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# Research capabilities and expectations of business and public administration faculty members: Basis for capacity development program

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## Abstract

Research constitutes one of the four primary functions of a higher education faculty aside from instruction, extension and production. Due to the demands of working in the academe, this function sometimes is not fully practiced as the large portion is allocated to instruction. To assess the capabilities of the faculty members, this study was conducted using descriptive method of research through a survey questionnaire to all faculty members of the delivery unit. The findings show that faculty members in terms of research capabilities along the identified research processes are capable of preparing statement of the problem or objectives (3.58), budgetary requirements (3.48), preparing survey questionnaires using Google forms (3.61), and textual presentations (3.48). On the other hand, they are moderately capable along delivery of presentations via online or face-to-face (3.26), and conforming with timelines of submission of completed papers and passing the plagiarism test (3.06) respectively. On the other hand, their major expectation in research function is participation in continuing education programs on research organized by the College which was ranked first as continuous learning is a must to be able to come up with researches which are novel and nee. Based on the results of the study, College of Business and Public Administration's Program for Accentuating and Mastering Innovation and Learning for Young Research Advocates (CBPAMILYA): A Capacity Development Program was developed as basis for interventions. The findings can be a baseline data in order to strengthen capabilities addressing on the mandated research function as a faculty of Higher Education Institution. This study does not cover other faculty members with different fields of expertise.

**Keywords:** *research capabilities, expectations, faculty researchers, research process*

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## 1. Introduction

The Higher education institution (HEI) faculty are required to carry out the Commission on Higher Education's (CHED) four mandated functions, which include production, research, extension, and extension services. New information to be added to the literature is the focus of research services, and the community should benefit from their products. Faculty members must be creative and innovative in order to develop new research that can be shared with the recipients of the extension. The HEI faculty members are cognizant of their four roles, which are demonstrated by initiatives related to research submissions, completion, presentations, and publications. But not all of them are oriented toward presentations and technical writing. Fernandez et al. (2019) found out that faculty members' attitude towards research is high, which means that they have positive opinion although they have reservations because of lack of experiences, they still perceived that they are capable of doing research. Additionally, they are expected to participate in more research projects the more research experience they have.

Research capability means an individual's facility to undertake high quality studies (Salom, 2013). As he or she conducts more research, it evolves. There are objectives and goals that these faculty members with these academic ranks must meet because research is a required role for Assistant Professor I and higher. Since it is one of the primary factors used to assess their contributions to the college's goals, it has an impact on their performances and accomplishments. According to data from a public HEI Research Services Unit in the Philippines, 22 of the 40 faculty members, or 55 percent of the total, were actively involved in research as of June 30, 2022. Given that the college is preparing for various levels of AACCUP Accreditation and its conversion to a university in 2023, this number still falls short of the necessary number of faculty members engaged. One of the CHED Institutional Quality Assurance and Governance (OIQAG) requirements particularly under research is that there should be at least 20 percent of active researchers which are defined as full-time faculty with at least 18 units of teaching load, with completed and ongoing research. Most faculty members who are currently conducting or have finished research have published their findings, but solely in peer-reviewed, local, online journals. Not every faculty member with an academic rank ranging from assistant professor to associate professor regularly does research. There are currently no publications from the college in ASEAN Citation Indexed or

ISI/Scopus-Indexed journals. It demonstrates that faculty members' research skills must be improved in order to meet universityhood criteria, research goals, and other needs.

The study of Malaga (2025) indicated that faculty perceived HEIs' institutional competence and capability in research to be moderate. Conversely, research output was exceedingly low. The mediation study shows that institutional capacity influences faculty research competence, which in turn influences research production. A parallel study by Bonganciso (2023) found out that the majority of the proposed studies of faculty members were on school leadership, teacher training, and assisting students in adjusting to a virtual setting. Also, the intervention rekindled the enthusiasm of the participants for research as the speakers helped them during the proposal presentation, and participants were more inclined to proceed to the next step of the research program.

