



Research Attitudes of Teaching Personnel in one Philippine State University: Basis for Development and Sustainability towards Excellence

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Abstract

The vital role of research in expanding the frontiers of knowledge renders every person in the academe to be dynamically participative in undertaking this academic exercise. The Commission on Higher Education in the Philippines reaffirmed the fact that the primary role of colleges and universities in the country is to generate and disseminate knowledge. In this premise, the responsibility and function to undergo research and related scholarly investigations in various disciplines should not be relegated to the back seat. In responding appropriately to the expectation of the Philippine Commission on Higher Education, one Philippine State University took efforts in surveying the research attitudes of their teaching personnel, so that it could ascertain the current state of faculty members' skills, capabilities, and competencies in assuming research activities. This undertaking established clearly the research attitudes of the identified personnel; hence, provide the university managers and administrators with significant records to make informed decision on which research domains need development and which ones are to be sustained to achieve excellence in research practice. The survey included all tenured teaching personnel across campuses.

Keywords: Tenured faculty members, Research attitudes, Philippine State University, Development, Sustainability, excellence.

Introduction

Research is a concept that practitioners, managers, and policy makers respect. But more importantly, research is an academic activity by education professionals who continuously advocate learning, finding out things, analyzing information, adapting behavior, improving modern demand of educational standards and quality teaching.

According to Hairon¹ teachers are “superheroes in the classroom” because of the challenging nature of the work as they learn, unlearn, and relearn. Hence, despite busy teaching, job-related duties, and classroom management - conduct of research is a must for teachers in facing new and more challenges and toward becoming better practitioners. In the case of tertiary education in the Philippines, the Commission on Higher Education reaffirmed the fact that the primary role of colleges and universities in the country is to generate and disseminate knowledge; hence, the responsibility and function to undergo research and related scholarly investigations in various disciplines should not be relegated to the back seat.

The dilemma is the teacher's right attitude in conducting research. Because conducting research won't become a habit and as effective, if the researcher cannot conceptualize the research accordingly, and if he cannot systematically do the tasks from keeping records to writing the manuscript, and finally analyzing the gathered data.

It is in this premise this research was conducted, to find out the research attitudes of the teaching personnel and further ascertain the current status of the faculty members' skills, capabilities, and competencies in assuming research activities. Because it is in the teachers' research competencies that development and sustainability of the university towards excellence will be achieved.

Background of the Study

Pursuant to CHED Memorandum Order No. 17 series of 2010² and Section 8 of Republic Act (RA) No. 7722, it is mandated that the Commission on Higher Education (CHED) be responsible in the development of research functions of HEIs in the Philippines. CHED is further mandated to facilitate the collaboration and expertise-sharing between and among higher education institutions (HEIs), research agencies/organizations and individual scientists and researchers who are deemed important mechanisms for promoting and developing research capability as well as enhancing research productivity.

In adherence with the mandate, universities in the Philippines take the lead in the conduct of research individually or collaboratively undertaken by faculty members. This is done to provide support to high quality instruction, innovate knowledge, and advance people's quality of life. Relatively, professors along with other professionals continually conduct research to keep abreast of the changes and improvements in the field, as

well as implement, and evaluate on-going technologies and projects. Research undeniably gives the institution the access to work collaboratively with other researchers or allied institutions and prepares everyone to be active and engaged participants in a global community; thus, the development and sustainability of the university towards excellence is in the hands of professionally competent, research oriented and productive faculty members³.

One important factor for successful conduct of research is the researcher's research attitude; this is the main objective of this study, to find out the research attitude and capabilities of the teaching personnel of Laguna State Polytechnic University. Survey of research attitudes of the teaching personnel could ascertain the current state of the faculty members' skills, capabilities, and competences in assuming research activities. Further, establishing clearly the research attitudes of the identified personnel will provide the university with wise decision on which research domains to develop and which ones are to be sustained to achieve excellence in research practice.

Literature Review

This research study is anchored primarily on motivational theory by Frederick Herzberg⁴ to explain the attitude of teaching personnel relative to conduct of research. The idea is that when one considers the knowledge acquired from undertaking research as meaningful and relevant, it would affect his intrinsic motivation.

This study is further anchored on Bandura's self-efficacy theory⁵ which refers to "an individual's belief or conviction that one can successfully achieve at a designated level an academic task or attain a specific academic goal" In the conduct of research, ones' feelings, way of thinking and motivation ultimately affect his attitude and eventually the result of his research.

