



AN INVESTIGATION OF RESEARCH SELF-EFFICACY, ATTITUDES, AND INTERESTS AMONG FILIPINO COLLEGE FACULTY: IMPLICATIONS FOR RESEARCH PRODUCTIVITY ENHANCEMENT PROGRAMS

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ABSTRACT

Although universities and colleges in the Philippines have encouraged their faculty to be involved in research, many issues and factors still affect their engagement and productivity. This correlational-quantitative research aimed to identify common factors affecting the research productivity (RP). It examined the extent of research self-efficacy, interests and attitudes, its associations, and the differences between groups according to profile variables. Forty-nine (49) college faculty served as respondents in the Philippine University in Bacoor, Cavite calculated using Raosoft and selected using the convenience sampling technique. Data drawn from the Research and Development Center (R&DC) statistically validated ($\alpha=.973$), gathered through the use of Google form, and analyzed using percentage, mean, cumulative ranking, T-test, ANOVA, and Pearson r. Findings revealed that most of the faculty aged 41-50, female, working in the institution for about five years, with no conducted and published research despite attending more than three research-related trainings and workshops. Faculty are generally interested, confident, and posited positive research attitudes. The top factors affecting RP include insufficient funding, lack of competence and confidence, and time constraints. Furthermore, a significant difference was only established between research attitude and age and confirmed that interest, self-efficacy, and attitude towards research are significantly associated. Accordingly, it is recommended to have a continuous capacity research building program for faculty members and intensify research engagement and productivity through collaborative writing, review, and improvement of research initiatives relative to extra/de-loading, honoraria, and incentives.

Keywords – Research Self-Efficacy, Attitudes and Interests, Filipino College Faculty, Research Productivity, Bacoor, Cavite, Philippines

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INTRODUCTION

In different fields and disciplines, research has created development opportunities, from knowledge-building to technological advancements. In the educational sector, much research has contributed to the improvement of significant aspects of teaching and learning (e.g., Hyland, 2011; Richards & Rodgers, 2014). Correspondingly, research has become one of the key responsibilities of academic professionals situated in the contemporary educational system. With research as a vital component in expanding current knowledge and understanding of the world, educational policymakers and institutions have already embraced its increasing value and impact through policies and mandates. In the Philippines, major shifts in activities and initiatives have been done by the Department of Education (DepEd) to institutionalize action research on the many functions of a Filipino teacher (Alcazaren, 2021; Tindowen et al., 2019). Some of the programs that promote and encourage faculty research are the implementation of the Basic Education Research Fund (DepEd No. 24 s. 2010), Revised Guidelines for the Basic Education Research Fund (DepEd No. 43 s. 2015), and Adoption of the Basic Education Research Agenda (DepEd No. 39 s. 2016).

Even with much promotion and policy reforms, faculty research productivity (RP) in the country still exhibited low results (Barrot et al., 2020; Dumbrique & Alon, 2013; Gravoso et al., 2016; Navarrate & Asio, 2014; Vinluan, 2012). At the basic education level, previous studies had revealed how schools and institutions were still in their initial adjustment stage in fully implementing action research as a characteristic of their educational culture (Salazar-Clemeña, 2006; Tindowen et al., 2019). According to the literature, many of the issues found to lie within the existing institutional characteristics of the Philippine educational system. One notable issue is the lack of functional research universities in the country, aside from the University of the Philippines (UP), which makes it difficult to construct a blueprint on how to deconstruct the dichotomy of teaching and research (Demeterio & Pada, 2018; 2019). It is also no surprise that the majority of the country's higher

education institutions (HEIs) are considered teaching universities (Bernardo, 2003). As a result, the dichotomization of faculty functions of teaching and research led to weak knowledge production culture (Vinluan, 2012), an institution's low research intensity, underutilized research funding (Calma, 2010), and incongruent research policies and agenda (Ramoso & Ortega-Dela Cruz, 2019). With teaching as the primary function of teachers, research production has been greatly affected by one's teaching workload (Austria & Carbonero, 2020; Torres et al., 2017). Many faculty members point out how their extensive workload as teachers and class advisers sometimes inhibits them from devoting time to research undertakings.

