Research Profile, Attitude, and Capability of School of Management and Entrepreneurship Faculty

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Abstract: **Research is a concept that practitioners, managers, and policymakers 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. Biliran Province State University sees the importance of research. However, many also experience difficulty in research. This descriptive study aims to evaluate the research profile, attitude, and capability of the School of Management and Entrepreneurship faculty members in Biliran Province State University. The total enumeration sampling technique was used in selecting respondents. A total of forty faculty members served as respondents to the study. The Attitude toward Research' Scale developed by Papanastasiou (2005) was modified and used in the study. It was revealed that faculty members are less capable of writing results and discussion part in research and are anxious about conducting research. It is highly recommended that faculty members should undergo research training and seminars for them to improve their skills in writing research.**

Keywords: **Research profile, Research attitude, Research capability, Research Process**

I. INTRODUCTION

Many people have regarded research as scary, but its importance could never be underestimated. Society makes rapid progress as a result of study. Personal considerations, mindful teaching, and sound decision-making are all based on research findings. Research provides solid, factual foundations for society's requirements to be met. To put it another way, all actions for complete development are research-based. Countries around the world have realized its importance as their programs and projects in agriculture, communications, transportation, trade, industry, commerce have depended much on research and feasibility studies (Abon, Marilou, 2003).

Recently, numerous academics have demonstrated an overwhelming and remarkable interest in research capability in the fields of tourism and hospitality management (Abarquez et al., 2013), nursing (Li et al., 2019), dentistry (Manongsong et al., 2018), business entrepreneurship and accounting (Narag et al., 2016), maritime (Formeloza et al., 2013), higher education in general (Salom, 2013; De la Cruz, 2016; Kho (Pati, 2014; Abarro et al., 2016; Wong, 2019; Ulla et al., 2017; Udompong et al., 2014). This indicates that more experts and professionals have recognized its importance in improving practice than ever before. Thus, its significance

extends beyond determining what one knows and is capable of doing in research.

Research capability refers to one's facility to undertake high-quality studies (Salom, 2013). Ismail et al. (2012) theorized it as an "ability to carry out data collection involving planning and selecting appropriate data collection tools or instruments, identifying an appropriate method for interpreting and manipulating data and applying an appropriate statistical tool for [the] test of significance besides understanding". Such capability may develop over time, through experience (Manongsong et al., 2018) continuing and relevant capacity-building activities. Also, it requires a consistent application of the acquired knowledge and skills to produce research output and innovation. Advancing it takes a lot of consideration in individuals like their motivation to get involved in it, the attitudes toward it, and other skills necessary for undertaking the systematic and tedious process of research.

Under 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 for the development of research functions of HEIs in the Philippines. CHED is also charged with facilitating collaboration and expertise sharing between and among higher education institutions (HEIs), research agencies/organizations, and individual scientists and researchers, all of which are considered critical mechanisms for promoting and developing research capability and increasing research productivity.

The School of Management and Entrepreneurship in Biliran Province State University gradually start its faculty research despite fear of how to conduct and write a research paper. The university has its vision "A state university leading in research and innovation for human empowerment and societal development" and Mission "To advance the university through innovative human resource, responsive research, sustainable production, and demand-driven extension services".

Instructors from other colleges, on the other hand, must build and improve their research competencies in order to provide research outcomes. They cannot, however, do so on their own, and the university and the research office must collaborate to enable instructors to learn and develop information, skills, values, and positive attitudes that will

benefit all researchers. Then they will be able to fully embrace the policies. This study is conducted on this assumption to measure teachers' research capability and discover its correlates and determinants. It would also uncover opportunities for instructors' professional growth. The outcomes of this assessment can be relied on the formulation of an intervention in these cases.

Objectives of the Study

This study generally aimed to evaluate the research profile, attitude, and capability of the School of Management and Entrepreneurship faculty members in Biliran Province State University.

Specifically, it sought to;

1. Determine the research profile of the School of Management and Entrepreneurship faculty members in terms of;

    1.1 sex;
    1.2 employment status;
    1.3 faculty on-going study, and;
    1.4 number of completed researches.

2. Analyze the research attitude of the School of Management and Entrepreneurship faculty members in terms of;

    2.1 research usefulness;
    2.2 anxiety;
    2.3 positive research predispositions;
    2.4 relevance to life, and;
    2.5 technical aspect.

3. Determine the research capability of the School of Management and Entrepreneurship faculty members in terms of writing the;

    3.1 introduction;
    3.2 methodology;
    3.3 results and discussion, and;
    3.4 summary of findings, conclusion, and recommendation.