Given the current numbers of faculty researchers in the delivery unit, it is appropriate to carry out research that looks into the fundamental causes of only having thus many responding researchers in spite of the requirements for HEI faculty members. This is to carry out a research task. In order to ensure a wider range of perspectives, which can foster creativity and innovation and, ultimately, high-quality research, this collaborative study takes into account the creation of gender-diverse teams. As a result, these efforts lead to the design of a capacity building program that specifically meets the needs of the HEI faculty members. Additionally, as demonstrated by increased shares of publications and citations and wider dissemination to public audiences of collaborative research involving both genders, teams from various delivery units of the college with a balanced gender composition can perform better and exhibit more efficient dynamics and productivity. A clear commitment to advancing gender equality with an intersectional focus is necessary to ensure diversity in work teams (in terms of gender, age, and area of expertise). This will foster an inclusive workplace and advance gender equality in research organizations and higher education institutions, both of which have a positive effect on inclusivity and community.

Hence, this study on the assessment of research capabilities and expectations of faculty members was proposed. It assessed the level of research capabilities of respondents along the identified areas of research process, and determined the expectations of the faculty members on their research function. Out of these findings, the study proposed capacity development program for faculty members to strengthen their research capabilities based on the results of the study.

## 2. Literature review

### *2.1 Status of Teacher's Skills in Research Writing*

The study of Salom (2013) found out that the teaching personnel were skilled and knowledgeable in the research process but moderate problems were encountered in some areas of research process. Their level of research capability varied significantly depending on their teaching load, academic rank, and greatest level of education. Additionally, their level of research capabilities is influenced by their teaching load, highest educational attainment, and academic rank. In addition, Tolentino (2021) revealed that majority did not have the chance to join research trainings and there are little research outputs. These teachers had average research competence. Furthermore, there was little correlation between their research capabilities and their profile in terms of their educational background, participation in research workshops and conferences, and research outputs. Lack of research abilities, research training, and time management were the issues.

According to Caingcoy (2020), teachers were only somewhat skilled at action planning and had a high degree of difficulty with research processes, despite their enthusiasm in conducting research and their neutral views about the endeavor. Additionally, they exhibit signs of coaching opportunities. Additionally, there was a varying degree of correlation between teachers' research capability and their coaching and action planning abilities, motivation to write research, attitudes toward research, and the number of studies they had finished. Notably, there was a weak, negative, but significant correlation between instructors' research skills and their years of service and age. As a result, as individuals age and serve longer, this capability diminishes. The motivation to write research, the number of studies completed, and age were the elements of research capability.

In the study of Fernandez et al. (2019), faculty members have a high attitude toward research, indicating that they see it favorably. Additionally, faculty members believe they are very capable of conducting research. This indicates that they believe they are competent of conducting research despite certain misgivings, such as a lack of expertise. Results also revealed that the number of research conducted by faculty members determined their attitudes and capabilities towards research. Furthermore, the study of Garcia (2018) showed that the respondents had very high level of awareness on the nature and importance of research and the role of the institution in promoting research undertaking. Additionally, the respondents demonstrated technical proficiency in doing research; nonetheless, they require

proficiency in data processing and analysis. Similarly, the number of teaching responsibilities, academic standing, and research projects undertaken all have a significant impact on faculty members' research awareness and aptitude. Hussain et al. (2020) found out that the participants' response regarding the effectiveness of manuscript writing for publication workshop was overwhelmingly positive, and there was a significant impact on the knowledge of the participants. Hence, research training is required in order to improve capacity building in various HEIs.

Web-based training (WBT) tools are the most popular knowledge acquisition techniques among faculty members, according to the report, while journals are the sources that participants read the most. The study of Kaba and Ramaiah (2018) showed that faculty members' reading knowledge sources varied significantly depending on their age, academic position, academic specialization, and institutional affiliation. Similarly, Lin et al. (2021) show that the academic development factor is closely related to the features of the knowledge graph and student evaluations and this factor is superior to the traditional h-index, g-index, and RG score. This multi-perspective method has the potential to enhance assessments of university faculty both intuitively and scientifically. However, based on concepts from studies on intellectual commons and knowledge sharing, Kuzhabekova and Lee (2020) demonstrate that although faculty members provide their students with apprenticeship opportunities and explicit knowledge through publications, they are not involved in developing the capacity of local academics. The main reasons for this disengagement are ambiguity in interpretation of the social contract, ineffective reward structures, and the lack of tenure contracts. Ince et al. (2022) pinpoint the role of technology in faculty members research workflows. Every workflow was divided into four groups, including knowledge management, academic communication, information literacy, and information management. Researchers used workarounds and created straightforward routines for productivity and teamwork.