To analyze the various constructs that determine research productivity, the study was guided by the social cognitive theory (SCT) that provides an extensive explanation of possible relationships of variables (self-efficacy, research attitudes, demographic profiles) to the production of research. Heavily based on Bandura's (1977; 1997) seminal works, this theory explains how an individual's social behavior, such as their interests and choices, are influenced by the triadic reciprocal causation framework (i.e., cognitive, experience, environment). For this study, two assumptions were taken for consideration. First, personal accomplishments and mastery of the skills and expertise greatly affect an individual's self-efficacy. In this case, the person's research self-efficacy is influenced by their research competency such as writing the review of literature and analyzing a data set. Second, self-efficacy is a strong predictor for one's interest and aspirations. For example, it is more likely that a person with a high research self-efficacy to undertake more research-related activities.

With the issues mentioned above on faculty research, the current investigation aimed to address these problems through an objective assessment of the faculty members in a private university in Bacoor, Cavite. Such extended significance of research in the academe intensified the undertaking of studies on various concepts assumed to have an impact on faculty research performance. In this study, constructs in research self-efficacy, research interests, and research attitudes were hypothesized to be predictors of

faculty RP. Moreover, the demographics of these teachers were considered as variables that may also determine one's capacity for research. In understanding these constructs and how they affect research performance, the study was able to recommend faculty research training and programs supported by empirical evidence. These programs can be a significant component of a possible research engagement plan for the University.

The present investigation can provide an objective perspective on the current research situations of faculty members that may influence their research engagements. With the study serving as a training needs assessment, results can be an empirical grounding for potential university-led research training and activities for faculty members. Since assessment (research self-efficacy) objectively evaluates the effectiveness of training programs (Tiyuri et al., 2018), the study's findings can help in devising evidence-based strategic research programs that meet the current needs of the faculty. And with the results may serve as additional discussion points and critical analysis for the school administration in improving RP among teachers and in coming up with plans to encourage these teachers further to engage in research.

OBJECTIVES OF THE STUDY

This study aimed to assess the research training needs of the college faculty members to be used to plan for research activities of the university. Another important purpose of the study is to determine various factors that influence faculty RP and engagements that may inform the university's research policies and processes. The following are the research objectives that served as a guide for the whole investigation:

1. To determine the demographic profile variables of the respondents.
2. To describe the extent of research self-efficacy, research interests, and research attitudes of the respondents.

3. To analyze the common factors affecting faculty research productivity and engagements.
4. To evaluate the significant difference between the extent of research self-efficacy, interests, and attitudes when respondents are grouped according to their demographic profile variables.
5. To analyze the significant association between:
 - 5.1. Research attitudes and research interests
 - 5.2. Research attitudes and research self-efficacy
 - 5.3. Research interests and research self-efficacy

METHODOLOGY

With the majority of the literature on research productivity that drew from the positivist paradigm, the study employed a quantitative approach, with correlational research method. This approach allows the investigation of patterns of the relationships of various variables that may influence RP. In order to obtain the quantitative data, a survey questionnaire of faculty research training needs was used. Because of the limited face-to-face protocol of the university, the questionnaire was given online through the office of the college Deans and the Research and Development Center. Because of the limited face-to-face protocol of the University, the questionnaire was given online through the office of the college Deans and the Research and Development Center.

The population is comprised of 65 college faculty from the University. Forty-nine (49) sample respondents were calculated using the Raosoft sample size calculator with a 5% margin of error and 95% confidence level. The choice to make this particular inquiry among faculty members is impelled by the exposure of these teachers to research-related content and courses that enable them to assist and mentor students in undertaking research works. Respondents were selected using the convenience sampling technique.



The study was conducted at the University of Perpetual Help-Molino, a private institution in Bacoor, Cavite. The selection of this University was prompted by the growing research culture among its faculty members with the extensive research programs spearheaded by their R&DC.

