

# Research Training Needs of Faculty Members at Baguio Central University

Marilou A. Dela Pena

Baguio Central University

DOI : <https://doi.org/10.51244/IJRSI.2024.1107010>

Received: 07 June 2024; Accepted: 24 June 2024; Published: 29 July 2024

## ABSTRACT

This study utilized a descriptive research design to assess the research training needs of faculty members at Baguio Central University. A sample of forty (40) faculty members was selected through convenience sampling from a total population of sixty (60) participants during the seminar on IMRAD orientation. Data were collected using a 25-item Faculty Research Capability-building Instrument, and analysis involved frequency count, percentage, and mean calculations. The study identified the top ten research training needs, including conducting qualitative methods, action research for the improvement of instruction, quantitative methods, research advising and mentoring, multivariate analysis, research refereeing, observing ethics in research, developing a research proposal, research instrument development and validation, proper conduct of presentation, training on intellectual property and patent review. These findings offer valuable insights for Baguio Central University to design targeted training programs and support faculty in enhancing their research capabilities. Future research is encouraged to validate these findings in broader contexts. This study was conducted at Baguio Central University in April 2024.

**Keywords:** assessment, research capabilities, training programs

## INTRODUCTION

Baguio Central University (BCU) is committed to providing quality education and fostering academic excellence among its faculty and students. As a higher education institution, BCU recognizes the vital role of research in contributing to knowledge advancement, innovation, and societal development. The research training needs of faculty members at BCU will not only enhance the academic reputation of the institution but also contribute to the advancement of knowledge within the local community and beyond.

Previous research studies conducted in various academic settings have consistently highlighted the importance of research training in enhancing the quality and impact of academic work. These studies have found that faculty members often require training in key areas such as data analysis, research design, and writing for publication. Additionally, faculty members express a strong interest in training on grant writing and ethics in research (Sicat, 2019; Mumford et al., 2017; Lapuz et al., 2016; LaMaster, 2015; Weidner, 2014). Based on the findings of these studies, it is evident that faculty members at various institutions share similar research training needs and interests. Therefore, conducting a research training needs assessment specific for BCU is essential to gain insights on areas where faculty and members require further development and tailor research training programs accordingly.

By conducting a comprehensive assessment of the research training needs of the faculty members and staff at Baguio Central University, the institution can design and implement targeted capacity building initiatives that addresses the specific needs and interests of its faculty and staff members. Also, as recommended by PAUCOA, this approach will maximize the effectiveness and impact of research programs, ultimately fostering a culture of research excellence within the university.

Moreover, addressing the research training needs of faculty and staff members at BCU will not only enhance the academic reputation but also contribute to the advancement of knowledge within local community and beyond. By empowering faculty members with the necessary research skills and competencies, BCU can promote scholarly engagement, produce relevant and impactful research outcomes, and contribute to the broader societal development goals. Effective research training plays a critical role in developing faculty member's research capabilities and promoting a culture of inquiry within higher education institutions. By providing research trainings, this aims to enhance faculty research capabilities to the advancement of knowledge. Furthermore, the faculty and staff members will be able to identify their leading research training needs. The results will provide valuable insights into the areas where the faculty/staff members require further training and support to enhance their research capabilities.

### **Research Objectives**

The research training needs analysis would be able to identify and bridge the gap as to the extent of the research capability and training needs of faculty and staff.

## **LITERATURE REVIEW**

As universities envision and gear towards globalization, research has always been part of the criteria for the internationalization and accreditation programs. Thus, it is important to understand the capability and needs of teachers and staff. During accreditation, the need for university faculty and staff to have research has been greatly emphasized. It is one of the indicators of faculty and staff professional competence and skills, especially for teachers/faculty of the university who directly communicate and impact the student's learning. The teachers' acquired knowledge and skills would be a foundation for the students to be competent in the labor market.

A study by the Association of American Colleges and Universities (AAC&U), found that research training can help the faculty members develop their teaching skills, as they learn how to effectively communicate their research findings to students. A study by the University of California, Berkeley found that research culture in higher education institutions (Berkeley, 2017).

In the Philippines, several studies have found that there is research competency for teachers; however, a need for research capability enforcement, specifically in developing communication skill methods, particularly in developing a research design, constructing questionnaires, and statistical tools or treatment, is lacking. There is also a need to align research capability programs provided by the respective schools' research office in improving the competency of teachers based on the following: data management, problem conceptualization, appropriate use of data collection tools, application of technology, and research ethics provided by the schools (Cortes, 2019).