### *2.2. Theoretical Framework*

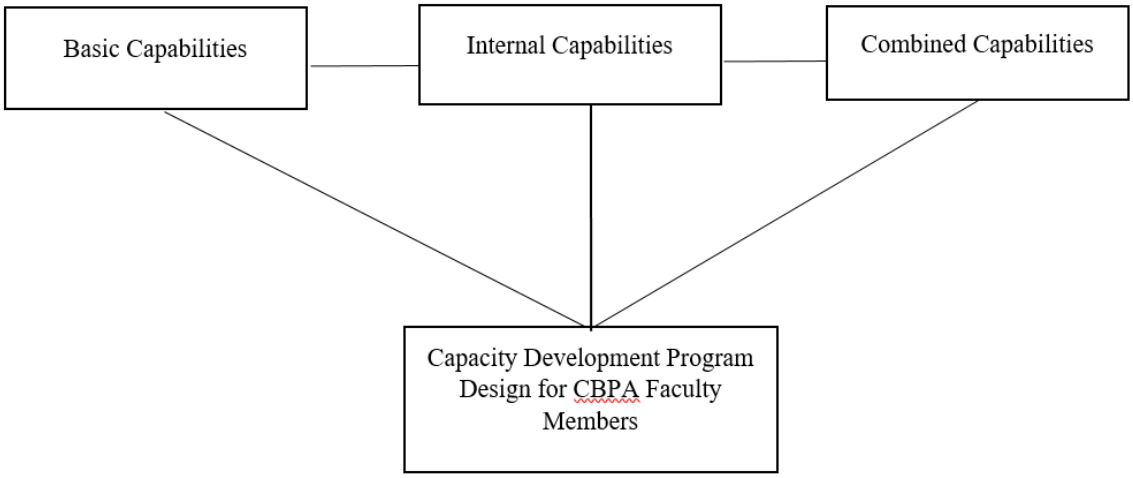
This study is anchored with Martha Nussbaum's Capability Approach developed in 1998. It is based on what people can truly do and be, it is a normative framework for evaluating justice, equality, and quality of life. It emphasizes human flourishing and well-being as key goals for societal development. Rather than assessing well-being just through

material riches or economic growth, this approach emphasizes the genuine potential for people to live meaningful and satisfying lives. Capabilities are the actual freedoms or possibilities that persons have to reach various valuable states of being.

Nussbaum (1998) as cited by Robeyns (2005) proposes three types of capability: 1) basic capabilities, which are innate abilities an individual possesses; 2) internal capabilities, which are states that allow a person to exercise a specific capability; and 3) combined capabilities, which are internal capabilities combined with internal provisions that effectively enable the person to exercise the capability.

**Figure 1**

*Conceptual paradigm*




## 3. Methodology

The descriptive survey method was used in this study to assess the research skills of a sole public HEI faculty members. It aimed to ascertain the expectations of faculty regarding their research role in the HEI, as well as the factors influencing the respondents' research activities and the degree of research capabilities of the respondents along the designated domains of the research process. In particular, it used appreciative inquiry to understand the information obtained from the study.

Faculty members from business and public administration based on the 2022 roster of faculty member made up the participants. The selection criteria include: must be a faculty of the college whether permanent, temporary or Contract of Service (COS) at the time of the

study with an academic ranks of Instructor 1-Professor VI. These was chosen through employing purposive total enumeration sampling technique. Based on the records of the Human Resource Management Office, there are 40 permanent faculties as of June 2022. They were the total number of faculty members regardless of employment status: permanent, temporary, and contract of service specializing under all six (6) programs being offered: business administration, accountancy, entrepreneurship, office administration, hospitality management, and public administration. However, at the time of data gathering, two (2) faculty members were not anymore connected due to retirement and resignation, five (5) of which are Graduate School faculty members and excluded as respondents and one (1) faculty who chose not to answer anymore the survey due to her pending retirement in June 2023, which she said it is not anymore necessary for her to answer and one (1) who did not answer the survey despite of follow-ups. With these data, only 31 or 94 percent out of 33 were the respondents. The researchers requested permission from the College's Vice President for Research and Extension and the Director of Research Services in order to adhere to the accepted ethical process through a formal request for authorization to collect data. The faculty members were also given access to an informed consent form via the Google survey link, indicating their willingness to participate as respondents in the study.

