

# ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



**ISRG PUBLISHERS**

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

**ISSN: 2583-7672 (Online)**

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – II Issue-V (September-October) 2024

Frequency: Bimonthly



## FACULTY READINESS AND ATTITUDE ON RESEARCH WRITING AND UTILIZATION: BASIS FOR A CAPACITATION PROGRAM

**REGIE DEL ROSARIO CAMPANO**

Cagayan State University-Aparri Campus

| **Received:** 03.10.2024 | **Accepted:** 08.10.2024 | **Published:** 16.10.2024

**\*Corresponding author:** REGIE DEL ROSARIO CAMPANO  
Cagayan State University-Aparri Campus

### Abstract

*This study assessed the research readiness, attitudes, and engagement of faculty members across the nine campuses of Cagayan State University. Utilizing a descriptive-correlational design, the research explored the relationship between faculty research readiness and attitudes, identifying gaps that hinder research productivity. A triangulation approach was employed, using a structured survey, on-site visits, and interviews with 260 faculty members. Results indicated a moderate level of research readiness, largely due to the overlapping roles of faculty members, which reduced their confidence. However, a positive attitude toward research prevailed, supported by institutional and senior faculty encouragement. The study concludes with recommendations for a comprehensive training program and research dissemination activities to enhance faculty research competencies and foster greater engagement across campuses.*

**Keywords:** *faculty readiness, research writing, capacitation program, faculty researchers, research attitude*

### INTRODUCTION

Research significantly improves quality of life by driving advancements in technology and modern healthcare, including the development of new medicines. These innovations stem from thorough research, which leads to numerous discoveries and improvements. This is why research holds a high value in educational institutions, as it aims to refine existing practices and contribute new knowledge and solutions.

In response to this, the government has continuously reformed the educational curriculum to advance the Philippine education system. The Commission on Higher Education (CHED), through Circular Memorandum Order No. 15, Series of 2019, has emphasized the need to enhance student competencies to better prepare them for global challenges. This initiative also highlights the importance of equipping teachers, faculty, and educators with similar competencies.

This study underscores the critical role teachers, faculty, and educators play in conducting research due to their specialized knowledge and skills. Assessing their readiness, attitudes, and engagement in research writing and publication, as well as identifying the challenges they encounter, is crucial for developing training programs that boost faculty research capabilities and for creating similar opportunities for students.

Vallescas and Oted's (2023) study shows that while teachers recognize the time and effort required for research, their participation is often hindered by competing work and personal responsibilities, even though they possess the necessary knowledge.

Much of the existing literature focuses on assessing faculty readiness, attitudes, and engagement in research but lacks specific insights into the challenges and actionable recommendations. This study aims to fill that gap by evaluating faculty members' readiness, attitudes, and engagement, while also identifying barriers and suggesting improvements.

The research examines respondents' readiness in terms of their research skills, statistical competencies, access to resources, administrative support, and alignment with institutional research strategies. It also explores their attitudes toward research, including orientation, rewards, personal interests, alignment with the institutional mission, and research anxiety. Furthermore, it assesses the level of faculty engagement in research production, publication, presentation, innovation, technology development, and establishing linkages.

By addressing these dimensions, this study aims to benefit Cagayan State University by enhancing its ability to produce high-quality research, supporting faculty members in navigating the research process through a proposed capacitation program, and promoting greater research involvement throughout the institution.

The study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
  - a. Socio-Demographic Profile
    - a.1 Age
    - a.2 Sex
    - a.3 Civil Status
    - a.4 Campus
    - a.5 College
    - a.6 Designation
    - a.7 Monthly Net Income
  - b. Professional Profile
    - b.1 Educational Background
    - b.2 School Graduated From
    - b.3 Faculty Rank
    - b.4 Length of Service as Regular/Permanent Faculty in Cagayan State University
    - b.5 Field of Specialization
    - b.6 Membership to Organization related to Research

- c. Research Profile
  - c.1 Number of Attended Seminars, Trainings, Conferences along Research on the Past 5 Years
  - c.2 Number of Research Completed for the Past 5 Years
  - c.3 Research Interest
2. What is the level of research readiness of the respondents in terms of:
  - a. Research Skills
  - b. Statistical Skills
  - c. Resources and Administrative Support
  - d. Research for Development Strategies, Agenda, and Priorities
3. What is the attitude of the respondents towards research with respect to the following criteria:
  - a. Research Orientation
  - b. Rewards Influence Research
  - c. Personal Interest
  - d. Mission of University
  - e. Research Use
  - f. Research Anxiety

## METHODOLOGY

The study utilized a descriptive-correlational research design. The descriptive component aimed to present the respondents' profiles, focusing on socio-demographic characteristics, professional backgrounds, and research experiences. Meanwhile, the correlational aspect explored the relationships between research readiness and attitudes toward research. By integrating both descriptive and correlational methods, the study provided a comprehensive analysis of the factors influencing faculty research practices, offering insights into how research readiness and attitudes impact research engagement.