More so, it utilized the university-mandated research training needs assessment that is statistically validated. Cronbach Alpha is equal to 0.98 (Interest), 0.98 (self-efficacy), and 0.96 (attitudes). The first part of the survey profiles the respondents' demographics and basic information, while the second part determines the research interest, self-efficacy, and attitudes.

To ensure the accuracy and reliability of the tabulated data, the research study utilized percentage, mean, cumulative ranking, T-test, ANOVA, and Pearson r to provide sufficient and substantial interpretation and analysis.

RESULTS AND DISCUSSIONS

1. Respondents Demographic Profile

Based on Table 1, the majority of the college faculty were above 41 years old (55%), female (65%), with master's degrees (59%), and working in the University for about months to 5 years (49%), ranging with none to one research outputs (55%), and having no publication at all (76%).

Previous literature found that individual characteristics can significantly influence one's research productivity and outcomes, such as age, gender, academic position, educational attainment, teaching experience, research knowledge and skills, leadership and management, rewards, and research policies and supports (Alhija & Majdob, 2017; Batool et al., 2018; Finch et al., 2013; Heng et al., 2020; Lertputtarak, 2008).

For the research interests, self-efficacy, and attitudes, it may be gleaned from Table 2 that faculty are generally interested (M=3.87, SD=0.92), generally confident (M=3.55, SD=0.88), and demonstrate positive attitudes (M=3.80, SD=0.82) toward research engagement.

Table 1
Profile of the Respondents

| | F | % |
|--|----|------|
| Age | | |
| 20 – 30 years old | 11 | 22.4 |
| 31 – 40 years old | 11 | 22.4 |
| 41 – 50 years old | 16 | 32.8 |
| Over 50 | 11 | 22.4 |
| Gender | | |
| Male | 17 | 34.7 |
| Female | 32 | 65.3 |
| Educational Attainment | | |
| Bachelor's Degree | 13 | 26.5 |
| Master's Degree Holder | 29 | 59.2 |
| Doctorate Degree Holder | 7 | 14.3 |
| Number of Years in the University | | |
| Less than 1 year | 4 | 8.2 |
| 1 – 5 years | 20 | 40.8 |
| 6 – 10 years | 9 | 18.4 |
| 11 – 15 years | 10 | 20.4 |
| 16 – 20 years | 3 | 6.1 |
| Over 20 years | 3 | 6.1 |
| Number of Research/es Conducted | | |
| None | 17 | 34.7 |
| One (1) | 10 | 20.4 |
| Two (2) | 9 | 18.4 |
| Three (3) | 7 | 14.3 |
| More than three | 6 | 12.2 |
| Number of Research/es Published | | |
| None | 37 | 75.5 |
| One (1) | 7 | 14.3 |
| Two (2) | 1 | 2.0 |
| Three (3) | 2 | 4.1 |
| More than three | 2 | 4.1 |
| Number of Trainings/Workshops Attended | | |
| None | 8 | 16.3 |
| One (1) | 8 | 16.3 |
| Two (2) | 8 | 16.3 |
| Three (3) | 8 | 16.3 |
| More than three | 17 | 34.8 |

Legend: f-frequency, % – percentage

Research interests relate to reading research journal articles, developing research instruments, analyzing and collecting data, conceptualizing a research topic, and having research activities as part of the work. Meanwhile, confidence among faculty is linked with the use of technology in designing and carrying out the research, writing the literature review, forming the conceptual paradigm, and formulating the research abstract. Likewise, positive attitudes show that



respondents find research writing as valuable, meaningful, rewarding, exciting, and interesting.