Strongly anchored on these two theories, the present undertaking assumes that when one's self-efficacy towards research is high, he/she tends to put greater effort into investigating the subject, which eventually results in the completion of research. In other words, it means that when a researcher possesses high level of self-efficacy towards research, it means in the same way that he/she has high level of confidence in completing the research.

This is in consonance with the study conducted by Hemmings and Kay⁶ in Australia who revealed that students behavior towards Mathematics was associated significantly with the amount of effort they devote learning the subject. This result simply means that when students spend effort in their studies, they have positive attitude towards learning. Likewise, a study conducted in Spain was quite similar to that of Hemmings and Kay⁶ which focused in determining the relationship between university students' self-efficacy level for performance and

learning including their effort regulation. The study revealed that as students possess higher self-efficacy level, they put more effort into their academic studies⁷.

There were a number of researches though, that established a common perception that attitude of people could be regarded as significant determinant of achievement; hence, the higher the level of positive attitude towards academic subject, the more it has a powerful influence on their achievement.

It can be noted also that attitude towards academics has been a relevant point of interest in social science researches. The research conducted by Turner and Chandler⁸ in 2009 evaluated the influence of parenting styles, achievement, motivation, and self-efficacy on college students' academic achievement. The results revealed that self-efficacy was a significant variable to predict one's academic achievement. The study of Lent, and Lark⁹ also supported that high academic self-efficacy level was a significant predictor of one's educational performance.

While faculty members of an institution are expected to have favorable general and personal attitudes toward research, Ramirez¹⁰ found the relevant factors influencing the attitudes of University of the East (UE). According to her faculty members in the college level considered a need for competence as the most important research motive and time as the greatest barrier to faculty research engagement. According to her, a mixture of extrinsic and intrinsic reward strategies is recommended to promote faculty participation in the university's research function.

On the contrary, an analysis of Letran Calamba's Institutional Research Program (IRP) recently conducted provided an insight of the whole system, including the policies and procedures which underwent revisions and improvements. One of the specific research questions raised and addressed during the conduct of the study dealt on the factors that deter majority of Letran Calamba to conduct research. It was found out that despite the university's annual support of Php 55,000.00 per project and with budgetary approval for special cases that require higher amounts depending on the need and the availability of funds, still, research is highly perceived to be tedious and hard, time consuming, not required for permanency or promotion, unrewarding, requires more training upgrade and needs further motivation from superiors¹¹.

Calma¹² also commented on the Philippine universities' position to be at an advance stage of enhancing and improving research trainings. According to him, the Philippine government, through its Commission on Higher Education, is discovering ways to involve universities in capacity building while these institutions are exploring ways to be recognized in research internationally. He added that such ways make research funding and training important areas for investigation.

However required in most universities in the country for undergraduate students, a descriptive research like one conducted among 963 graduating students in a state-funded university in the Philippines, AY 2011-2012, revealed that students who will soon join the labor market are not yet fully equipped with research skills despite continuing exposure to research activities from their secondary education¹³.

The importance of research capability among the teaching personnel should not be relegated in the back seat because the backbone of development in a university is found in the research competence of all teachers, novice and experienced ones. According to Ayala¹⁴ the research units among HEIs in the country should be managed by qualified and competent research personnel who are recipients of incentives and recognition, additional points for ranking, and cash rewards among others. Because it is research that drives the innovations that transforms instruction and service to respond to global pressures and local realities.

Methodology

One hundred sixty permanent teaching personnel were included in the study. In order to gather relevant information needed in the study, questionnaire checklists were used to gather data from the group of respondents. The instruments were content validated and their reliability was established prior to the conduct of the study.

In order to gather relevant information needed in the study, questionnaire checklists were used to gather data from the two groups of respondents, (the principals and teachers). These instruments were content validated and their reliability was established prior to the conduct of the study.

The research attitude of teaching personnel were assessed within the frame of five (5) parameters namely: research activities, research rudimentary tasks, research efficacy, research usefulness, and research involvement; while the status of the development and sustainability of the university towards excellence were determined on 4 parameters such as : instructional quality, research and publication, institutional qualification, and extension and linkages.

On one hand, the research method was descriptive as it involved data collection to find out the nature and degree of existing conditions.

On the other hand, it is correlation inasmuch as it attempted to determine the level to which different relevant variables are related with each other.