The study was conducted across all nine campuses of Cagayan State University, namely Andrews, Aparri, Carig, Gonzaga, Lal-lo, Lasam, Piat, Sanchez Mira, and Solana. The respondents consisted of 260 regular or permanent faculty members selected through stratified random sampling to ensure a representative sample from each campus.

To enhance the reliability and validity of the data, the researcher employed a triangulation approach, combining three methods: a structured survey questionnaire, on-site visits, and informal interviews. This multi-method approach improved the credibility of the findings by cross-verifying the data collected.

The primary data collection instrument was a structured survey questionnaire, adapted from the studies of Utanes (2023) and Khan et al. (2018), ensuring its relevance and reliability for the context of the study.

Regarding the data-gathering procedure, the researcher first sought and obtained approval from the Office of the University President and the Campus Executive Officers of the participating campuses.

Once the approval was secured, the questionnaire was administered in person. To ensure the thoroughness and integrity of the data, separate visits were scheduled for each campus. Upon completion, the collected data were recorded in MS Excel for tabulation, and the services of a statistician were enlisted to further ensure the credibility of the statistical analysis.

For the analysis of the collected data, the following methods were employed:

**Frequency Count and Percentage Distribution:** These methods were used to describe the respondents' profiles, including their socio-demographic characteristics, professional backgrounds, and research experiences.

**Weighted Mean:** A five-point Likert scale was used to calculate the weighted mean, allowing for an assessment of the respondents' levels of research readiness and attitudes toward research.

**Correlation Analysis:** This was conducted to examine the relationships between variables such as research readiness, attitude, and engagement. The analysis provided insights into the strength and direction of these relationships, helping to clarify how different factors influenced faculty research practices.

By utilizing these methods, the study ensured a robust analysis of the data, providing meaningful insights into the faculty's research readiness and engagement.

## RESULTS AND DISCUSSION

This section delves into the results, providing insights into how these factors influence their overall research involvement and productivity.

### Socio-Demographic Profile

The socio-demographic profile of the respondents shows that 25.8% are aged between 36 and 45 years, 51.2% are male, and 75.8% are married. Additionally, 32.7% are from the Carig campus, and 11.9% are from the College of Information and Computing Sciences. Among the respondents, 62.7% are faculty members, and 19.2% have a net income of below Php 20,000.00.

Table 1a. Distribution of the respondents in terms of their socio-demographic profile

Socio-demographic Profile	Frequency (n=260)	Percentage
<b>Age (in years)</b>		
21 to 35	57	21.9
36 to 45	67	25.8
46 to 55	24	9.2
56 or above	27	10.4
No data/ not indicated	85	32.7
<b>Sex</b>		
Male	133	51.2
Female	127	48.8
<b>Civil Status</b>		
Single	51	19.6

Married	197	75.8
Separated	8	3.1
Widowed/Widower	4	1.5
<b>Campus</b>		
Andrews	64	24.6
Aparri	22	8.5
Carig	85	32.7
Gonzaga	16	6.2
Lal-lo	16	6.2
Lasam	10	3.8
Piat	20	7.7
Sanchez Mira	21	8.1
Solana	6	2.3
<b>College</b>		
Teacher Education (CTE)	18	6.9
Hospitality Management (CHM)	15	5.8
Fisheries and Aquatic Sciences (CFAS)	3	1.2
Information and Computing Sciences (CICS)	31	11.9
Business Entrepreneurship and Accountancy (CBEA)	15	5.8
Others	88	33.8
No data/ not indicated	90	34.6
<b>Designation</b>		
Faculty	163	62.7
Others	9	3.5
No data/ not indicated	88	33.8
<b>Monthly Net Income</b>		
Below Php20,000	50	19.2
Php20,000 to 30,000	27	10.4
Php30,001 to 40,000	32	12.3
Above Php40,000	30	11.5
No data/ not indicated	121	46.6

### Professional Profile

The professional profile of the respondents reveals that 47.3% hold a master's degree. Among them, 41.5% obtained their bachelor's degree from Cagayan State University, 29.2% completed their master's degree there, and 15.8% earned their doctorate from the same institution. Additionally, 54.2% are Assistant Professors, and 71.5% have been with the university for 1-10 years. A significant

portion, 39.2%, specializes in Physics, while only 1.2% are members of research organizations. These findings suggest that the professional profile of the faculty at Cagayan State University supports their readiness to conduct research studies.

