Journal of Positive School Psychology http://journalppw.com
2022, Vol. 6, No. 3, 6215–6226

Research Capability of Faculty Members in Higher Education Institution: Basis for Research Management Plan

Zandro O. Perez, Antonieta V. Minyamin, Rosita D. Bagsit, Grace B. Gimena, Wym V. Dionaldo, Elisheba S. Padillo, Olympia G. Lovoie, Cyril A. Cabello

Cebu Technological University – Moalboal Campus
zandro.perez@ctu.edu.ph, antonieta.minyamin@ctu.edu.ph, rosita.bagsit@ctu.edu.ph, grace.gimena@ctu.edu.ph, wym.dionaldo@ctu.edu.ph, elisheba.padillo@ctu.edu.ph, olympia.lovoie@ctu.edu.ph, cyril.cabello@ctu.edu.ph

Abstract

Research is one of the major functions in a university that should be nurtured and fostered in order to advance quality education. The capability of an instructor to conduct research is expedient in addressing the pressing issues in the society starting with the classroom. This study assessed the research capability of faculty members at Cebu Technological University (CTU) – Moalboal Campus anchoring Bandura's Self Efficacy Theory. The works of literature dictate that there's no study about research capability of college instructors initiated in Visayas, Philippines where Cebu is one of the provinces. This prompted the researchers to elicit pertinent information about the demographic profile of the instructors and their research capability (2.89) through a validated researcher-made instrument. All faculty members (69) participated the study. Utilizing descriptive-correlation research design, the researchers established significant relationship of the dependent and independent variables through Pearson-correlation coefficient. The results derived that age (0.13), gender (0.56), and number of papers completed but were not published (0.59) were not significant at 0.05 significant level. Number of years in service (0.04), number of years in conducting research (0.00), number of papers published (0.00), and number of local and international conferences attended (0.02) were significant. The findings of the study ensued a creation of research management plan that provides mechanisms on how to address the concerns and challenges of respondents in conducting research. In this way, college instructors are assisted and guided in completing and publishing their research article, thus, improving the research culture of the university.

Keywords: Capability, College Instructors, number of papers published, number of years in conducting research, Research

INTRODUCTION

One of the core functions of a Higher Education Institution (HEI) is research along with instruction and extension. The capability of a college instructor to conduct research is an edge in advancing quality and research-based instruction among its students and making a purposeful extension to the community (Caingcoy, 2020). Hence, instruction and extension should be anchored from research. Research capability received an overwhelming interest in the works of literature for the past decades. Most studies were identifying the research capability of teachers in the Department of Education (DepEd) since the research was institutionalized by the department (Wong, 2019; Ulla et al., 2017; Abarro et al., 2016). However, no literature or local studies focused on the college instructors' research capability in the different universities in the Visayas, Philippines (Kho et al., 2017; Salem et al., 2016). The premise that college instructors finished master's or doctor's degrees gives an idea that they should be conducting and publishing research articles but this is not true all the time. They were able to finish post-graduate studies but not all of them are publishing papers. This reality prompts the researchers to conduct this study.

According to Salom (2013), research is potent and essential in transforming society. Faculty members should be research-conscious. This consciousness is important in producing

innovations and improving the quality of life. The main purpose of conducting research is to serve men and to attain a higher quality of living (Basilio & Bueno, 2019). The study of Chin (2007) in China accentuated the importance of investing in research wherein students will turn to be part of the quality workforce in the country with the increasing number of innovations. Chin emphasized that investing in research will boost the economy of China. In the Philippines, research initiatives are given attention by the government most especially in the educational sector. The Department of Education (DepEd) embedded in their year-end assessment rating among teachers to conduct Action Research entailing with the management guidelines and procedures that can elevate the quality of teaching practice and pedagogies to have meaningful learning experiences (Deped Order no. 16, s.2017).

The Commission of Higher Education (CHED) conducted a survey in order to find out the status of research capability among the college instructors in select areas in Luzon, Philippines. It was revealed that research was given poor priority and limited funding among other activities in the Higher Educational Institutions (HEIs). In the study of Wong (2019), the findings revealed that 92.95% of the faculty members in the country joined research and development activities for two decades but only 22.81% were involved in the conduct of research. Further, the results exemplified that the faculty members will just join for attendance and certificate purposes but not necessarily for the passion of making research articles. This is the reality that needs to be investigated and should be addressed – the research capability of the faculty members in the HEIs.