The survey questionnaire was given to the respondents through sending the link via individual FB Messenger accounts. Also, an informed consent form was sent along with the Google survey link. For the respondents who cannot answer immediately the survey questionnaire, the researchers followed-up its completion. For the results of the survey, it was downloaded and saved as soon as it is returned for data analysis. The results were handled in the strictest confidence. All of the results are compiled, collated, and examined.

Appreciative inquiry was used as the framework in analyzing the gathered data from the administration of survey questionnaire. It is consisted of five phases:

*Definition (Clarifying)*. The researchers identified what is already working through conducting preliminary inquiry on the basic data about the subject being studied before collecting data and diagnosing weaknesses. This step is also sometimes called the "Affirmative Topic." Hence, in this phase, the researchers gathered the profile of the respondents and established what they already attained along research functions based on the data of accomplishments and targets of Research Services Unit of the college and the faculty

research profile as of 2022. The data were used as springboard in forwarding to the next steps.

*Discovery (Appreciating)*. Open-ended questions were asked of the respondents in order to highlight the organization's best features. Positively phrased questions were used to start, and participants talked about and realized what was already functioning to enable the high points. They also purposefully "let go" of deficit analysis and systematically look for ways to separate and absorb even the slightest victories. In this phase, the faculty was asked semi –structured questions as follow up on their previous responses plotted on the administered questionnaire. In a way, their responses were validated by their insights. This phase was conducted through face-to-face meeting with respondents wherein they were asked to answer the survey questionnaires.

*Dream (Envisioning)*. The respondents were invited to imagine their ideal future, one that is based on past achievements but is unrestricted in its imagination and creativity, such in this study, the faculty members' expectations along their research function in the academe was found out and was used in analyzing the responses on the survey questionnaire. Through the face-to-face interview, they were able to give their vision relative to research functions.

*Design (Co-Constructing)*. Co-constructive design of a new or redesigned organization was initiated by the respondents. In order to craft the intervention as a byproduct of this endeavor, they began putting together the practical components of a plan during the design stage. Adhering to the legal mandates and bases on HEIs in conducting researches, a capacity development plan was outlined. The draft capacity development program was presented through meeting with key informants which comprised of the Research Coordinator and program chairpersons of the six (6) departments. Their inputs provided were captured in the revised output.

*Deliver/Destiny (Innovating).* The participants tried-out or implemented the collective design of the intervention, validated with the help of the experts, innovated and improvised ways to create the preferred future by continuously modifying it to adhere to the changing demands and expectation of time along research functions. After finalizing the crafted capacity development program, it was provided to the Research Coordinator as an input in preparing the Programs, Plans, and Activities (PPAs) for Research Services Unit from 2023 onwards. It formed part of the college's PPAs.

Pilot testing was made with twenty (20) faculty members under the College of Engineering while five (5) research experts which comprised the Research Coordinators of validated and approved its contents. A survey questionnaire was utilized to get the responses of the research respondents. This was used to gather relevant data particularly the research capabilities of faculty members. Part I consists of the assessment on the level of research capabilities of respondents along the identified areas of research process such as preparation of capsule proposal, preparation of full-blown proposal, data gathering, preparation of terminal report, presentation of research, and publication of research output, and the faculty's expectations for their research function are covered in Part II.

The information obtained from the respondents' answers was collected, tabulated, calculated, and examined. While frequency count was used to reveal faculty expectations for their research tasks, weighted mean was used to evaluate respondents' level of research capabilities along the defined domains of the research process. The transcribed data from the answers to the open-ended online questions was used to further analyze all of the data.

## 4. Findings and Discussion

### *4.1. Level of Research Capabilities along the Identified Areas of Research Process*

Tables 1 to 6 show the level of research capabilities along the identified areas of research process such as preparation of capsule proposal, preparation of full-blown proposal, data gathering, preparation of terminal report, presentation of research to various fora (local, regional, national, international), and publication of research output.

