973	122		

The output for the one-way ANOVA is shown in the table 5, indicating whether there is a statistically significant difference between the eight group means of SUCs. It can be seen that the critical factor (Fc) value of 1.943 is less than the tabular factor (Ft) value of 2.32; therefore, the null hypothesis is accepted at 95% confidence level. There is no statistically significant difference in the mean management skills among the eight different groups of the independent variable of extension managers of SUCs in the Bicol region.

The data revealed that the extension managers of SUCs in the region do not vary in terms of their management skills; although, there was a slight deviation in their individual marks and weighted mean between groups, still the difference is not significant; the aggregate result of management skills of each SUC are all equally interpreted as good. Even though, it is supposed that SUCs have distinctive extension mandates and targets, extension practices, extension resources, expertise, service communities, and partners it is recognized that their extension managers have something in common in terms of their management skills. This results further established that SUCs and their extension managers are encountering the same actualities and challenges in their respective organizational settings; though they may vary from how they work and accomplish things but they have the same level of skills in dealing with circumstances amidst the extension strata.

Even if there was no significant difference in the management skills of extension managers in SUCs, it was revealed that there was a slight deviation in the management skills of the extension managers of SUCs in the region. This slight deviation can be attached to the deviation in professional profile and management skills of SUCs' extension managers; the 2 SUCs that topped in the managements skills were also the SUCs with highest percentage of extension managers who are doctorate degree holders and with some years in master's program, associate professors and instructors, and with relevant trainings.

It can be presumed that educational attainment, academic rank, and relevant trainings are enabling factors in the development of management skills among extension managers. As they advance in educational attainment and academic rank and gain trainings they become more competent in managing extension projects and programs which also positively affects their extension performance. However, in terms of extension experience it cannot be considered an absolute enabling factor since it is not factual to both SUCs with highest management skills. While the extension accomplishment is not definitely an enabling factor for management skills since it is not true to both SUCs; there were even some SUCs with higher extension accomplishment but claimed to have lower management skills compared to the two SUCs. Therefore, good management skills of extension managers cannot only be due to accomplishments but can be supported by competent extension staff.

The status of extension accomplishment of SUCs in the Bicol region was determined in the study, the data considered are for the last three years (2016-2018) along the success indicators for SUC mandate and MFOs. The extension success indicators and targets per SUC vary depending on its levelling, status, and typology although there were four common success indicators.

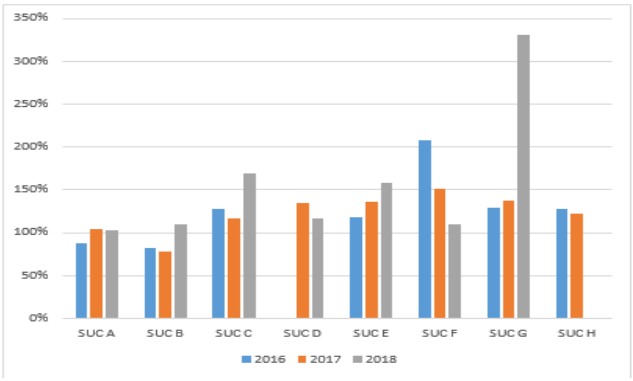

Fig. 3. Extension performance of SUCs according to mandate and MFOs.

The extension performance of 8 SUCs for the last three years is presented in Figure 3. The data revealed that there were four SUCs garnered an excellent performance ratings in 2018; the rest of the SUCs had achieved good performance except for 2 SUCs which attained only a fair performance rating in 2016 and 2017. It was traced that the majority of the extension managers of these SUCs with excellent extension performance are doctorate and master's degree holders, instructors; assistant; and associate professors, and with high trainings and extension experience; although, only 2 of the 4 SUCs have excellent extension accomplishments. The graph further revealed the performance trend for the last three years; it can be gleaned that the performance of 8 SUCs were intermittent. There were 3 SUCs, SUCs A, E, and G in particular, that were constantly improving from year 1 to year 3. Although the aggregate performance of SUCs was generally excellent, there were 3 SUCs that were continually declining; namely SUCs D, F, and H. There were also 2 SUCs with sporadic performance; SUC B started fair in 2016, then declined to poor in 2017, and improved to good in 2018; while SUC C started excellent in 2016, then dropped to good in 2017 and by 2018 regained its excellent performance.