The content validated questionnaires were used to gather the essential data from the teaching personnel who were the respondents of the study. For scoring procedures, the respondents checked their choice among a, b, or c which

determined the research attitude of the teaching personnel and the status and sustainability of the university towards excellence. Weighted mean, Pearson r, and stepwise multiple regression analysis were the statistical tools applied.

Discussion

This section shows the tabulated data of the study with the corresponding analysis and interpretation. The level of research attitude of teaching personnel got an overall mean score of 3.26 interpreted as high level with respect to attitude as to interest, competence, efficacy, including how they perceive research usefulness in their lives and their level of involvement in research.

This overall result means that the teaching personnel in LSPU are found to be proficient in the mechanics of researching from the time of conceptualization, designing, literature review, collection of data, up to its in-depth analysis. The results also mean that the teaching personnel of LSPU are confident that they could conduct comprehensive research and they have the high level of research capability and potentials required of a researcher writer at par with others. The teaching personnel likewise perceive research as significant to everyday life, and research ability is useful to job; hence, research-based outputs are useful in enhancing instructional delivery. As to research involvement, they perceive that involvement in research provides better career opportunities leading to meaningful contributions to the fund of knowledge.

Relatively, research has recently bridged teaching more intensely and has been a practice in Philippine Universities and Colleges, as college instructors and professors, as cited by Henard¹⁵ are encouraged to advance themselves with knowledge in a number of ways and one of which is through research activities that suit their needs to complement their high performance and for the realization of the institution's philosophy, vision, and mission.

Table shows that instructional quality, research and publication, institutional qualification and extension and linkages have the overall mean score of 3.46 interpreted as "highly developed and sustainable. This result implies that LSPU is a state university in the Philippines that is considered highly developed in four significant areas evidenced by the high performance of faculty, immediate employment and leadership positions of graduates, and enhanced curriculum in compliance with OBE.

Moreover, in line with research and publication, it is evident that this state university has been continuously conducting research for institutional policy development and program improvement. Majority of the faculty members have researches published in refereed journals and the College of Teacher Education is regularly publishing its annual research journal containing the faculty's peer reviewed creative works, and papers presented in local, national and international for a.

Relative to institutional qualification, all LSPU faculty members are holders of relevant degrees such as Masters and Doctoral Degree and are recipient of awards in related fields while some are leaders in national professional organizations in education. LSPU has inclusive community outreach and extension programs and a number of strong linkages with local and international institutions.

It can be inferred on the table that research attitude of teaching personnel of the university in terms of research activities has significant relationship to the development and sustainability of the university towards excellence in terms of research publication and extension and linkages. It is likewise revealed that research rudimentary tasks has significant relationship with the development and sustainability towards excellence in terms of research and publication, institutional qualification, and extension and linkages while there is no significant relationship with the instructional quality.

On the other hand, research efficacy has significant relationship to the development and sustainability of the university in terms of instructional quality, research publication, institutional qualification and extension and linkages, while research usefulness has significant relationship to research publication, institutional qualification, and extension and linkages while there is no significant relationship with usefulness and instructional quality.

Research involvement has also significant relationship with instructional quality, research publication, institutional qualification and extension and linkages.

These findings generally reveal that interest in research activities, being highly competent in research rudimentary tasks, high efficacy in research, and those who find research useful and are deeply involved in research are attitude and values of teaching personnel that pushed towards the development and sustainability of one of the state universities in the Philippines such as Laguna State Polytechnic University.

Table-1

Presents the Level of Research Attitude of Teaching Personnel in the Aspects of Research Activities, Rudimentary Tasks, Research Efficacy, and Research Involvement

Research Attitude of Teaching Personnel	Ave. Mean	SD	Remarks	Verbal Interpretation
Research Activities. Refers to the interest in research activities that are required for one to become proficient in the mechanics of researching from the moment of giving birth to a research concept.	3.22	0.84	Agree	Interested
Research Rudimentary Task (Research Competence). Refers to the nitty-gritty of research from start to finish. Tasks in research involve the various outputs of the mind and mechanical work which cover from keeping records of a research project to writing the manuscript and extending to using a statistical packages and in-depth analysis of the gathered data.	3.30	0.61	Strongly Agree	Interested
Research Efficacy. It refers to one's degree of confidence, belief, and thinking of himself/herself as he/she carries with him/her some responsibilities, tasks and positions. It can be attributed to his/her personal belief to his/her potentials, research capabilities in particular.	3.25	0.66	Strongly Agree	High Self Efficacy
Research Usefulness. Refers to how one perceived research as a function of both physical and intellectual capitals that becomes significant to his/her life directly or indirectly. This finds research useful in his/her work or other related activities either personal or collective in nature.	3.29	0.66	Strongly Agree	Highly Useful
Research Involvement. It refers to the extent to which one allows himself/herself to be part of any activity related to research, involvement in research includes both personal and professional activities. This also pertains to the aspects in which involvement in research affects one's personality, ideals, and aspirations in life.	3.22	0.76	Strongly Agree	Highly Involved