4. Propose an alternative course of action.

Framework of the Study

This section presents the theories that provide strong bases and support in answer to the questions posed which the study intends to address.

Theoretical Framework

This study is anchored on Frederick Herzberg's Motivational Theory (1959) to explain teaching personnel's attitudes toward research. The concept is that if one believes the knowledge gained from study to be important and useful, it will have an impact on his intrinsic drive. This study is further anchored on Bandura's Self-efficacy theory (1977) 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".

One's feelings, manner of thinking, and motivation all have an impact on one's attitude and, ultimately, the outcome of one's research. The current project, which is based on these two theories, assumes that when one's self-efficacy for research is high, he or she will put in more effort to investigate the issue, which would finally lead to the completion of the research.

In other words, it means that when a researcher possesses a high level of self-efficacy towards research, it means in the same way that he/she has a high level of confidence in completing the research.

Conceptual framework.

The study's conceptual framework is depicted in Figure 1. The Input-Process-Output was used in conducting the study. The inputs include the School of Management and Entrepreneurship faculty profile; research attitudes in terms of research usefulness in the profession, research anxiety, positive attitudes, relevance to life, technical aspect, positive research predispositions; and research capabilities in writing research such as Introduction; Methodology; Results and Discussion, and; Summary of findings, Conclusion, and Recommendation.

The process involved the evaluation of SME faculty members research attitude in the five factors of attitude towards research usefulness in the profession, research anxiety, relevance to life, technical aspect, positive research predispositions, and; and research capabilities in writing research such as Introduction; Methodology; Results and Discussion, and; Summary of findings, Conclusion, and Recommendation. Survey questionnaires were given to 17 regular faculty members, five contract-of-service, and 18 part-time faculty members.

The survey's results were presented as output. All information gathered from the survey was statistically analyzed and summarized. The results provide an assessment of the SME faculty profile, research attitude, and capabilities. Based on the findings and recommendation of the study, proponents will propose an alternative course of action. It will help the SME faculty members to escalate their interest in the field of research and it will increase research involvement and proliferation of research output.
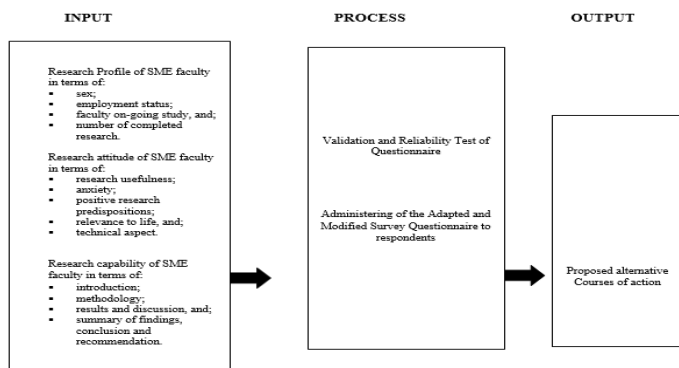
Figure 1. The Conceptual Framework of the Study

II. METHODOLOGY

Research Design

Descriptive method of research was employed in the study. This is the most appropriate design used since the study sought to evaluate the demographical data of the respondents along with their sex, employment status, faculty on-going study, and some completed research. The study also assessed the research attitude and capabilities of the faculty members of the School of Management and ntrepreneurship.

Research Locale

This study was conducted in the School of Management and Entrepreneurship in Biliran Province State University. The school has two (2) programs namely BS in Tourism Management and BS in Hospitality Management. Thus, the conduct of a study entitled "Research profile, attitude and research capabilities of the instructor made the School of Management and Entrepreneurship faculty made a fitting research environment.

Research Respondents

Total enumeration sampling technique was employed in the study. The respondents were the forty faculty members of the school comprising regular faculty members, contract of service, and part-time faculty.

Research Instrument

To determine the attitude towards research, the 'Attitude Toward Research' Scale which was developed by Papanastasiou (2005) was adapted and revised. The researcher asked permission from the author to use the instrument for this study. The questionnaire comprised of 29 items in research attitude listed on a 5-point Likert scale. 5 as "Strongly Agree" and 1 as "Strongly Disagree".

The researchers designed Part III of the questionnaire by integrating items from the reviewed literature and studies about research capability. It was used to assess the research capability of the faculty or instructors in writing research. The respondents were asked to rate themselves on their ability to perform the different research processes: 5 as "Highly confident" and 1 as "Not Confident at all." Research-related

activities include research seminars/ workshops, institutional or in-house research forums, as well as local, regional and international research forums or conferences. The respondents were asked to rate their research capability in writing research: 5 as "Very Highly capable" and 1 as "Not capable".