It is the common notion of every faculty member to have doubts about researching because it is a tedious process by its nature. The capability of conducting research underscores the meaning of its construct. Research capability is the ability to answer a problem following the scientific processes of planning, gathering data, and interpreting it with the appropriate statistical tool or qualitative analysis (Salom et al., 2013; Ismael et al., 2012). The research capability among the faculty members may develop over time as it is a skill that needs constant practice (Manongsong et al., 2018). This can be further developed when participating actively with the numerous research capacity-building activities and seminar write shop. The faculty members of the Cebu Technological University – Moalboal Campus are interested in honing their skills in conducting research. The interest should also parallel to the capability of doing it. With this, the researchers are determined to know the capability of the faculty members of this institution to make sound decisions on what initiative should be undertaken. Further, this paper intends to make sustainable management plans that can augment the blurry spot of planning to conduct research.

Cebu Technological University – Moalboal Campus (CTU-MC) is composed of four colleges namely the College of Education (COED), College of Arts and Sciences (CAS), College of Technology (COT), and the College of Business Management and Engineering (CBME). The total number of organic faculty is 69 who are all the respondents of this study. Every college has an allotted amount for research and publication. However, these funds were not utilized for quite some time for a myriad of reasons such as the motivation and determination of faculty members to conduct research. Another challenge is the technicality or the knowledge of conducting it as this is not a routine done on a daily basis. Various seminars and workshops were initiated in order to augment this pressing issue but the problem is still prevalent. Confirming with the works of literature and local studies, the research capability of CTU-MC faculty members is what the researchers would like to ascertain.

RESEARCH OBJECTIVES

Generally, this study would like to assess the capability of faculty members in Cebu Technological University – Moalboal Campus. Specifically, this paper delves more into the following:

1. The Demographic Profile CTU-MC faculty members in terms of age, gender, highest educational attainment, and number of years in service.
2. The level of faculty members exposure to research in terms of number of years in conducting

research, number of Local and International Conferences attended, number of papers published, and number of papers completed but was not published.

3. The level of research capability among the faculty members in Cebu Technological University – Moalboal Campus
4. The significant relationship between faculty members' research capability to their demographic profile and their exposure to research.
5. The creation of a research management plan in order to provide assistance and solutions to the pressing concerns on how to make a research article.

REVIEW OF RELATED LITERATURE

The different surveyed materials regarding the research capability of teachers or faculty members are discussed in this section to shed light on the concept of the research. These articles were carefully examined purposely to elicit pertinent and reliable data to support the current study. The construct, research capability, is comprehensively defined and elaborated in this part. The quantitative, qualitative, and mixed-method research designs used by authors to elucidate research capability were also indicated. The works of literature and local studies connive with one understanding which is the need to know the capability of faculty members in conducting research and the support they are getting from the administration.

Research capability is a construct that caught many audiences such as in the field of management, engineering, and physical sciences. This includes the educational sector in advancing quality and research-based education that promulgates fact-based policies and programs. The research of Caingcoy (2020) provided pieces of evidence of the determinants and correlation of the different factors that play within the lens of conducting research in the field of education. The study utilized an explanatory design wherein the researcher gathered the quantitative data to know the determinants of research capability construct and its relationship to each other. The qualitative data narrows the perspective as to which factor should be focused on more. Based on the results, the data exemplified that the respondents posed a high intensity of challenges in terms of the research process however, positive results were elicited that the teachers were motivated to do research, had a neutral feeling and attitude towards it, and the capacity to conduct it and develop action plan were manifested yet, it needs improvements.

Furthermore, the determinants that correlate to the capability of the teacher to do research were skills in developing an action plan and mentoring, the quantifiable data as to their completed study, attitude, and how motivated they are circulating at a different magnitude. With the aid of transcripts from the respondents, the researcher narrows the lens and focused on the motivation of the teachers, their productivity in terms of making research, and most importantly their age for they found out that age determines the capacity of a teacher to conduct research. Thus, the study recommended that to answer these gaps, the sector should develop professional development programs and seminars focusing on the said determinants to create high esteemed and effective teachers in terms of conducting research.