**Table 1**

*Level of research capabilities along preparation of capsule proposal*

| Indicators | WM | Adjectival Rating |
|---|---|---|
| *Preparing….* | | |
| 1. introduction | 3.55 | C |
| *2.* literature review | 3.42 | C |
| 3. conceptual framework | 3.35 | MC |
| 4. theoretical framework | 3.29 | MC |
| 5. statement of the problem/objectives | 3.58 | C |
| 6. methodology | 3.45 | C |
| **Average Weighted Mean** | **3.44** | **C** |

***Legend****:* 4.21-5.00 - Highly Capable (HC); 3.41-4.20 – Capable (C); 2.61-3.40 – Moderately Capable (MC); 1.81-2.60 – Somewhat Capable (SC); 1.00-1.80 – Not Capable (NC)

The table reveals that in terms of preparation of capsule proposal, faculty members are capable in preparing statement of the problem or objectives. Being faculty members under social sciences, common researches being pursued are descriptive wherein they have basic knowledge as majority are graduates of doctorate/master's degrees and some are undergoing their master's with thesis tracks. It is in contrast with the study of Villaflores and Astorga (2023) where findings show that faculty members, they lack confidence in their capacity to do research in recognizing or articulating an issue. Similarly, Sagayno et al. (2023) found out that the top research capabilities or competencies of teaching personnel are more in the initial phase of research wherein preparation of capsule proposal belongs to this phase.

On the other hand, they are moderately capable in preparing theoretical framework. It implies that the foundations on making this framework is still weak as they believed that they are not that capable. They are not yet exposed to trainings or seminars on how to craft theoretical framework suited to the study being conducted. Based on the list of trainings both internal and external attended by faculty members, general discussions of the parts of the research studies can be gleaned. It is reinforced by Vasquez et al. (2022) where it found out that majority of teaching personnel did not yet experience attending seminars related to research and that they strongly need help in writing research proposals particularly in conceptualizing their framework.

**Table 2**

*Level of research capabilities along preparation of full-blown proposal*

| **Indicators** | **WM** | **Adjectival Rating** |
|---|---|---|
| *Preparing….* | | |
| 1. compliance to recommendations | 3.35 | MC |
| *2.* survey questionnaire contents | 3.45 | C |
| 3. references using APA or other required citation | 3.42 | C |
| 4. budgetary requirements | 3.48 | C |
| 5. dry-run | 3.39 | MC |
| **Average Weighted Mean** | **3.42** | **C** |

***Legend****:* 4.21-5.00 - Highly Capable (HC); 3.41-4.20 – Capable (C); 2.61-3.40 – Moderately Capable (MC); 1.81-2.60 – Somewhat Capable (SC); 1.00-1.80 – Not Capable (NC)

Table 2 shows that in terms of preparation of full-blown proposals, faculty members are capable of preparing budgetary requirements. It implies that they are properly oriented on how to allocate budget necessary to carry out their researches from conceptualization until writing terminal reports. Also, they knew that faculty members in HEIs have alloted budget for research amounting to P75,000. Mostly, faculty members in budgeting their needed materials, transportation, communication, among other priority objects of expenditures revolves around this budget and maximizes it in accordance to the type of research.

While they are moderately capable in terms of compliance to the recommendations given by panel of technical evaluators during local technical evaluation of research proposals. They encounter difficulty in complying because of the lack of knowledge in some parts of research which are critical to comply with the recommendations. It is supported by the result of Figure 10 where it shows that majority of faculty members have one to three on-going researches with MOA in the past three years or a small number of approved internally funded researches. The finding is corroborated by the study of Wong (2019) wherein it found out that one of the significant predictors of research capability is knowledge about research.