Data Gathering Procedure

In gathering the data, the survey questionnaire was subjected to approval from the Dean of the School of Management and Entrepreneurship. It was conducted when the time of pandemic arose and the university started conducting flexible learning. Thereafter, receiving the respondents' approval, survey questionnaires were distributed to the respondents through Google Form. Further, the data were tabulated through the aid of the Statistical Package for Social Sciences Version 21 Beta.

III. DATA ANALYSIS AND PRESENTATION

To interpret the quantitative data properly, the data had gone through descriptive statistics such as frequency count, percentage, and mean.

Frequency count - this was used to determine the number of occurrence of an item; *percentage* - this was utilized to enable data with different sample sizes or totals to be compared, and *mean* - this statistical operation was used in considering some data values to be more important than others.

In interpreting the data, the study used the interpretation guide shown below. However, as noted, this analysis first required the responses for some of the statements to be reversed to ensure all statements shared the same orientation towards Research Profile, Attitude and Capability of School and Management and Entrepreneurship Faculty.

On the Employee Research Attitude of the SME-Faculty the following categorization of 5-point rating scale was utilized:

Range of Value	Quantitative Description	Qualitative Description
4.3 - 5.0	5	Strongly Agree
3.5 – 4.2	4	Agree
2.7 – 3.4	3	Uncertain
1.9 – 2.6	2	Disagree
1.0 – 1.8	1	Strongly Disagree

On the Employee Research Capability of the SME-Faculty the following categorization of 5-point rating scale was used:

Range of Value	Quantitative Description	Qualitative Description
4.3 - 5.0	5	Very Highly Capable
3.5 – 4.2	4	Highly Capable
2.7 – 3.4	3	Capable

| 1.9 – 2.6 | 2 | Less Capable |
| 1.0 – 1.8 | 1 | Not Capable |

IV. RESULTS AND DISCUSSION

Respondents' Profile

The respondent's profile includes sex, employment status, on-going study, and number of completed research.

Table 1. Respondents' Profile

Variables	f	%
Sex		
Male	19	47.5
Female	21	52.5
Total	**40**	**100.00**
Employment Status		
Regular	16	40.0
Contract of Service	4	10.0
Part-time	20	50.0
Total	**40**	**100.00**
On-going Study		
Yes	20	50.0
No	20	50.0
Total	**40**	**100.00**
Completed Researches		
Yes	2	5.0
No	38	95.0
Total	**40**	**100.00**

Table 1 presents the respondents' profile. As to the sex, it can be gleaned that majority of the faculty members are female that constitutes 52.5% of the total population. On the other hand, 19 or 47.5% are males.

As to their employment status, half (50%) or 20 faculty members are in part-timer position. 16 or 40% of the faculty members are holding regular position while four or 10% are having contract of service status.

With the number of faculty members who are currently conducting studies, it can be seen that there is an equal percentage of faculty members who are having researches (50%) and those who do not have on-going studies (50%).

As to the number of faculty members who have completed researches for the last three years, it can be gleaned that almost all the faculty members have no completed researches. It constitutes 95% of the entire population of the faculty members.

Research Attitude

The following tables present the attitude of the SME faculty members towards research.

Table 2. Faculty Members' Attitude on Research as to its Usefulness

Indicators	M	Interpretation
Research is useful for my career.	4.97	Strongly Agree
Research is connected to my field of study.	4.84	Strongly Agree
Research should be indispensable in my professional training.	4.84	Strongly Agree
Research should be taught to all students.	4.94	Strongly Agree
The skills I have acquired in research will be helpful in the future.	4.94	Strongly Agree
Research is precious.	4.92	Strongly Agree
I will employ research approaches in my profession.	4.84	Strongly Agree
Research knowledge is as useful as writing.	4.94	Strongly Agree
AM	**4.90**	**Strongly Agree**

Table 2 presents the faculty members' attitude on the usefulness of research. It resulted to an AM of 4.90 which is interpreted as Strongly Agree. All of the indicators were rated as Strongly Agree. The statement, "Research is useful to my career.'' was unanimously rated Strongly Agree by the respondents with the highest mean of 4.97.

This means that faculty members consider research as important to their life and career.