Table 1b. Distribution of the respondents in terms of their professional profile

Professional Profile	Frequency (n=260)	Percentage
<b>Educational Background</b>		
Masters graduate	123	47.3
With units in PhD	61	23.5
Doctorate graduate	62	23.8
More than 1 Masters' degree	9	3.5
More than 1 Doctorate degree	5	1.9
<b>School graduated from for Bachelor</b>		
Cagayan State University	108	41.5
Others	72	27.7
No data/ not indicated	80	30.8
<b>School graduated from for Masteral</b>		
Cagayan State University	76	29.2
Others	84	32.3
No data/ not indicated	100	38.5
<b>School graduated from for Doctorate</b>		
Cagayan State University	41	15.8
Others	29	11.2
No data/ not indicated	190	73.1
<b>Faculty Rank</b>		
Instructor	49	18.8
Assistant Professor	141	54.2
Associate	57	21.9

Professor		
Professor	6	2.3
University Professor	1	0.4
No data/ not indicated	6	2.3
<b>Length of Service (in years)</b>		
Below 1 year	19	7.3
1 to 10	186	71.5
11 to 20	24	9.2
21 to 30	20	7.7
Above 30 years	11	4.2
<b>Field of Specialization</b>		
Physics	102	39.2
Mathematics	7	2.7
English	12	4.6
Others	22	8.5
No data/ not indicated	117	45.0
<b>Membership to Organization</b>		
PARTH	3	1.2
IJHR	1	0.4
NRCP	3	1.2
Others	35	13.5
No data/ not indicated	218	83.8

#### Research Profile

The research profile of the respondents indicates that 18.5% have attended seminars or training on basic quantitative research, 27.7% have completed between 1 and 5 research projects, and 2.7% have a research interest in information technology. This suggests that the faculty at Cagayan State University possesses prior knowledge and experience in conducting research.

Table 1c. Distribution of the respondents in terms of their research profile

Research Profile	Frequency (n=260)	Percentage
<b>Seminars/Trainings Attended</b>		
Basic quantitative research	48	18.5

Applied quantitative research	30	11.5
Qualitative research	33	12.7
Technical writing	31	11.9
Statistics	23	8.8
Publication	31	11.9
<b>Research Completed</b>		
1 to 5	72	27.7
6 to 10		
11 to 15	3	1.2
16 or above	1	0.4
No data/ not indicated	184	70.8
<b>Research Interest</b>		
Information Technology	7	2.7
Data Statistics	1	0.4
Others	73	28.1
No data/ not indicated	179	68.8

#### Level of Research Readiness of the Respondents

##### Research Skills

The research skills of the faculty were assessed with an overall weighted mean of 3.33, which corresponds to a qualitative description of moderately ready. This indicates that the respondents require additional training in research writing, publication, and utilization. Notably, Statement 3 received the highest mean score of 3.47, with a qualitative description of "ready," suggesting that respondents are highly confident in their ability to select and review relevant literature and existing works. This finding contrasts with the study by Uy and Callo (2023), which identified reference material as a significant factor influencing teachers' preparedness for research. At Cagayan State University, however, reference material appears to be a strong point.

Conversely, Statements 1 and 5 received the lowest mean score of 3.27, indicating areas needing improvement. This suggests that faculty members require training to produce research studies that are better aligned with the university's niche programs.

Table 2a. Level of research readiness of the respondents in terms of research skills

Statements	Weighted Mean	Descriptive Value
1. Conceptualizing quantitative research aligned to the banner programs and priorities	3.27	Moderately Ready

of the university		
2. Conceptualizing qualitative research aligned to the banner programs and priorities of the university	3.28	Moderately Ready
3. Selecting related literatures and studies relevant to a research topic	3.47	Ready
4. Choosing and employing research design appropriate to a chosen research topic	3.35	Moderately Ready
5. Producing proposal write-up, final report and journal paper of a research	3.27	Moderately Ready
<b>Overall weighted mean</b>	<b>3.33</b>	<b>Moderately Ready</b>

##### Statistical Skills

The table below displays the statistical skills of the respondents, with an overall weighted mean of 3.26 and a qualitative description of moderately ready. This indicates that the respondents have relatively low confidence in the statistical techniques required for conducting studies. Specifically, Statements 2 and 3 received the highest mean score of 3.24, suggesting that respondents have a better understanding of selecting appropriate methodologies for specific research topics and criteria for choosing research participants. Despite this, the scores are still considered relatively low, highlighting the need for further training in statistical techniques.