**Table 3**

*Level of research capabilities along data gathering*

| Indicators | WM | Adjectival Rating |
|---|---|---|
| 1. preparing survey questionnaire using Google form | 3.61 | C |
| *2.* distributing survey questionnaire in hard copies | 3.58 | C |
| 3. seeking approval of research respondents | 3.48 | C |
| 4. seeking approval of concerned agencies | 3.48 | C |
| 5. making schedules of follow-ups | 3.42 | C |
| 6. preparing statistical results | 3.16 | MC |
| **Average Weighted Mean** | **3.46** | **C** |

***Legend****:* 4.21-5.00 - Highly Capable (HC); 3.41-4.20 – Capable (C); 2.61-3.40 – Moderately Capable (MC); 1.81-2.60 – Somewhat Capable (SC); 1.00-1.80 – Not Capable (NC)

Table 3 reveals that in terms of data gathering, faculty members are capable of preparing survey questionnaire using Google forms. It implies that they were knowledgeable in using Google forms as means of carrying out the data gathering to respondents. It is supported by the trainings they undertaken relative to the use of online platforms to deliver instruction functions especially when the COVID-19 pandemic hits wherein the institution

transitioned from traditional face-to-face, to the combination of online/hybrid learning modality where quizzes, activities and major examinations are most delivered using Google forms. It is also convenient for them to gather data using this means as results are already tabulated and presented after reaching the total number of respondents. It is also easy to prepare and add inputs.

On the other hand, faculty members are moderately capable of preparing statistical results. It is especially to the objectives which need statistician or use of statistical software to arrive at the results such as looking for significant relationship or differences between or among variables of the study. As faculty members with specialization mostly in business administration, public administration, office administration, hospitality management, entrepreneurship and accounting, not all are particularly adept in higher statistics. It is corroborated by the study which found out that faculty members have difficulty in terms of statistics and they are prone to errors in conducting research (Fernandez et al., 2019). In addition, the study of Villaflores and Astorga (2023) demonstrate that faculty members lack confidence in their ability to do research and understand both quantitative and qualitative data. Also, Sagayno et al. (2023) stated that the teaching personnel need more training and experience as regards statistical part of research.

**Table 4**

*Level of research capabilities along preparation of terminal reports*

| **Indicators** | **WM** | **Adjectival Rating** |
|---|---|---|
| 1. preparing abstract | 3.42 | C |
| *2.* preparing textual presentations | 3.48 | C |
| 3. writing implications/interpretation of results | 3.39 | MC |
| 4. providing basis for claims | 3.32 | MC |
| 5. making output/s based on the results of the study | 3.35 | MC |
| 6. making findings and conclusions | 3.29 | MC |
| 7.providing recommendations | 3.32 | MC |
| **Average Weighted Mean** | **3.37** | **MC** |

***Legend****:* 4.21-5.00 - Highly Capable (HC); 3.41-4.20 – Capable (C); 2.61-3.40 – Moderately Capable (MC); 1.81-2.60 – Somewhat Capable (SC); 1.00-1.80 – Not Capable (NC)

Table 4 shows that in terms of preparation of terminal reports, faculty members are capable in preparing textual presentations. It implies that they are able to summarize the

findings on highest and lowest results as it is given as per the results of statistics. They just need to present the highest to the lowest results. It contradicts the result of the study of Pabilando et al. (2022) which shows that faculty members are less capable of writing results and discussion part in research studies.

The lowest research capability along preparation of terminal reports is making findings and conclusions. It implies that they are not yet adept in writing this part as it needs basic knowledge in basic research technical writing. It is parallel with the findings where teachers strongly need support in writing research proposals specifically in writing research conclusions (Vasquez et al., 2022). While it is quite contrary to the findings of Pabilando et al. (2022) wherein faculty members are capable in writing findings, conclusion, and recommendation parts.

**Table 5**

*Level of research capabilities along presentation of research*

| Indicators | WM | Adjectival Rating |
|---|---|---|
| 1. Searching for conferences/fora to present research | 3.06 | MC |
| *2.* Complying with institution's requirements for possible funding and support | 3.19 | MC |
| 3. Complying with format based on the guidelines of the organizing institution | 2.81 | MC |
| 4. Making impactful powerpoint presentation | 3.13 | MC |
| 5. Delivery of presentation in Zoom/online | 3.26 | MC |
| 6. Delivery of presentation F2F | 3.26 | MC |
| **Average Weighted Mean** | **3.12** | **MC** |

***Legend****:* 4.21-5.00 - Highly Capable (HC); 3.41-4.20 – Capable (C); 2.61-3.40 – Moderately Capable (MC); 1.81-2.60 – Somewhat Capable (SC); 1.00-1.80 – Not Capable (NC)

Table 5 shows that faculty members are moderately capable in terms of presentation of research to local/regional/national/international fora or conference especially in adhering to the format specified by the conference organizers. Although only few faculty members were able to present researches in various fora or conferences, they encounter difficulties in complying with the format prescribed by the organizers. This is particularly true since institutions when they disseminate calls for proposals for presentation, have varying formats in preparing Abstract and full papers for submission. There are varying number of words required in Abstract from 150 to 250 words, full paper with IMRAD format or different figure or table presentations, required maximum similarity indices, among other

requirements. It is similar with the findings of Gonzales et al. (2020) which reveals that the respondents are moderately capable in research dissemination.

