Research Competency and Satisfaction among the Faculty Members and Administrators of Laguna State Polytechnic University: Basis for Research Competency Initiative Program

Rina J. Arcigal[✉] [iD] and Mario R. Briones [iD]

Ed. D; Laguna State Polytechnic University, Santa Cruz-Main Campus, Philippines

✈ Email: rina.arcigal0110@gmail.com

ABSTRACT

A research involving the research competency and satisfaction among faculty members and administrators of Laguna State University (LSPU): basis for research competency initiative Program is described in this paper. The descriptive method of research was employed in this study to gather the necessary data and information on the research competency of faculty and administrators. The purpose of the study is to determine the research competency and satisfaction of the faculty members of LSPU that would be the basis of faculty research competency enhancement and development program. This research intends to determine the respondents' level of competency in writing research paper in terms of conceptual skill, computational skills, and technical skills. Also, the determination of the level of satisfaction on the facilities/resources provided by the institution to enhance the research capabilities, and to recommend valuable activities for the enhancement of research competency of the university. Findings showed the research administrators of the LSPU are administratively capable of doing research. As to process, the researchers are competent along conceptual skills, moderately competent in computational skills and technical skills. In the level of satisfaction on the facilities/resources, the respondents are looking for more journals, books and other materials as well as training area for in-house and small conferences. The Research Unit, thru the supervision of the VP for Research, should continue to find means and ways to improve the research competency in the college. In addition, the faculty must be provided with the necessary training in communication both in oral and written, as needed in writing a research paper.

◼ INTRODUCTION

Research is one of the major functions of higher education institutions. Basically refers to the process of generating, discovering, inventing and creating new knowledge. In the universities, research is one of the key tools in academic achievement and excellence. It is considered an indispensable means of colleges and universities to discover or learn about the success of students and departments, tracer alumni, recruit new students, hire new faculty and much more. Research is also one of the standards of accreditation in assessing the development of competent professionals.

Likewise, in the evaluation of programs and institutions relative to accreditation, the research element is one of the areas being assessed by the accreditors. This concretizes the ability of university to produce research that would generate knowledge for productivity of the institutions (Palispis, 2013; Bay and Clerigo, 2013; Sulo et al., 2012). In a follow up interview they make, it revealed that most of the time, faculty discusses possible areas for research but only very few are fully conceptualized. Apparently, Noguera (2012) concluded that prospective teachers and professionals should be aware of the fact that writing an abstract is not something to dis regarded as a minor genre. This is partly the journal editors' job to make their prospective authors see this in its proper prospective. In pursuing an active role of research, the Laguna State Polytechnic University faculty members are required to do researches as part of their academic function and productive activities. The management provides training and seminar for the faculty members to wider their research opportunities and increase their research

involvement (Salmingo, 2011) because they believe that training in the responsible conduct of research is important in the component of higher education (Roman et al., 2021), hence, strengthening the faculty research competency (Roane et al., 2009; Diocolano, 2011; Mallari and Santiago, 2013).

This research aimed to serve as the basis in planning for the enhancement of the research competencies of the faculty members of LSPU. This is done in support to the training needs assessment conducted by Human Resource and Development Office which highlighted research as one of the training needs of the faculty.

METHODOLOGY

This research utilized the descriptive survey method. The survey method was used to describe the status of the research competencies of the faculty members in the Laguna State Polytechnic University. The participants were the faculty members and administrators who were both new and regular faculty and administrator researchers. The questionnaire was the main data gathering instrument. The questionnaire has two parts. The first part was compose of items to determine the level of competency of the respondents on the conceptual, computational, and technical skills in conducting research, while the second part aimed to determine the respondents' satisfaction on the resources/facilities available in the university to support their respective research.

Weighted mean, standard deviation, and rank was the statistical tool that was used in the study to determine the competency of faculty in terms of conceptual, computational, and technical skills of the research paper as well as to determine the satisfaction level of the faculty on facilities and resources provided by the university.

RESULTS AND DISCUSSION

Table 1 shows the indicators used to measure the competency in conceptual skills of the researchers and administrators. Transformation of instructional problems into a good research problem got the highest mean of 3.47, formulates specific sub-problems got 3.41, draws recommendations properly got 3.22, formulation of conceptual framework of the study based on the objectives is 3.16, prepares data gathering tools of the study got 2.95, arranges research setting, respondents and spell out the procedures and conditions got 2.79, draws conclusions accurately got 2.50, defines and checks carefully the research title, establishes relevance of the study, and formulates the specific findings of the study got 2.49, analyzes and interprets the outcome of the study got 2.44, prepares review of literature objectively and prioritize instructional problems got 2.19, defines terms operationally and conceptually got 2.10 and lastly, determination of the boundaries of the study got 2.08, which consider to be the lowest mean found in the conceptual skills of teachers and administrators. All items are included in the range of 2.51-3.50 (moderately competent) and 1.51-2.50 (slightly competent).This implies that researchers should continue conducting researches to strengthen their skills along this dimension.