The research of Wong (2019) focused on targeting the predictors of the teachers' capacity to conduct, to teach, and their productivity. The theory Self Efficacy by Bandura was utilized to provide the inception of knowledge with regard to the capability of teachers to conduct a study. This research is quantitative in nature with correlational design as methods to provide understanding about the relationship of the different predictors and their interaction to elicit implications about the construct being examined. With the gathered data, the study found out that there are dimensions in research such as research process, research utilization, and research dissemination wherein teachers are having little to no knowledge of all these, thus; this can be evaluated as incapability to conduct research.

Moreover, it can also be seen based on the results that personal qualities such as age, motivation, attitude, years of service, involvement in any research activities, cognition in research, and support from the institution creates an interaction to each other and to the construct which posed a determining factor to a

higher level of research capacity. With this, the study suggested that the Department of Education and other educational institutions should develop management plans that can build their capacity to do research. It also emphasized that focusing on the structuring of knowledge, creating a positive attitude towards research, and a wider support from the management may impact the teachers' overall performance in research development and productivity.

Tamban & Maningas (2020) provided substantial findings about the technical writing skills as reference for capability management plan. Most of the barriers or challenges that the researchers encountered are lack of time to conduct the research, the pressure and nature of academic tasks, and the lack of support and funding from the administration. Since research capability can be honed through time, it is expedient that teachers or faculty members are given enough time to work with their research. The more load or preparations that a faculty member received, the less time they can utilize for their research. The nature of academic tasks should also be considered because if it is too demanding, the more that the faculty member loses the energy to conduct research. Lastly, if a faculty member finished a research article, the administration should support it 100%. If the administrator or the research director will not release the funding, the researcher will lose the appetite for doing another paper. It will discourage them from having their article published.

The different articles discussed in this portion provided a wide array of understanding among the researchers. It is vital to see different angles in understanding research capability. This might be coined to research skills and research competence; however, the works of literature and local studies generate a clear and distinct definition to these constructs. Research capability should be assessed in order to know the ways how to improve it. These articles establish a good foundation of what to expect from the findings of this current study. These surveyed materials can definitely corroborate the endpoint of this research.

Theoretical Underpinning

This study is anchored on Bandura's Self Efficacy Theory. Albert Bandura's concept of perceived self-efficacy boils down to the beliefs and ideas of an individual about the level of capability to execute certain kind of action. The amount of perceived efficacy interacts to the behavior of an individual at a certain level. The higher perception of one's efficiency, the more a person is motivated alongside with the positive outlook and behavior. Bandura elaborated that manifesting a strong sense of efficiency to oneself can positively impact the lives of every individual in varied ways. One highlighted notion is focused on developing intrinsic motivation to carry out challenging deliverables set by the organization or institution because they manage to create certain mindset that these tasks are not a threat but an opportunity to grow. With this, it can be gleaned that the higher perception of ones self-efficacy, the more productive, positive, and well-groomed an individual can be.

The theory self-efficacy of albert bandura was utilized in the study of Hoy et al. (2009) as a database about teacher's mechanism in carrying the expected functions set by the institution. In this study, they exemplified that among the beliefs that a teacher has, the most powerful one was the perception about their capability, strengths and skills to navigate themselves around the field of teaching. This belief holds the cognitive and affective notion about how an individual see things in the environment and it may prompt a larger scale as to how they would react with it. The study found out that crucial measurement of teacher's efficacy and efficiency in teaching interplays an array of effects on their performances in delivering the instruction.

For the purpose of seeking for the significant interacting factors with regard to self-efficacy among the teachers, the study of Klassen & Tze (2014) describe that the direct manifestation of high level of self-efficacy among the teachers can be examined through the quality of instruction and performance that they provided to their students. The study is a meta-analysis which evaluates different published article about teacher's performance with respect to their self-efficacy. They found out that self-efficacy has a strong association with regard to their academic performance and it pose a significant interaction with each other. With this,

it can be deciphered that the teacher's perceived self-efficacy greatly impacts the quality of instruction that they are giving and a factor to acquire successful education in a wider perspective.