Conversely, Statement 5 received the lowest mean score of 3.18, indicating that respondents require significant improvement in interpreting tabulated data, especially in qualitative studies. This score reflects that respondents are less confident in presenting and understanding themes in qualitative research compared to quantitative research. This finding aligns with the study by Ahmad et al. (2019), which emphasized the strengths of quantitative studies in data collection and interpretation, thereby reducing the risk of vague data.

Table 2b. Level of research readiness of the respondents in terms of statistical skills

Statements	Weighted Mean	Descriptive Value
1. Choosing and adopting or constructing valid and reliable research instruments	3.25	Moderately Ready
2. Choosing relevant subjects/participants/respondents and employing appropriate sampling techniques	3.34	Moderately Ready

3. Establishing clear and systematic methodology to implement a research aligned to the banner programs and priorities of the university	3.34	Moderately Ready
4. Analyzing data using appropriate descriptive and inferential statistical tools and synthesize and interpret quantitative research results	3.21	Moderately Ready
5. Analyzing, synthesizing and interpreting qualitative research data	3.18	Moderately Ready
<b>Overall weighted mean</b>	<b>3.26</b>	<b>Moderately Ready</b>

### Resources and Administrative Support

The table below presents the readiness of resources and administrative support available to the respondents, resulting in an overall weighted mean of 3.23, with a qualitative description of moderately ready. This suggests that while Cagayan State University provides some support for research activities, there is a need for improvement to fully meet the criteria of "ready." Notably, Statement 2 received the highest mean score of 3.45, indicating that respondents are highly prepared to collaborate with other researchers at the university, reflecting positive engagement and teamwork.

In contrast, Statement 1 received the lowest mean score of 3.13, suggesting that the support provided for equipment and facilities is relatively insufficient compared to other areas. This highlights a need for improvement to better support researchers. Additionally, interviews with respondents revealed that other responsibilities, such as additional designations, have impacted their motivation to conduct research. This finding is consistent with the study by Vallescas and Oted (2023), which noted that additional functions negatively influenced the motivation and engagement of researchers.

Table 2c. Level of research readiness of the respondents in terms of resources and administrative support

Statements	Weighted Mean	Descriptive Value
1. Possessing or outsourcing equipment, facilities and devices that can be used in implementing research	3.13	Moderately Ready
2. Collaborating with other faculty members in implementing research	3.45	Ready
3. Securing internal or external funding of	3.17	Moderately

approved research aligned to the banner programs and priorities of the university		Ready
4. Receiving administrative support from the University and Campus in implementing a research	3.20	Moderately Ready
5. Receiving administrative support from the University and Campus in technology commercialization and knowledge dissemination of a research	3.22	Moderately Ready
<b>Overall weighted mean</b>	<b>3.23</b>	<b>Moderately Ready</b>

### Research for Development Strategies, Agenda and Priorities

The table below presents the respondents' readiness concerning research for development strategies, agenda, and priorities, with an overall weighted mean of 3.34, described as moderately ready. This suggests that the respondents are not yet fully prepared to conduct studies aligned with the university's niche programs. Notably, Statement 2 received the highest mean score of 3.39, indicating that faculty members across all campuses are prepared to engage in collaborative research studies that align with the university's banner programs.

Conversely, Statement 3 received the lowest mean score of 3.29, suggesting that respondents have less confidence in conducting studies related to technology commercialization compared to other niche areas. Despite growing interest in this field, further training and development are necessary to achieve full readiness. This is crucial, as innovation is a key strategic priority for both the university and the country. The Asian Development Bank (2021) highlights that incorporating science, technology, and innovation into national strategies has enhanced the country's global standing, showcasing its capabilities in innovation and technological advancement.