The findings clarified that professional profile is an enabling factor in achieving high performance in

extension services especially along educational attainment, relevant trainings and experience; this meant that the higher the educational attainment, relevant trainings and experience of the extension managers, the higher the extension performance of SUCs. On the other hand, extension accomplishment is not a valid factor as it is not true to four SUCs; as well as the academic rank since the SUCs with excellent performance have a wide spread of extension managers from instructors to associate professors. It was clear that 3 of these 4 SUCs possess SUC level IV status which can be interpreted that these SUCs already have well-established extension practices because of its status and having extension managers with good management skills. There is a direct relationship between education level and previous management experiences of managers with their management skills.

These findings are supported by a study in Taiwan that the conceptual structural equation model provides useful information for managers to enhance organizational performance through the adoption of appropriate self-directed learning, organizational learning and knowledge management capability strategies (Li-An Ho, 2008) [8]. In the current study educational attainment, relevant trainings and experience have significant contribution to the attainment of extension performance of SUC in the same manner how organizational learning and knowledge management capability influence the organization performance.

The trend, in addition, revealed that the SUCs vary along extension performance; their aggregate performance oscillated from fair to excellent. Correspondingly, their performance stretched from improving, to declining, and intermittent. These can be drawn from the professional profile of the extension managers which is proportionate to the levelling of their respective SUC; the higher the professional profile of extension managers in terms of academic degree; trainings; and experience, the higher also the extension performance.

The different training needs of EM are determined in the study which will enhance their management skills along planning and organizing, directing and controlling, and monitoring and evaluating as presented in table 6. It was shown, according to their weighted means, that the highest training needs was along monitoring and evaluating, followed by planning and organizing, and lastly directing and controlling; all deduced as very much needed. The inclusive WM was also interpreted as very much needed.

The findings expressed that extension managers are of great need of trainings along monitoring and evaluation as associated with the weakest management skills according to their personal assessments.

Table 6. Summary of Training Needs of Extension Managers along the Management Functions

SUC	Planning & Organizing	Directing and Controlling	Monitoring and Evaluating	WM
A	3.07	3.21	3.32	3.2
B	3.03	2.88	3.04	2.98
C	3.07	2.99	3.14	3.07
D	3.33	3.21	3.37	3.3
E	2.97	3.17	2.99	3.04
F	2.94	3.06	3.19	3.06
G	3.22	3.08	3.09	3.13
H	3.22	3.23	3.12	3.19
WM	3.11	3.1	3.16	3.12
VI	VN	VN	VN	VN

Legend: 1.00 – 1.50 - Less Needed (LN); 1.51 – 2.50 – Needed (N); 2.51 – 3.50 - Very Much Needed (VN); 3.51 – 4.00 Highly Needed (HN)

While the training needs on planning and organizing, and directing and controlling were rated very much close which can be construed that extension managers place great significance in the association of these skills in the management of extension endeavors; that actions need to be planned and plans need to be acted upon. In due course, provision for these training needs will improve the management skills of extension managers of SUCs in the Bicol region; thereby, contributing to the enactment of mandates of each SUC in the region that of being of service to the local community, the region, the nation, and the world.

CONCLUSION AND RECOMMENDATION

The study showed that the extension managers of SUCs in the Bicol region vary in professional profile from educational attainment to accomplishment which have caused varied impact in their management skills as well as the extension performance of their respective SUCs.

The management skills of extension managers were all good along the three management functions with directing and controlling skills surpassing the other management skills. Evidently, extension managers are more of action takers than planners and evaluators.

The extension managers of SUCs in the region do not vary in terms of their management skills; there was a slight deviation in their individual marks as brought about by varied professional profile but still the

difference is not significant; the aggregate result of management skills of each SUC are all equally interpreted as good. It was revealed that there were three trends in the extension performance of 8 SUCs; there were SUCs that were constantly improving, continually declining, and with sporadic performance which was brought about by the extension managers' professional profile and management skills, SUC levelling, and extension resources.

The study further concluded that extension managers greatly need trainings along monitoring and evaluation as associated with their weakest management skills. The almost equal training needs along planning and organizing, and directing and controlling revealed that the two set of skills are equally valued by extension managers.

However, to address the training needs of the extension managers, needs assessment and a cohesive training framework can be developed.

For further study, it is recommended to consider the significant relationship of extension budget of SUCs with their extension performance.

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