MATERIALS AND METHODS

The study utilized the descriptive – correlational research design in order to establish significant relationship between the dependent and independent variables. The researchers gathered data through a validated researcher-made instrument. The instrument was designed following the processes of designing and validating an instrument by Colton & Covert (2007) cited by Cabello & Bonotan (2020). The instrument was composed of two parts; the first part was intended to elicit the demographic profile of the respondents and their exposure to research such as the name (optional), age, gender, highest educational attainment, number of years in service, number of years in conducting research, number of Local and International Conferences attended, number of papers published, and number of papers completed but was not published while the second part was a questionnaire with a 4-point Likert scale (1 - strongly not evident, 2 - not evident, 3 - evident, and 4 - strongly evident) composed of 30 items. Originally, the items in the second part were composed of 42, however, after the validation and reliability testing, it yielded 30 items with a high value of Cronbach's alpha at 0.89 (George & Mallery, 2003). The instrument went through 4 validation such as face validity, content (expert) validity, criterion validity, and construct validity.

This study used descriptive and inferential statistical tools wherein the researchers analyzed the data through weighted mean, frequency, percentage, standard deviation, and Pearson-Correlation Coefficient using the Statistical Packages for Social Sciences (SPSS). In this study, the total population of Cebu Technological University – Moalboal Campus faculty members which is 69 served as the respondents. The data gathered was treated with the highest degree of confidentiality and anonymity (Bryman & Bell, 2007).

RESULTS AND DISCUSSION

Table 1. The Faculty Members' Demographic Profile

		f	Percentage
Age	23-34	35	50.00
	35-46	20	28.57
	47-58	12	17.14
	59-above	3	4.29
Gender	Male	36	51.43
	Female	34	48.57
Educational Attainment	Bachelor's Degree	30	42.86
	Masters Graduate	24	34.29
	Doctorate Degree	16	22.86
Number of years in service	1-10	53	75.71
	11-20	12	17.14
	21-30	2	2.86
	31-40	3	4.29

Table no. 1 showed the demographic profile of the respondents such as age, gender, educational attainment, and number of years in service. It can be gleaned that the age bracket of 23-24 had the highest counts of 35 with the percentage of 50%. On the other hand, the age bracket that got the lowest count of 3 with 4.29% is 59-above. This data exemplified that the respondents are dominated by young faculty members. Male with 36 counts (51.43%) and female with 34 counts (48.57%) were equally distributed. Faculty members' educational attainment presented a majority of bachelor's degree with 30 counts (42.86%) while 16 counts (22.86%) are faculty members who finished doctoral. Most of the respondents were within the

span of 1-10 years in service having 53 counts (75.71%) while 2 (2.86) respondents already rendered within the span of 31-40 years in service.

Based from the data being shown in the table, it can be implied that most of the respondents are young, new in the service, and majority of the respondent's highest educational attainment is bachelor's degree. This can be corroborated by the study of Tarigan & Wimbarti (2011) wherein young members in the faculty family has a good ground to develop research skills by attending trainings and programs because of their compositions such that they manage to be active in every research endeavor and their enthusiasm to learn new things (Punia & Bala, 2021). The capacity to conduct research also affected by the respondents' educational attainment as this predictor interact between the acquired knowledge and behavior (Berkowitz et al., 2017).

The study of Salom (2013) highlighted that the educational attainment gained a significant relationship as to how they expected to perform their function as research instructor. Given the respondent's highest educational attainment, it can be implied that institution should consider to encourage these young faculty members to engage in any professional development programs to acquire more knowledge and skills in doing research (Zhao, 2017; Wong, 2019).

Table 2. Faculty Members' Exposure to Research

		f	Percentage
Number of years in conducting research	1-5	64	91.43
	6-10	4	5.71
	11-15	2	2.86
Number of Papers published	0	55	78.57
	1	8	11.43
	2	2	2.86
	3	1	11.43
	4	3	4.29
	5	1	1.43
Number of Local and International Conferences Attended	0	38	54.29
	1-10	25	35.71
	11-20	3	4.29
	21-30	3	4.29
	31-above	1	1.43
Number of papers completed but were not published	0	43	61.43
	1-5	19	27.14
	6-10	7	10.00
	11-15	1	1.43

Table 2 showed the respondents' exposure to research. Majority of the respondents were newly exposed into conducting research having 1-5 years with 64 counts (91.43%). This is in congruent to the number of faculty members who are new in the service and who are young. There were only 2 (2.86%) who have been in conducting research for 11-15 years. While most of the respondents with 55 counts (78.57%) were not able to publish a research article, 8 (11.43%) of them published it only once. In terms of the number of local and international conferences attended, it was dominated by the faculty members who never attended with 38 counts (54.29%). This goes the same with the number of papers completed but were not published wherein most of the respondents never made an article even once.