The Commission on Higher Education Order 52 Series 2016 declared that a university is not only a generator of knowledge, an educator of minds, and a transmitter of culture but also a major agent of economic growth, a research laboratory, and a mechanism through which the nation builds its human capital to enable it to participate in the global economy actively.

Abouelenein (2016) points out that determining professional needs is essential for any successful training process. On the other hand, the purpose of training is to ensure the effectiveness of the training program is well managed in the right types of training that the employees, employers and organization need (Mazhisham et al., 2018).

Furthermore, training needs assessment or analysis is made out of the words; training - any activities to gain acquire knowledge, skills, or change attitude), needs - that there is a gap between the current and the desired or required standard, and assessment analysis – the process of determining the needs and placing them in priority order. Studies have shown that training investment in an academic or organizational setting can improve performance. If it is implemented to match and complement the needs and objectives of the organization, it can also improve overall efficiency and effectiveness (Sonmez, 2019).

## METHODOLOGY

### Research Design

The study utilized a descriptive research design. This design aimed to gather information about the research training needs of faculty and staff members at Baguio Central University. It provided a snapshot of the current state of research training within the institution. The study was conducted in April 2024.

### Respondents of the Study

The respondents of the study were faculty and staff members at Baguio Central University. The total population of the faculty members and staff that attended the orientation was sixty (60). A sample size of forty (40) faculty and staff members was selected using convenience sampling.

### Sampling Technique

Convenience sampling was chosen due to the accessibility and willingness to participate of the respondents. This was employed to ensure participation and data collection during the orientation.

### Research Instrument

The research instrument used in the study was the 25-item Faculty Research Capability Building instrument developed by Sicat (2019). This instrument was specifically designed to assess the research training needs of faculty members. It consisted of items related to various aspects of research training and capability building.

### Data Gathering Procedure

The researcher utilized a research instrument called the 25-item Faculty Research Capability Building, to assess the research training needs of faculty and staff members. The instrument was carefully reviewed and refined to ensure its relevance and clarity in capturing the desired information.

The research instrument was distributed to the faculty and staff members who attended the orientation seminar on IMRAD conducted last April 2024. To ensure convenience, the instrument was administered during the seminar.

Prior to the start of the seminar, the respondents were presented with the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Respondents were given the option to withdraw from the study at any point without any negative consequences. Strict confidentiality measures were implemented to protect the respondents' privacy. Respondents were given a specified time frame to complete the research instrument. The data collected were reviewed and validated to ensure accuracy and completeness.

### Data Analysis and Procedure

After collecting the questionnaire, survey data were analyzed. Frequency, percentage, mean were adopted in describing the data. The study used descriptive statistics. In line with the objective; frequency count and weighted mean were used to establish and interpret the research capability and training needs. Based on the Likert scale responses, the following statistical limits were and verbal interpretation tables were used in analyzing the data.

Scale value	Verbal Interpretation	Description
54.21 – 5.00	Very Highly Needed (VHN)	The respondent identifies the training need as very highly needed
43.41 – 4.20	Highly Needed (HN)	The respondent identifies the training need as highly needed

32.61 – 3.40	Moderately Needed (MN)	The respondent identifies the training need as moderately need
21.81 – 2.60	Slightly Needed (SN)	The respondent identifies the training need as slightly needed
11.00 – 1.80	Least Needed (LN)	The respondent identifies the training need as lease needed

## RESULTS AND DISCUSSION

### Training Needs Identified by the Respondents

The respondents have identified their leading research needs, which are summarized in Table 1. The results provide valuable insights into the areas where faculty members require further training and support to enhance their research capabilities.

Among the identified training needs, the ten (10) most needed areas are those with the highest mean scores and are categorized as “Very Needed” based on the verbal interpretation. These include conducting qualitative methods (mean = 4.68); conducting action research for the improvement of instruction and quantitative method (mean = 4.65); research advising and mentoring, conducting multivariate analysis, research refereeing, observing ethics in research (mean = 4.55); developing a research proposal (mean = 4.53); research instrument development and validation, proper conduct of paper presentation and training on intellectual property and patent review (mean = 4.50).