2. Research Interests, Self-Efficacy and Attitudes among College Faculty

Table 2
Level of Research Interests, Self-Efficacy and Attitudes

| | SD | Mean | Description |
|---------------|------|------|----------------------|
| Interest | 0.92 | 3.87 | Generally Interested |
| Self-Efficacy | 0.88 | 3.55 | Generally Confident |
| Attitudes | 0.82 | 3.80 | Positive Attitude |

One noteworthy construct that has been determined to predict faculty RP is an individual's research self-efficacy and motivation (Peng & Gao, 2019; Zhang, 2014). Research self-efficacy and motivation usually pertain to one's confidence to successfully perform research tasks such as reviewing literature and analyzing data. In the study of Lev et al. (2010) of the students' (n=29) and faculty members (n=43) perception of research self-efficacy in a nursing mentorship program, it was found that mentors perceived their mentees to be more self-confident in conducting clinical research that how students perceived their abilities. The study suggested how effective mentorship can increase students' choice of research careers and develop the professional knowledge of both mentors and students. Similarly, the findings of Adedokun et al. (2013) among students (n=156) who participated in the faculty-mentored interdisciplinary STEM research program posited how research self-efficacy and interest have become a mediator between students' research skills and their career aspirations.

It is assumed that having a higher level of research self-efficacy can lead to increased research interest. Being one of the key constructs that are linked to greater research performance, much of the literature has investigated how research interest can influence faculty RP. In the study of Eam (2015) among Cambodian academics (n=453), it was revealed that a higher research self-efficacy can result to a higher research interest or aspirations. This is in parallel

with the SCT's assumption that self-efficacy is great determinant of one's interests. However, Eam's results showed research outcome expectation, while significant, is a weak predictor of research interest.

In the article of Papanastasiou (2005; 2014), she has devised the Attitudes Towards Research (ATR) scale that identifies five factors that influence research attitudes: 1) usefulness of research, 2) anxiety, 3) affect indicating positive feelings about research, 4) life relevance of research to students' daily lives, and 5) difficulty of research. This scale has been utilized to determine research attitudes in various academic settings. Being accustomed to research, their appreciation and productivity are influenced by attitudes, as emphasized in ATR (Roxas, 2020).

3. Common Factors Affecting Research Productivity

Table 3
Factors Affecting RP

| | Cumulative Ranking | Rank |
|----------------------|--------------------|------|
| Lack of Competence | 113 | 2 |
| Lack of Confidence | 140 | 3 |
| Lack of Time | 149 | 4 |
| Insufficient Funding | 89 | 1 |

Table 3 presents that compensation is the major factor that greatly affects the research productivity among the faculty respondents, followed by inability, low self-reliance, and lack of time.

The result is parallel to the literature (e.g., Heng et al., 2020; Iqbal et al., 2018; Kway, 2021; Shaukat et al., 2014) that common hindering factors towards active research engagement and publication are unavailability of funds, rewards and incentives, time constraints, research confidence, and research orientation. Crowded teacher's timetables, workloads, insufficient research trainings, and research skills, and lack of financial support are the primary challenges and concerns faced despite high aspiration to undertake research (Chow et al., 2015; Ulla, 2018; Yen et al., 2017). Therefore, they need a tremendous amount



of expert guidance and administrative support in adopting the research process.

4. T-Test and ANOVA Result

Table 4
T-test and ANOVA Result on Significant Differences

| | F or t-value | p-value (2tailed) |
|-----------------------------------|--------------|-------------------|
| Interests | | |
| Age | 1.222 | 0.313 |
| Gender | 0.695 | 0.491 |
| Educational Attainment | 0.239 | 0.788 |
| Number of Years in the University | 0.464 | 0.632 |
| Number of Research/es Conducted | 0.466 | 0.760 |
| Number of Research/es Published | 0.244 | 0.785 |
| Self-Efficacy | | |
| Age | 1.396 | 0.256 |
| Gender | 0.713 | 0.479 |
| Educational Attainment | 0.985 | 0.381 |
| Number of Years in the University | 0.076 | 0.927 |
| Number of Research/es Conducted | 0.165 | 0.955 |
| Number of Research/es Published | 0.374 | 0.690 |
| Attitudes | | |
| Age | 3.129 | **0.035 |
| Gender | 1.165 | 0.249 |
| Educational Attainment | 0.414 | 0.663 |
| Number of Years in the University | 0.076 | 0.927 |
| Number of Research/es Conducted | 0.442 | 0.777 |
| Number of Research/es Published | 0.191 | 0.827 |

Note: The result is significant at $p < .05$

As shown in Table 4, there is a significant difference between the respondents' research attitudes when grouped according to their age [$F(2,48)=3.129, p=0.035$]. Other demographics compared to research interests, competence, and attitudes were found not to be significantly different.