With the numbers being reflected in the table, it can be implied that these variables are interacting as one may pose a significant relationship with the other or to all. The degree where one variable is as its highest or lowest may drag the other variable at the same level. The

results corroborated with the study of Cardona (2020) that engaging in any research activities impacts the productivity rate of a teacher with regard to research publication as this engagement promulgates the skills and widens the perspective with regard to research initiatives (Durand et al., 2017) and its creation. Further, the level of research skills and initiatives of the instructors are the crucial constructs (Konig et al. 2020) that one should reconsider because these may affect their efficiency and effectivity to establish transfer of learning and acquire the necessary outcome in research production.

The study of Beerens (2000) suggested that professional growth provides a strong foundation of acquired knowledge and skills especially in research innovation therefore, institution should provide grounds for their college instructors to engage in different research activities. This program positively impacts not just to the expected performance and output of the instructors but can capacitate them to innovate research-based instruction and extensions.

Table 3. Level of Research Capability among the Faculty Members

Statement	Mean	SD	Description
I know well the Nature of Educational Research.	2.96	0.72	Capable
I can understand the language of Research.	2.92	0.62	Capable
I am familiar with the famous authors in Researches.	2.59	0.64	Less Capable
I know how to make a research title.	2.99	0.66	Capable
I know how to write an introduction to an article.	2.93	0.74	Capable
I know how to look for Literature and Studies.	3.08	0.78	Capable
I know how to write a review of related literature.	3.00	0.87	Capable
I know how to formulate research question/s.	2.97	0.93	Capable
I know how to set the parameters of the study.	2.76	1.03	Capable
I know how to make conceptual and theoretical frameworks.	2.89	1.12	Capable
I can decide what appropriate research design	2.86	1.19	Capable
I know the kind of sampling technique I need to utilize.	2.77	1.33	Capable
I know what is population and sample.	3.01	1.35	Capable
I can identify a particular statistical tool to be used in my study.	2.75	1.54	Capable
I know how to validate an instrument	2.69	1.62	Capable
I know how to sustain trustworthiness of the data gathered.	3.08	1.71	Capable
I know how to conduct interview	3.01	1.80	Capable
I know what are the ethical considerations in conducting research.	3.07	1.91	Capable
I know how to analyze results.	2.89	2.07	Capable
I know how to read tables and other graphical representations	3.01	2.13	Capable
I know how to use software in analyzing the data	2.66	2.29	Capable
I know how to corroborate the results	2.80	2.40	Capable
I know how to make conclusions.	3.03	2.47	Capable
I know to how to do in-text citation.	2.99	2.63	Capable
I know how to paraphrase and summarize.	3.15	2.69	Capable
I know how to use APA 7th Edition in doing citation.	2.89	2.87	Capable
I know how to make my paper publishable.	2.68	3.02	Capable
I know how to scrutinize journals.	2.76	3.12	Capable
I know how to present my paper in the international conferences.	2.72	3.26	Capable
I am good in making the abstract of the study.	2.86	3.32	Capable

Legend: 1.00-1.80 Not capable; 1.81-2.60 Less capable; 2.61-3.20 Capable; 3.21-4.00 Very Capable

Table 3 showed the research capability level of the respondents. It can be gleaned that the highest mean of 3.15 interpreted as capable was on how to paraphrase and summarize. The faculty members are inclined to this as this is something that can be done and practice in different fields. Along with this, the respondents are also capable of looking for literature and local studies to

corroborate the results of the article and they can also sustain the trustworthiness of the data gathered with the mean of 3.08. While the lowest score was on the familiarization of the different authors with the mean of 2.59 interpreted as less capable. Along with the lowest mean, it can also be seen that utilizing software in analyzing data with the mean of 2.66 interpreted as capable.