Table 3. Faculty Members' Attitude on Research as to Anxiety

Indicators	M	Interpretation
Research makes me nervous.	3.58	Agree
Research is stressful.	4.17	Agree
Research makes me anxious.	3.58	Agree
Research scares me.	3.48	Uncertain
Research is a complex subject.	4.02	Agree
Research is complicated.	3.43	Uncertain
Research is difficult.	3.98	Agree
AM	**3.74**	**Agree**

Table 3 above elucidates on the attitude of the faculty members as to anxiety in research. It is observed that most of the indicators got Agree rating. It gained an average mean of 3.74 interpreted as Agree. The statement with the highest mean is, "Research is stressful." It obtained a mean of 4.17.

It implies that the SME faculty agreed that research is stressful to them that can results to anxiety. The faculty are uncertain meaning they are unclear if the research is complicated.

Table 4. Faculty Members' Attitude on Research as to Positive Research Predispositions

Indicators	M	Interpretation
I love to research.	4.12	Agree
I enjoy conducting research.	3.94	Agree
I like research.	4.10	Agree
I am interested in research.	3.82	Agree
I am inclined to study the details of the research.	4.25	Agree
AM	**4.04**	**Agree**

Table 4 depicts the faculty members' attitude in terms of positive research predispositions. It resulted to an AM of 4.04 which is interpreted as Agree. Of all the indicators, the statements: "I am inclined to study the details of the research." and "I am interested in research." got the highest and lowest means respectively.

This implies that SME faculty members have the inclination or willingness to conduct researches.

Table 5. Faculty Members' Attitude on Research as to Relevance to Life

Indicators	M	Interpretation
I use research in my daily life.	3.82	Agree
Research-oriented thinking plays a vital role in everyday life.	4.07	Agree
Research thinking does not apply to my personal life.	3.30	Uncertain
Course organized to allow all students to participate fully.	4.07	Agree
Research is irrelevant to my life.	3.30	Uncertain
AM	3.71	Agree

Table 5 above presents the attitude on the relevance of research to the life of the faculty members. It can be gleaned that most of the indicators got Agree rating. It gained an average mean of 3.71 interpreted as Agree. Both statement that got the highest mean are, "Research-oriented thinking plays a vital role in everyday life." and "Course organized to allow all students to participate fully." Both obtained a mean of 4.07.

It implies that the faculty members agree that Research-oriented thinking plays a vital role in everyday life and Course organized to allow all students to participate fully.

Table 6. Faculty Members' Attitude on Research as to Technical Aspect

Indicators	M	Interpretation
Research paper format	3.30	Uncertain
Grammar and sentence construction	3.41	Uncertain
Research organization	3.30	Uncertain
Communication skills (in writing and the conduct of research data gathering, interviews, etc.	3.53	Agree
AM	**3.38**	**Uncertain**

Table 6 shows the faculty members' attitude on the technical aspect of research. Three of the four indicators received lowest means interpreted as Uncertain. Among the three, two indicators, "Research paper format" and "Research organization" got the lowest mean of 3.30. On the other hand, the only indicator that received the highest mean of 3.53 interpreted as Agree is, Communication skills (in writing and the conduct of research data gathering, interviews, etc.

This implies that the SME faculty are uncertain or find difficulty in research format and research organization. The faculty also encountered problem communication skills like in writing and the conduct of the study.

Research Capability

The succeeding tables shows the research capability of the SME faculty members.

Table 7. Faculty Members' Research Capability in Writing the Introduction

Indicators	M	Interpretation
Writing the background of the study	3.33	Capable
Developing objectives of the study/statement of the problem.	3.35	Capable
Formulating hypothesis/es.	3.35	Capable
Making theoretical and conceptual frameworks.	3.25	Capable
Writing the importance of the study.	3.35	Capable
Presenting the scope and delimitation of the study.	3.48	Capable
Defining the different terms that are part of the study.	3.53	Highly Capable
Gathering and conceptualizing the review of literature.	3.51	Highly Capable
AM	**3.39**	**Capable**

Table 7 presents the research capability of the faculty in writing an introduction. There are 8 indicators and the highest mean obtain the weighted average of 3.53 is from the indicator, "Defining the different terms that are part of the study." while the lowest mean is 3.25 from the indicator "Making theoretical and conceptual frameworks." Most of the indicators were interpreted as Capable while two indicators got the means of 3.53 and 3.51 interpreted as Highly Capable.

It implies that most of the SME-faculty are capable in writing an introduction. However, it seems difficult for them in drafting the framework of the study.