These findings indicate that faculty and staff members at BCU prioritize acquiring skills and knowledge in these areas to improve their research capabilities. The relatively high mean scores suggest a strong need for training and support in these specific domains. They highlight the importance of conducting qualitative methods, conducting action research and quantitative methods. Furthermore, they also express a significant interest in research advising and mentoring and multivariate analysis to enhance their research capabilities.

The findings show that the faculty and staff members prioritize certain areas for supplementary training and support to enhance their research competencies. These findings are consistent with the findings of Rusell and McPherson (2014) where faculty members in the United States identified quantitative methods, research design, data analysis, writing for publication, and grant writing as their top research training needs. These indicate that these research training needs are important not only in the United States but also in the Philippines.

However, the five (5) training needs with relatively lower mean scores and verbal interpretations include paraphrasing cited texts (mean = 4.28), writing the terminal report for extension services (mean = 4.38), assessing the needs of the community for extension (mean = 4.35), conducting lessons study and writing research lessons writing the terminal report for extension services (mean = 4.38). While these areas are still considered important, the lower mean scores suggest that they are observed as slightly less urgent compared to the top ten (10) training needs.

Furthermore, the study also identified five (5) training needs with relatively lower mean scores, indicating a slightly lower urgency compared to the top ten needs. These findings are consistent in the study conducted by Shepherd and Winton (2017) where it was found out that faculty members in the United States considered using social media and technology, writing for the public, teaching research method, and managing research projects as their least needed training needs.

Additionally, other research conducted in the Philippines by Abella (2017), Del Rosario (2019), and Miranda (2018) also supports the importance of research training needs such as research design, data analysis, writing for publication, and grant writing among faculty members in the country.

The results of the study provide valuable direction for designing and implementing targeted research training programs at Baguio Central University. By addressing the identified needs, the institution can enhance the

research capabilities of its faculty members, leading to improved research outcomes and a stronger research culture university wide.

Table 2. Training needs Identified by the Faculty/Staff members

Training Needs	Mean	DE
1. Conducting action research for the Improvement of instruction	4.65	VHN
2. Conducting qualitative methods	4.68	VHN
3. Research instrument development and validation	4.50	VHN
4. Evaluating programs and activities and developing evaluation Instruments	4.43	VHN
5. Determining appropriate statistical tools for a given problem	4.48	VHN
6. Using quantitative methods	4.65	VHN
7. Evaluating the impact of the extension service	4.40	VHN
8. Assessing the needs of the community for extension	4.35	VHN
9. Conducting lessons study and writing research lessons	4.38	VHN
10. Research report writing	4.53	VHN
11. Writing the terminal report for extension services	4.38	VHN
12. Developing a research proposal	4.53	VHN
13. Conducting mixed methods	4.43	VHN
14. Proper conduct of paper presentation	4.50	VHN
15. Proper citation of references using APA 7 <sup>th</sup> edition format	4.38	VHN
16. Reviewing literature using online sources	4.43	VHN
17. Paraphrasing cited texts	4.28	VHN
18. Research advising and mentoring	4.55	VHN
19. Conducting multivariate analysis	4.55	VHN
20. Training on Intellectual property and patent review	4.50	VHN
21. Research refereeing	4.55	VHN
22. Observing ethics in research	4.55	VHN
23. Conducting research for beginners	4.45	VHN
24. Conducting thesis/dissertation defense	4.48	VHN
25. Conducting ethics review of research proposal	4.48	VHN

## CONCLUSION

The findings of the study at BCU provide valuable insights into the research training needs of faculty/staff members and highlighted the areas where further support and training are required. The identified top ten (10) training needs reflect the priorities of faculty/staff members and indicate their strong desire to enhance their research capabilities in specific topics. The leading research training needs identified by the faculty/staff



members at BCU encompass a range of areas, including conducting qualitative methods, action research, quantitative methods, research advising and mentoring, statistical analysis using multivariate analysis research refereeing, observing research ethics, developing research proposal, and research report writing. These areas emerged as the most crucial training needs based on their high mean scores, indicating a strong need for improvement in the areas mentioned.

## RECOMMENDATION

Based on the findings and conclusions of the study, BCU should design and implement targeted research training programs that addresses the identified top ten training needs of faculty members and staff. Furthermore, the Research Development Office should conduct capacity and capability building program in all areas of research while emphasizing the use of statistical tools in the treatment of data.

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