The data implied that the respondents are capable of doing research as they know almost all of the research processes. The results above corroborate to the study of Hill & Haigh (2012) wherein the respondents were research active. However, there's a need to deepen research productivity by seeing the number of research publications. The knowledge and skills of doing research is present however it is not a guarantee that they can successfully complete the study because there are other variables that interact with it such that behavior plays a wide participation in the interaction. According to the study of Van Eekelen (2006) highlighted that "a will to learn" of the teachers is significant in delivering performance, acquire new set of skills, and being proactive because this gives them the drive to explore beyond what is present and acquired. It can also widen the lens of understanding to consider challenging pathways such as research endeavors as an opportunity to develop professionally and produce a research based academic performance (Guskey, 2021).

Furthermore, practicing and applying what is being learned is much meaningful as it creates an impact to the development of skills and behavior. The more the teachers apply what's inside, the more they can develop the skills and capacity to do research and can create a positive mindset about the research processes (Foster et al., 2003).

Table 4. The significant relationship between faculty members' research capability to their demographic profile and their exposure to research.

Independent Variables **Demographic Profile and Exposure to Research**	Dependent Variable **Research Capability**		
	r value	*p value*	Remarks
Age	0.1813	0.13	Not Significant
Gender	-0.0703	0.56	Not Significant
Educational Attainment	0.2714	0.02	Significant
Number of years in service	0.2507	0.04	Significant
Number of years in conducting research	0.3491	0.00	Significant
Number of Papers published	0.4452	0.00	Significant
Number of Local and International Conferences Attended	0.2688	0.02	Significant
Number of papers completed but were not published	0.2266	0.59	Not Significant

Significant level at 0.05

Table 4 displayed the significant relationship between faculty members' research capability to their demographic profile and their exposure to research. It can be seen that the three independent variables such as age, gender, and the number of papers completed but were not published garnered 0.13, 0.56, and 0.59 respectively which is greater than the significant level of 0.05. This indicates as not significant to research capability. Meanwhile, educational attainment, number of years in service, number of years in conducting research, number of papers published, and number of local and international conferences attended captured a significant relationship to research capability with a p value of 0.02, 0.04, 0.00, 0.00, and 0.02 respectively.

The results suggested a clear picture of the relationship of the independent variables that may affect research capability. The study of Clarke & Hollingswort (2002) corroborated with these findings and highlighted that those college instructors in all levels must engage themselves in any activity that may provide professional growth such as masters and doctoral degree as it may develop their skills and technicalities with regard to the chosen field. Moreover, as the study of Kotirde & Yunos (2015) exemplified that seminars, conferences, training, and programs are the effective academic activities to create and

produce efficient professional imbibe with research-based skills that can deliver effective instructions and outcomes.

With this, it can be gleaned that even if you are old or young, male or female, you can conduct research. However, the higher the educational attainment is, the chance of increasing the capability of conducting research. Not to mention that in continuing advanced education, the more exposure to research activities. The number of years may affect in increasing the capability of conducting research. The more years, the more experiences, the more exposure to research wherein a faculty member can take advantage of. Research is a skill that can be honed when practice (Bandaranaike, 2018). The more years in conducting research, the more a faculty member attain an increased knowledge and capability in making research articles. If a faculty member able to publish an article, that instructor knows the feeling already. With this the more papers published, the higher the faculty member's capability in conducting research. This also aligns to the number of international conferences attended wherein a faculty member is exposed to different researches, its methodologies and technicalities. Not just the "how to make the research" can be mastered but the appreciation of the intent and impact of the different researches that penetrates the heart of a researcher.

Table 5. Research Management Plan – A Research Clinic Program

Research Concerns/ Challenges	**Objectives**	**Discussion/ Activities/ Write shop**	**Time Frame**	**Person Responsible**	**Results (Empirical evidence)**
Reliable References as a guide in conducting research	To provide references that are accessible and reliable To discuss ways on how to understand the content of the references	Research Scavenger Activity on seeing for the reliable sources	April 2022-December 2022	All directors and college instructors	Reliable sources are identified and discussed to the college instructors
Software used in analyzing data	To enumerate different software used in analyzing data in qualitative and quantitative researches and discuss its appropriateness and how it should be used	Orientation and Discussion of the different software used in qualitative and quantitative researches	May 202-June 2022	All directors, college instructors and the IT Experts	Software such as SPSS, Minitab, Excel, NVivo, MAXQDA, Transana, ATLAS.ti and many more
How to publish an article?	To elaborate the different things to observe in publishing an article To check and verify the guide for authors in the journal selected	Present the IMRAD format Request for the soft copies of the papers completed such as thesis and dissertation	June 2022-December 2022	All directors and college instructors	Increased papers' publication to 80% from the population of college instructors