Over all mean = 3.26 SD = 0.71 Strongly. High Level of Agree Research Attitude.

Table-2
Status of the Development and Sustainability of the University towards Excellence in terms of Instructional Quality, Research Publication, Institutional Qualification, Extension and Linkages

University Development and Sustainability Towards Excellence	Mean	SD	Remarks
Instructional Quality. It refers to the Quality of performance among graduates, leadership positions in education, and documented innovation in curriculum among others.	3.38	0.64	Highly Developed and Sustainable
Research and Publication. It refers to the conduct of institutional researches for program improvement, publications in refereed journal/peer reviewed creative works, research journal publication, presentations or demo teaching in local/national and/or international for a, and conduct of collaborative research across colleges among others	3.40	0.61	Highly Developed and Sustainable
Institutional Qualification. It refers to the continuing professional development of faculty and staff, faculty are recipient of awards in education, leaders in professional organizations in education, at least level II accredited program.	3.51	0.52	Highly Developed and Sustainable
Extension and Linkages. It refers to the community outreach and extension programs with impact to education, strong linkages with local and international institutions in the area of teacher education.	3.56	0.53	Highly Developed and Sustainable

Overall mean = 3.46, SD 0.58 Highly Developed and Sustainable

Table-3
Significant Relationship between Teaching Personnel’s Research Attitude and the Development and Sustainability of the University towards Excellence.

I.V.	D.V.	N	Computed r-Value	P-value p<.05	Verbal Interpretation
Research Activities	Instructional Quality	100	0.125	0.217	NS
	Research and Publication	100	0.198	0.048	Sig
	Institutional Qualification	100	0.187	0.062	NS
	Extension and Linkages	100	0.411	0.000	Sig
Research Rudimentary Tasks	Instructional Quality	100	0.111	0.272	NS
	Research and Publication	100	0.180	0.007	Sig
	Institutional Qualification	100	0.206	0.007	Sig
	Extension and Linkages	100	0.300	0.001	Sig
Research Efficacy	Instructional Quality	100	0.199	0.047	Sig
	Research and Publication	100	0.259	0.009	Sig
	Institutional Qualification	100	0.342	0.001	Sig
	Extension and Linkages	100	0.336	0.001	Sig
Research Usefulness	Instructional Quality	100	0.151	0.135	NS
	Research and Publication	100	0.259	0.009	Sig
	Institutional Qualification	100	0.342	0.001	Sig
	Extension and Linkages	100	0.336	0.001	Sig
Research Involvement	Instructional Quality	100	0.375	0.001	Sig
	Research and Publication	100	0.370	0.000	Sig
	Institutional Qualification	100	0.360	0.000	Sig
	Extension and Linkages	100	0.314	0.001	Sig

Legend: Significant (Sig) Not Significant (NS)

Conclusions

The research attitude of the teaching personnel in Laguna State Polytechnic University with respect to relevant activities which reflect interest relative to research, including the rudimentary tasks that reveals their research competence, research efficacy, their belief in the usefulness of research in their lives and their involvement in research all contribute to the development and sustainability of the university towards excellence in terms of instructional quality, research and publication, institutional qualification and extension and linkages.

Recommendations

In consideration of the findings presented and the conclusions given some recommendations are offered. It is recommended that teaching personnel in LSPU be provided with research capability building and advanced trainings so they will be equipped with necessary research competence. Moreover it is also recommended that teaching personnel undergoing research be afforded with additional points for ranking, cash rewards, deloading in teaching hours, and their researches receive sufficient funding. Insomuch that paper presentations and publications of researches are also indispensable, it is highly recommended that travelling expenses and registration fees be provided to teaching personnel. It is highly recommended that researches be disseminated through faculty colloquia, professional associations, international fora, and be published in academic networks and international publications to be used as bases for student and faculty development, institutional innovation, or instructional improvement as applicable.

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