In contradiction, the study of Shaukat and colleagues (2014) of postgraduate students ($n=201$) in teacher education programs revealed that age has no significant differences in attitudes towards research engagement. Also, it revealed that male students held more positive attitudes toward research and perceived research as relevant to their lives.

Meanwhile, scholarly written studies by Igbal, Jalal, and Mahmood, 2018 proved that senior employees have relatively better attitudes towards conducting research than junior and new ones. Similarly, Samarszic's (2018) findings presented that fourth-year or beyond students

reported higher research attitudes than first and second-year students, which can be linked to age differences. The older age group perceived a better research attitude than the younger age group. Older researchers find it beneficial for career development and promotion. (Shaukat et al., 2014).

5. Significant Associations

Table 5
Pearson r Results on Significant Associations

| | R ² | p-value (2tailed) |
|-----------------------------|----------------|-------------------|
| Interest and Self-Efficacy | 0.816 | 0.000 |
| Self-Efficacy and Attitudes | 0.766 | 0.000 |
| Interest and Attitudes | 0.734 | 0.000 |

Note: $n=49$, The result is significant at $p < .05$

On the other hand, Table 5 revealed that there are significant associations between research interest and self-efficacy ($r^2=0.816, p=0.00001$), between research self-efficacy and attitudes ($r^2=0.766, p=0.00001$), and between research interest and attitudes ($r^2=0.734, p=0.00001$).

Research is everyone's business. The triadic association explains that behaviors, environment, and other factors influence each other. Higher self-efficacy is related to higher motivation and perceived mindset. The higher the research interest, confidence, and attitudes lead to higher productivity (Abun et al., 2019; Samardzic, 2018). Interest and self-belief influence task processing and performance during the engagement. Confidence in performing a task well is a prerequisite for interest and attitudes to level up and be more productive (Nuutila et al., 2020). Academicians who are research-productive and research-active demonstrate better orientation, higher motivation, and a high level of self-efficacy and attitudes (Heng et al., 2020).

CONCLUSIONS

With the primary goal to assess faculty research training needs, the study was able to profile faculty members on their research characteristics such as educational attainment,

and number of research published. One prominent problem identified includes the faculty's research experiences, or the lack thereof, which is reflected in the low faculty RP of the University. Some of the reasons for this low faculty RP comprise the lack of sufficient faculty research funds and incentives, low research competence and confidence, and limited time devoted to research. However, it should be noted that faculty members showed a positive, generally interested, and generally confident attitude towards research. This shows how even with the lack of research experience, faculty members know the importance of research both in their professional and personal development. These findings are particularly significant in predicting the potentiality of research productivity training programs among faculty members. Under the assumption of social cognitive theory, faculty members with high levels of research self-efficacy and who perceive research as valuable are more likely to produce research (Lent et al., 1994). Hence, research training programs for faculty members with these characteristics are more likely to be effective and successful.

RECOMMENDATIONS

Based on the findings of the study, it is recommended to have a continuous capacity-building program for faculty members, given their high interest and confidence and their positive attitude towards research. Furthermore, the University may intensify research engagement and productivity among faculty members by encouraging them to do research collaborations and correspondingly reviewing and improving its policies on faculty de-loading/extra loading, honoraria, and research incentives. In-depth analysis through interviews, mixed-methods approaches, and longitudinal studies may be considered in future studies to acquire more relevant and deep insights that would promote research participation and publication and a quality research culture. Larger sample sizes and strata may be available, allowing for more in-depth analysis.

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