**Table 6**

*Level of research capabilities along publication of research output*

| Indicators | WM | Adjectival Rating |
|---|---|---|
| 1. Searching for valid journals for possible publication | 2.90 | MC |
| *2.* Passing the plagiarism test | 3.06 | MC |
| 3. Complying with format based on the guidelines of the journal | 2.94 | MC |
| 4. Fulfilling the suggestions or recommendations during peer reviews | 2.48 | SC |
| 5. Conforming with timelines of submission of completed papers | 3.06 | MC |
| **Average Weighted Mean** | **2.89** | **MC** |

***Legend****:* 4.21-5.00 - Highly Capable (HC); 3.41-4.20 – Capable (C); 2.61-3.40 – Moderately Capable (MC); 1.81-2.60 – Somewhat Capable (SC); 1.00-1.80 – Not Capable (NC)

Table 6 indicates that in terms of publication of research output, faculty members are somewhat capable in fulfilling the suggestions or recommendations during peer reviews. As experienced by some faculty researchers, there are publications who require related literature from the different continents in the world and it requires extensive readings and researches to be able to comply with the recommendations. It is also difficult if there are little to no studies written related to the study. Some faculty researchers encounter lack of time to comply with the recommendations given as the peer reviewers have timelines in terms of acceptance of revised papers. While others encounter difficulty in terms of the methodology used, and some in terms of the novelty of research as per comments of the peer reviewers. It is somewhat similar to the study of Basilio and Bueno (2019) which found out that the teachers have fair research skills particularly in preparing manuscript for publication.

### *4.2. Expectations of Faculty Members on their Research Function*

Table 7 presents the expectations of faculty members on their research function. The table reveals that faculty members expect to take part in the college's ongoing research education programs on research organized by the college. As part of their research role, faculty members are expected to conduct research specifically for Assistant Professor I and above, while for instructor rank, it is encouraged as their main function is on instruction. It shows the willingness of the faculty members to learn the basic knowledge and gain

additional strategies in order to conduct their own researches. It implies that they are expecting that the institution will continuously provide them free learning opportunities through in-house or external exposures on trainings and seminar-workshops related to research. It is supported by the study of Meneses and Moreno (2019) that necessary trainings must be continuously provided to the faculty members as an important aspect in strengthening the skills of the faculty members to intensify their research productivity. Further, another study shows that the faculty members are dynamic and trainable, and the institutions must be ready to provide them capability-building activities that would enhance their research skills (Janer et al., 2022).

**Table 7**

*Expectations of faculty members on their research function*

| **Indicators** | **F** | **%** |
|---|---|---|
| *To…….* | | |
| participate in continuing education programs on research organized by the college | 26 | 83.9 |
| engage in multidisciplinary /collaborative research | 20 | 64.5 |
| instructs students' projects | 11 | 35.5 |
| collaborate with other teachers including from other colleges | 16 | 51.6 |
| observe students during their practicum week | 5 | 16.1 |
| participate in research conferences (even if not presenting) | 13 | 41.9 |
| publish refereed articles | 10 | 32.3 |
| initiate research project | 6 | 19.4 |
| present his/her research at research conferences | 11 | 35.5 |
| represent the college in research collaborations | 4 | 12.9 |
| contribute new generated knowledge to the community | 11 | 35.5 |
| write and develop research program | 10 | 32.3 |
| publish policy papers or research reports | 10 | 32.3 |
| receive invitations to research lectures/conferences | 4 | 12.9 |
| present at international conferences | 2 | 6.5 |
| present studies (his/her or others') at faculty meetings | 4 | 12.9 |
| submit requests for internal and external research funds | 4 | 12.9 |
| submit solo research on the field of specialization | 2 | 6.5 |
| increase number of article citation | 5 | 16.1 |