Designing and Validating a research instrument	To identify the necessary factors affecting in designing and validating an instrument	Present the model formulated by Colton & Covert (2007) in designing and validating an instrument Discussion of the format for the construction of the research instrument	July 2022-September 2022	All directors and college instructors	Published an article about designing and validating an instrument
Research Presentation in the international conferences	To expose the researchers to local and international conferences sharing the results of their research	University-wide colloquium Registration in the different International Conferences	July 2022 – December 2022	All directors and college instructors	100% of the faculty members are able to present in an international conference

Table 5 presented the Research Management Plan – The Research Clinic. This Management plan was created out from the faculty members' research capability. From the table 4, the statements " I am familiar with the famous authors in Researches" (2.59), "I know how to use software in analyzing the data" (2.66), "I know how to make my paper publishable" (2.68), "I know how to validate an instrument" (2.69), and "I know how to present my paper in the international conferences" (2.72) are the 5 statements that garnered the lowest scores. These 5 statements are the main concerns of the faculty members of Cebu Technological University – Moalboal Campus. If these challenges can be addressed in an expedite manner, the research culture of the university will definitely boost and thrive.

The Research Management Plan is a research clinic because it cures whatever concerns that may hinder a researcher from completing the research study. This plan is annually monitored and evaluated for the purpose of checking is effectivity increasing the number of research articles, publication, and citation (Salde & Mamaoag, 2021). The management plan has five columns such as the identifying of the research concerns and challenges, objectives, discussion/activities/write shop, time frame, person responsible, and results which are the pieces of empirical evidence. These columns were promulgated in order to identify specific activities and information that may play an important role in helping the faculty members appreciate and find the joy in doing research.

CONCLUSION

The research capability of Cebu Technological University – Moalboal Campus was determined numerically and indeed, the respondents are capable in doing research. However, there are variables affecting the completion and publication of the their research articles. With the empirical evidence presented, it resulted to a management plan (research clinic) that can address the pressing concerns in completing the study until its publication. Thus, Research Clinic is a platform and a venue for everyone to learn, appreciate, and enjoy the journey of doing research.

References

Abarro, J. O., & Mariño, W. P. (2016). Research capabilities of public secondary and elementary school teachers in the Division of Antipolo City. International Journal of Scientific and Research Publications, 6(6), 407-410.

Bandaranaike, S. (2018). From research skill development to work skill

development. Journal of University Teaching & Learning Practice, 15(4), 7.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. Psychological review, 84(2), 191.

Basilio, M. B., & Bueno, D. C. (2019). Research Skills and Attitudes of Master Teachers in a Division Towards Capability Training. In 19th CEBU Philippine International Conference on Economics, Education, Humanities and Social Sciences.

Beerens, D. R. (2000). Evaluating Teachers for Professional Growth: Creating a Culture of Motivation and Learning. Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320.

Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2017). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. Review of Educational Research, 87(2), 425-469.

Cabello, C. A. (2021). Designing and Validating an Instrument to Assess the Wellness of Business Process Outsources' Customer Service Associates. Asia Pacific Journal of Multidisciplinary Research, 9(1), 1-11.

Caingcoy, M. (2020). Research Capability of Teachers: Its Correlates, Determinants and Implication for Continuing Professional Development. Determinants and Implication for Continuing Professional Development. Journal of World Englishes and Educational Practices, 2(5), 1-11. DOI: 10.32996/jweep.2020.2.5.1

Cardona, R. S. (2020). The enablers and outcomes of research productivity among junior high school mathematics teachers: A structural model. EURASIA Journal of Mathematics, Science and Technology Education, 16(11), em1901.

Chin, G. T., & Frolic, M. B. (2007). Emerging donors in international development assistance: the China case.

Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. Teaching and teacher education, 18(8), 947-967.

Durand, R., Grant, R. M., & Madsen, T. L. (2017). The expanding domain of strategic management research and the quest for integration. Strategic Management Journal, 38(1), 4-16.

Foster, M., L Lewis, J., & Onafowora, L. (2003). Anthropology, culture, and research on teaching and learning: Applying what we have learned to improve practice. Teachers College Record, 105(2), 261-277.