Table 2 shows the indicators used to measure the competency in technical skills of the researchers and administrators. Documents the cited literatures correctly got the highest mean of 3.56, observes the research format got 3.40, observes the mechanics of thesis/ dissertation writing got 3.17, encodes the study using the computer got 3.09, writes bibliography properly got 2.90, uses the computer in statistical analysis got 2.89, and handles data correctly got 2.71 as the lowest mean for the given indicator. All of them are interpreted as moderately competent.

Table 3 shows the indicators used to measure the competency in computational skills of the researchers and administrators. Identifies appropriate statistical tools to determine the extent of reliability of the instrument as well as the skill in line item budgeting got the lowest mean of 2.07, knows data processing of problems on relationships or differences got 3.40, locates the critical values got 2.59, establishes suited measuring scale in the data gathering tool got 2.48, interprets the level of significance used in the study got 2.47, uses the Computer (SPSS) or other statistical software to analyze data got 2.36, interprets the reliability of coefficient in dry-run of the instrument and computes and interprets the bivariate and multivariate data like relationship or differences of the variables consider both got the low mean of 2.18.

All items from this dimension are interpreted from moderately competent and slightly competent.

As a whole, this implies that researchers shall pursue or undergo trainings and seminars that will enhance their competency in statistics (Roane et al., 2009; Diocolano, 2011; Mallari and Santiago, 2013). On the part of the administration, this implies that they shall undertake trainings and seminars for the development of researchers in their computational skills (Chin, 2011).

Table 4 shows the indicators used to measure the satisfaction of the researchers on the facilities / resources in research activity by the institution. Trainings in research for line item budgeting got the lowest mean of 2.03, availability of journals, books and other materials got 3.48, budget for seminars and for a got 3.46, budget for research publications got 3.39, training area for in-house / small seminars got 3.33, laboratories for experimental research got 2.79, computer units for research purposes got 2.50, services of the statistician got 2.46, services of referee / reader got 2.39, availability of internet access got 2.32, consultation services of adviser (Dean, Research Committee, Research staff got 2.18, services of editor / grammarian got 2.15, and availability of installed e-journals got the mean of 2.05. All items in these indicators were interpreted as moderately and slightly satisfied when it comes to the services provided by the school in the research activities of their teachers and administrators.

Table 1. Research competency of faculty researchers and administrators along conceptual skills

Indicators	Mean	Std. Dev.	Remarks
1. Identifies instructional problems in the school that may result in industry collaboration.	3.06	0.447	Moderately competent
2. Transforms instructional problems into a good research problem.	3.47	0.620	Moderately competent
3. Defines and checks carefully the research title.	2.49	0.693	Slightly Competent
4. Formulate the conceptual framework of the study based on the objectives.	3.16	0.753	Moderately competent
5. Formulates specific sub-problems.	3.41	0.498	Moderately competent
6. Formulates testable hypothesis.	2.52	0.507	Moderately competent
7. Determines the boundaries of the study.	2.08	0.554	Slightly Competent
8. Defines terms operationally and conceptually.	2.10	0.799	Slightly Competent
9. Establishes relevance of the study.	2.49	0.810	Slightly Competent
10. Prepares review of literature objectively.	2.19	0.484	Slightly Competent
11. Determines research design to be used.	3.17	0.741	Moderately competent
12. Arranges research setting, respondents and spell out the procedures and conditions.	2.79	0.744	Moderately competent
13. Prepares data gathering tools of the study.	2.95	0.654	Moderately competent
14. Analyzes and interprets the outcome of the study.	2.44	0.635	Slightly Competent
15. Formulates the specific findings of the study.	2.49	0.551	Slightly Competent
16. Draws conclusions accurately.	2.50	0.672	Slightly Competent
17. Draws recommendations properly.	3.22	0.654	Moderately competent
18. Prioritize instructional problems.	2.19	0.462	Slightly Competent

Std. Dev.= Standard deviation

Table 2. Research competency of faculty researchers along technical skills

Indicators	Mean	Std. Dev.	Remarks
1. Handles data correctly.	2.71	0.743	Moderately competent
2. Encodes the study using the computer.	3.09	0.658	Moderately competent
3. Observes the mechanics of thesis/ dissertation writing.	3.17	0.743	Moderately competent
4. Observes the research format.	3.40	0.551	Moderately competent
5. Writes bibliography properly.	2.90	0.658	Moderately competent
6. Uses the computer in statistical analysis.	2.89	0.509	Moderately competent
7. Documents the cited literatures correctly.	3.56	0.573	Moderately competent

Table 3. Research competency of faculty researchers along computational skills

Indicators	Mean	Std. Dev.	Remarks
1. Identifies appropriate statistical tools to determine the extent of reliability of the instrument as well as, the skills in line item budgeting	2.07	0.401	Slightly competent
2. Interprets the reliability of coefficient in dry-run of the instrument	2.18	0.665	Slightly competent
3. Establishes suited measuring scale in the data gathering tool.	2.48	0.617	Slightly competent
4. Determines appropriate statistical tools for univariate, bivariate and multivariate problems.	2.07	0.421	Slightly competent
5. Computes and interprets the statistical data for a univariate problem like frequency count, percentage, ranking and mean values.	2.40	0.562	Slightly competent
6. Computes and interprets the bivariate and multivariate data like relationship or differences of the variables consider.	2.18	0.730	Slightly competent
7. Knows the tabular presentation of data.	3.46	0.651	Moderately competent
8. Knows data processing of problems on relationships or differences.	3.40	0.602	Moderately competent
9. Locates the critical values.	2.59	0.823	Slightly competent
10. Interprets the level of significance used in the study	2.47	0.675	Slightly competent
11. Uses the Computer (SPSS) or other statistical software to analyze data.	2.36	0.745	Slightly competent