Another faculty members' expectation is engagement in multidisciplinary/collaborative research. It means that they are open to collaborate with other

faculty researches within the college or even outside the college particularly with researchers which will help and train them in conducting researches. In the past three years, there are first stage and early career researchers in the college which engage new breed of faculty members particularly Contract of Service (COS) and faculty with Instructors I to III academic ranks for them to be trained early on and be motivated to conduct research on their own once they were able to learn from this mentor-mentee relationship or strategy. It is in substantiated by the study of Taja-on and Simbulan (2023) wherein many faculties recommended research advisership, reflecting a perceived need for coaching and mentoring.

On the other hand, the least expectation of faculty members is submitting a solo research authorship on their field of specialization. It implies that they are not yet confident enough to submit researches as solo authors because they are still learning the basics of conducting research. Based on records of the Research Services Unit, only two (2) out of 31 faculty researchers have research proposals or completed researches with solo authorship. These are the early career researchers who are active researchers of the college with publications and research presentations. Due to their research exposures, they are able to deliver their research functions alongside with their other functions and they are confident to submit research proposals on their own because they were honed and developed based on their research experiences. It is somewhat parallel to the findings of Roman (2021) wherein 48.89% of faculty of 135 HEIs have no completed research papers.

## 5. Conclusion

The study shows that faculty members do not fall within the researcher classification according to CHED criteria, with one to five research related trainings or seminars. In addition, for the last three years, majority have no internal and external ongoing and completed researches, research presentations and publications. In terms of research capabilities along the research processes, faculty members are capable of preparing statement of the problem or objectives, budgetary requirements, preparing survey questionnaires using Google forms, textual presentations while they are somewhat capable in fulfilling the suggestions or recommendations during peer reviews. The major factor affecting them is time constraints or lack of time to do research while their major expectation in research function is participation in continuing education programs on research.

Based on the findings, the proposed Capacity Development Program for faculty members titled: College of Business and Public Administration's Program for Accentuating and Mastering Innovation and Learning for Young Research Advocates (CBPAMILYA): A Capacity Development Program was crafted. There are six (6) capacity development interventions formulated under the CBPAmilya Program. It consists of 1) research mentoring, 2) networking events/exposure visits, 3) training/workshops, 4) research personnel/workforce, 5) research infrastructure/facilities, and 6) research publication.

Under Component 1 research mentoring, it includes peer to peer teaching, active researcher/mentor research sessions, and lecture series for newly-hired, junior and senior faculty members.

Under Component 2 networking events/exposure visits, it includes benchmarking to SUCs with established researches and collaboration/linkages to various research funding agencies particularly national and international partners. This intervention was based on the fact that the college has no technically evaluated and completed researches with external funding. There is a need to strengthen the capacities of faculty members in order to acquire external research funds.

Under Component 3 training/workshops, it includes research writing, research presentations, publication, and research utilization exposures. This intervention was based on the expectations of faculty members along research function wherein they wanted to participate in continuing education programs on research organized by the college.

Under Component 4 research personnel/workforce, it includes hiring of research assistant, student assistant and deployment of OJT trainees. Under Component 5 research infrastructure and facilities, it includes provision research nooks, internet connectivity, Turnitin subscription, purchase of IT equipment and online repository of student researches.

Lastly, under Component 6 research publication, it includes creation of local committee for publication, repackaging of student researches/faculty researches. These interventions were based on the level of research capabilities along publication of research outputs wherein faculty members are somewhat capable in fulfilling the suggestions or recommendations during peer reviews. Through hiring of support staff like research assistant, student assistant and deployment of OJTs, as well as procurement of research facilities, they may be able to be assisted in terms of their needs to be able to deliver the required research targets.

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**Institutional Review Board Statement**

This study was conducted in accordance with the ethical guidelines set by Camarines Norte State College. The conduct of this study has been approved and given relative clearance by Camarines Norte State College Office of the President as endorsed by Office of the Vice President for Research and Extension and Research Services Division.

**AI Declaration**

The authors declare the use of Artificial Intelligence (AI) in writing this paper. In particular, the author used Quillbot in finding literature and other materials. The authors take full responsibility in ensuring that research idea, analysis, and interpretations are original work.

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