George, D., & Mallery, P. (2019). IBM SPSS statistics 26 step by step: A simple guide and reference. Routledge.

Guskey, T. R. (2021). Professional learning with staying power. Educational Leadership, 78(5).

Hill, M. F., & Haigh, M. A. (2012). Creating a culture of research in teacher education: Learning research within communities of practice. Studies in higher education, 37(8), 971-988.

Hoy, A. W., Hoy, W. K., & Davis, H. A. (2009). Teachers' self-efficacy beliefs. In K. R. Wenzel & A. Wigfield (Eds.), Handbook of motivation at school, 627–653.

Ismail, R., & Meerah, T. S. M. (2012). Evaluating the research competencies of doctoral students. Procedia-Social and Behavioral Sciences, 59, 244-247.

Kho, M. G. W., & Ling, Y. L. (2017). A study of perception and capability to undertake action research among lecturers at a Polytechnic in Sarawak. Teacher Education and Curriculum Studies, 2(4), 41-46.

Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. Educational research review, 12, 59-76. https://doi.org/10.1016/j.edurev.2014.06.001

König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career

teachers in Germany. European Journal of Teacher Education, 43(4), 608-622.

Kotirde, I. Y., & Yunos, J. B. M. (2015). The Processes of supervisions in secondary schools educational system in Nigeria. Procedia-Social and Behavioral Sciences, 204, 259-264.

Manongsong, M. J. G., & Panopio, E. (2018). Dentistry faculty members' research competencies and attitude towards research engagement. Asia Pacific Journal of Education, Arts and Sciences, 5(3), 13-19.

Punia, P., & Bala, M. (2021). Development and Validation of Teacher Enthusiasm Scale. Polish Psychological Bulletin, 52(1).

Romanes, M. A. J. D. Analysis of Research Data in the Schools Division Office of Cavite Province. Provincial Government of Cavite through the Special Education Fund, 1(1) 27.

Salde, K. G., & Mamaoag, N. R. (2021). Research Capability of Senior High School Teachers in Bayugan City Division: Basis for Capability-Building Program. Asian Journal of Research in Education and Social Sciences, 3(2), 144-152.

Salem, M. A., Shawtari, F., Shamsudin, M. F., Hussain, H. B. I., & Hizam, S. M. (2016). Research Capability, Job Satisfaction, and a Multiple Approach of Competitiveness: A Conceptual Framework for University Kuala Lumpur, Malaysia. Mediterranean Journal of Social Sciences, 7(1), 369-369.

Salom, M. D. (2013). Research capability of the faculty members of DMMMSU Mid La Union Campus. International Scientific Research Journal, 5(2), 45-55.

Salom, M. D. (2013). Research capability of the faculty members of DMMMSU Mid La Union Campus. International Scientific Research Journal, 5(2), 45-55.

Tamban, V.E., & Maningas, O.B. (2020). RESEARCH CAPABILITY OF PUBLIC SCHOOL TEACHERS: A BASIS FOR RESEARCH CAPABILITY ENHANCEMENT PROGRAM. PEOPLE: International Journal of Social Sciences, 6, 222-235. DOI:10.20319/pijss.2020.61.222235

Tarigan, M., & Wimbarti, S. (2011). Career planning program to increase career search self efficacy in fresh graduates. Journal of Higher Education Theory and Practice, 11(4), 75-87.

Ulla, M. B., Barrera, K. I. B., & Acompanado, M. M. (2017). Philippine classroom teachers as researchers: Teachers' perceptions, motivations, and challenges. Australian Journal of Teacher Education (Online), 42(11), 52-64.

Van Eekelen, I. M., Vermunt, J. D., & Boshuizen, H. P. A. (2006). Exploring teachers' will to learn. Teaching and teacher education, 22(4), 408-423. https://doi.org/10.1016/j.tate.2005.12.001

Wong, A. M. (2019). Driving forces of master teachers' research capability: Towards building a research culture in the division of Romblon, Philippines. International Journal of Advanced Research and Publications, 3(7), 92-97.

Zhao, Y. (2017). Research on the diversified evaluation index system and evaluation model of physical education teaching in colleges and universities. Journal of Computational and Theoretical Nanoscience, 14(1), 99-103.