Table 4. Satisfaction on the facilities / resources of faculty researchers and administrators

Indicators	Mean	Std. Dev.	Remarks
1. Computer units for research purposes	2.50	0.458	Slightly satisfied
2. Journals, books and other materials	3.48	0.492	Moderately satisfied
3. Installed e-journals	2.05	0.710	Slightly satisfied
4. Training area for in-house / small seminars	3.33	0.664	Moderately satisfied
5. Trainings in research for line item budgeting	2.03	0.772	Slightly satisfied
6. Internet access	2.32	0.661	Slightly satisfied
7. Laboratories for experimental research	2.79	0.693	Moderately satisfied
8. Services of the statistician	2.46	0.548	Slightly satisfied
9. Services of editor / grammarian	2.15	0.563	Slightly satisfied
10. Services of referee / reader	2.39	0.678	Slightly satisfied
11. Consultation services of adviser (dean, research committee, research staff)	2.18	0.617	Slightly satisfied
12. Publications of college / institutional research journals	2.06	0.659	Slightly satisfied
13. Budget for research publications	3.39	0.775	Moderately satisfied
14. Budget for seminars and fora	3.46	0.734	Moderately satisfied

DISCUSSION AND RECOMMENDATIONS

In view of the salient findings in this study, the research administrators of the LSPU are administratively capable. As to process, the researchers are competent along conceptual skills, moderately competent in computational skills and technical skills. In the level of satisfaction on the facilities/resources, the respondents are looking for more journals, books and other materials as well as training area for in-house and small conferences. More training workshops in writing all the parts of the research paper particularly on the practice of appropriate research method, statistical tool and treatment and the formulation of instrument should be provided. The college should enhance industry collaboration to seek additional support from other agencies that provide for research development.

DECLARATIONS

Corresponding author

Rina J. ARCIGAL;

Email: rina.arcigal0110@gmail.com

ORCID: 0000-0002-8823-6522

Authors' contribution

R.J. Arcigal was the sole author of the article, starting from the conceptualization, development and all throughout the analysis of its data.

Competing interests

The author declares no competing interest.

■■ REFERENCES

Bay, B. E. & Clerigo, M. C. (2013). Factors associated with research productivity among oral healthcare educators in an Asian University. International Education Studies, 6(8), 124-135. https://eric.ed.gov/?id=EJ1068639 ; Google Scholar

Chin, D. (2011) Enhancing Practice: A Study of Practitioners/Researchers in Scotland's Colleges. Available at: http://www.sfeu.ac.uk

Diocolano, S. (2011). Research Competency of State Universities and Colleges (SUC's) in Region XII [Powerpoint Slides]. Retrieved from http://www.spumanila.edu.ph/data

Lacanaria, B. F. (2008). Faculty research in higher education institution: extent and hindering factors (Doctoral dissertation). Google Scholar ; http://dspace.slu.edu.ph/handle/123456789/192

Mallari, M. Q., & Santiago, M. M. (2013). The research competency and interest of accountancy faculty among state colleges and universities in Region III. Review of Integrative Business and Economics Research, 2(1), 51. Google Scholar

Noguera C.P (2012) Writing business research abstracts: A genre approach Available at http://www.aelfe.org/documents/15_24_Pique.pdf

Palispis, Epitacio S. (2013) Towards Institutional Research Competency Building among Colleges and Universities. Available at http://www.tua.edu.ph

Roane, D. M., Inan, E., Haeri, S., & Galynker, I. I. (2009). Ensuring research competency in psychiatric residency training. Academic Psychiatry, 33(3), 215-220. https://doi.org/10.1176/appi.ap.33.3.215 ; Google Scholar

Roman, A. G. (2021). Research Competencies and Performance of Higher Education Institutions (HEI) Faculty. Research Competencies and Performance of Higher Education Institutions (HEI) Faculty, 78(1), 8-8. Google Scholar

Salmingo, R. B. (2011). Research capability of state educational institutions: Its relationship to the faculty's attitude & involvement in research. IAMURE International Journal of Multidisciplinary Research, 2(1), 1-1. http://www.ejournals.ph/article.php?id=2449 ; Google Scholar

Sulo, T., Kendagor, R., Kosgei, D., Tuitoek, D., & Chelangat, S. (2012). Factors affecting research productivity in public universities of Kenya: The case of Moi University, Eldoret. Journal of Emerging Trends in Economics and Management Sciences, 3(5), 475-484. Google Scholar ; https://journals.co.za/doi/abs/10.10520/EJC127672