Table 8. Faculty Members' Research Capability in Writing the Methodology

Indicators	M	Interpretation
Identifying the research design	3.20	Capable
Describing the research locale	3.41	Capable
Identifying and selecting the research respondents/ participants of the study	3.48	Capable
Searching and developing the research instrument/interview guide]	3.30	Capable
Narrating the procedure in gathering the data	3.38	Capable

Providing the data scoring of the different variables of the study	3.12	Capable
Explaining how the data are analyzed	3.20	Capable
Identifying and describing the statistical tools used in treating the gathered data	3.0	Capable
Discussing the researcher's reflexivity and ethical consideration	3.17	Capable
AM	**3.25**	**Capable**

Table 8 shows the research capability of the faculty in writing methodology parts. There are 9 indicators that got means interpreted as Capable. It obtained an AM of 3.25. The indicator that obtained the highest mean average of 3.48 is, "Identifying and selecting the research respondents/ participants of the study." while the lowest mean of 3.0 is the indicator, "Identifying and describing the statistical tools used in treating the gathered data."

This implies that most of the SME-faculty members are capable in writing the methodology but has the challenge of identifying the statistical tools that will be used in treating the gathered data.

Table 9. Faculty Members' Research Capability in Writing the Results and Discussion

Indicators	M	Interpretation
Presenting the gathered data through tables and graphs	2.82	Capable
Interpreting and analyzing the results	3.05	Capable
Identifying and selecting the research respondents/ participants of the study	2.97	Capable
AM	**2.94**	**Capable**

Table 9 presents the research capability of the faculty in writing the results and discussion part. All the three indicators got means interpreted as Capable. It obtained an AM of 2.94. The indicator that obtained the highest mean average of 3.05 is, "Interpreting and analyzing the results." while the lowest mean of 2.82 is the indicator, "Presenting the gathered data through tables and graphs."

This implies that most of the SME-faculty members are capable in writing the results and discussion section but has the struggle in presenting the gathered data through tables and graphs.

Table 10. Faculty Members' Research Capability in Writing the Summary of Findings, Conclusion, and Recommendation

Indicators	M	Interpretation
Synthesizing results	3.17	Capable
Expressing additional value or importance of the existing facts	3.46	Capable
Formulating recommendations to address the research problem and concerns found in the study	3.23	Capable
AM	**3.28**	**Capable**

Table 10 reflects the research capability of the faculty in writing the summary of findings, conclusion, and recommendation. All the three indicators got means interpreted as Capable. It obtained an AM of 3.28. The

indicator that obtained the highest mean average of 3.46 is, "Expressing additional value or importance of the existing facts." while the lowest mean of 3.17 is the indicator, "Synthesizing results."

This implies that most of the SME-faculty members are capable in writing the summary of findings, conclusion, and recommendation. However found a bit difficulty in synthesizing results.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the findings of the study, majority of the SME faculty are female, holding part-time employment status, half of them have ongoing studies and almost everyone has no completed researches for the last three years. In terms of their research attitude, SME faculty members agreed that research is very useful to their life and career as instructors in higher education. Also, they agreed that research has relevance to their lives. However, they have anxiety in making research and have negative attitude on the research's technical aspect. Moreover, SME faculty members are capable in writing the introduction, methodology, and summary of findings, conclusion, and recommendation parts.

Recommendations

Based on the findings and conclusions of the study the following recommendations were offered:

1. There may be programs and activities to address research anxiety and difficulty especially to instructors since research is their requirements in the university.
2. The instructor who did not know how to conduct research might be paired by an expert from the university or from the research office for them to know how to begin or start writing research.
3. In-depth discussions and research seminars may be conducted particular on writing parts of a research.
4. Further study on a wider scope might be conducted to further identify what other factors contribute faculty members' attitude and capability in writing research.

Alternative Courses of Action

With the identified factors that caused the problem, the following alternatives courses of action (ACA) were crafted that would help solve the problem.

ACA 1. Attend webinars related to any topics in Research especially on how to create a proposal and the statistical tool use.

Advantage	Disadvantage
- Acquire knowledge on research based from the webinars they attend. - Increased motivation of the faculty	- Additional time to consume/focus. - Might create stress to faculty regarding on difficulty to how to start research.

	-	Less knowledge will be attained due to connections and can't even ask a question to the webinar.

ACA 2. Invite a research expert to conduct a research seminar and workshop to SME-faculty.

Advantage	Disadvantage
- Acquire learning from the expert. - The research can focus needs and concerns of the faculty. - The research expert have a chance to evaluate works of the faculty.	- Additional expenses

ACA 3. Concept hearing on the workshop they made from the seminar to critique by research expert.

Advantage	Disadvantage
- Faculty can evaluate their work if there is an improvement. - The research expert have a chance to evaluate works of the faculty. - Faculty have a chance to present their research works - Enhance motivation of the faculty	- Additional expenses - Gives pressure due to time of submission of outputs. - Time pressure

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