Table 2d. Level of research readiness of the respondents in terms of Research for Development strategies, agenda and priorities

Statements	Weighted Mean	Descriptive Value
1. Aligning research to banner programs of the Campus I belong	3.38	Moderately Ready
2. Developing partnership and collaboration with other faculty	3.39	Moderately Ready

members, agencies and institutions		
3. Producing research gearing towards technology commercialization to gain more relevance and have significant impact	3.29	Moderately Ready
4. Producing research gearing towards knowledge dissemination as well as for policy adoption and conceptualization of extension programs	3.32	Moderately Ready
5. Continuously upgrading research capability through different professional development programs and activities	3.31	Moderately Ready
<b>Overall weighted mean</b>	<b>3.34</b>	<b>Moderately Ready</b>

#### Attitude of the Respondents towards Research

##### Research Orientation

The table below presents the respondents' attitudes towards research orientation, resulting in an overall weighted mean of 3.79, which is categorized as "positive." This indicates that the respondents have a strong drive and interest in conducting research, reflecting their professional commitment to contributing to the university's goals and satisfaction.

Among the statements, Statement 3 received the highest mean score of 3.97, suggesting that respondents believe the institution should reward faculty members who are productive in research activities. They view this as an integral part of their career development and performance evaluation.

Conversely, Statement 1 received the lowest mean score of 3.67, indicating that respondents have less confidence in their role as researchers. This may be attributed to the additional tasks, roles, and functions assigned to them by the university. According to the study by Codilla and Barot (2023), while faculty members generally perceive research positively, their overburdened schedules often lead them to prioritize work over enhancing their research skills.

Table 3a. Attitude of the respondents towards research along research orientation

Statements	Weighted Mean	Descriptive Value
1. I view myself primarily as researcher.	3.67	Positive
2. I feel professional	3.81	Positive

satisfaction by conducting research.		
3. I believe that university should retain faculty members who exhibit research production.	3.97	Positive
4. I can contribute to my university's rank by publishing research papers.	3.73	Positive
5. The intellectual challenge of academic research inspires me to work harder.	3.77	Positive
<b>Overall weighted mean</b>	<b>3.79</b>	<b>Positive</b>

#### Rewards Influence Research

The table below illustrates the respondents' attitudes regarding rewards and their influence on research, resulting in an overall weighted mean of 3.79, which is categorized as "positive." This indicates that respondents recognize the significance of rewards and incentive schemes in motivating faculty members to engage in research activities.

Statement 2 received the highest mean score of 3.95, suggesting that respondents agree that rewards can positively influence a researcher's motivation and attitude. Conversely, Statement 3 had the lowest mean score of 3.51, indicating that respondents are not fully supportive of the idea that failing to meet research activity requirements should result in job loss.

In summary, the respondents' attitudes are consistently positive, with a strong emphasis on the role of rewards and incentives. The study by Mohd et al. (n.d.) underscores the importance of institutional support for teachers who are also researchers, suggesting that continuous training and seminars as forms of rewards and incentives can further contribute to educational change.

Table 3b. Attitude of the respondents towards research along rewards influence research

Statements	Weighted Mean	Descriptive Value
1. I think rewards are effective means of influencing faculty performance in research.	3.92	Positive
2. I think reward influences faculty for	3.95	Positive

research activities.		
3. I think faculty members must be productive researchers or lose their jobs.	3.51	Positive
4. I think that if tenure/promotions were not binding on research, most faculty would devote less time and effort to research.	3.67	Positive
5. I can become an effective professional if I am able to have an educated critique about the quality of research.	3.88	Positive
<b>Overall weighted mean</b>	<b>3.79</b>	<b>Positive</b>

### Personal Interest

The table below presents the respondents' attitudes regarding personal interest in research, with an overall weighted mean of 3.96, categorized as "positive." This suggests that respondents value research highly, viewing it as essential to their academic reputation and career satisfaction, which in turn enhances their motivation and interest in engaging in research.

Both Statements 1 and 3 received the highest mean score of 4.03, indicating that personal commitment and enthusiasm are crucial factors in dedicating time to research activities. Aligning research activities with their interests or field of specialization helps respondents stay motivated. Conversely, Statement 2 received the lowest mean score of 3.85, suggesting that respondents have less confidence in their autonomy regarding research engagement, possibly due to additional responsibilities assigned to them.

The study by Nicolas et al. (2023) highlights the need for strategies to enhance teacher engagement in research and reduce research-related anxiety, further supporting the importance of aligning research activities with personal interests and providing adequate support.

Table 3c. Attitude of the respondents towards research along personal interest

Statements	Weighted Mean	Descriptive Value
1. I think that personal Interests are the most important factor in determining the allocation of time to research.	4.03	Positive
2. I feel free to pursue my academic	3.85	Positive

interests (within the context of research).		
3. I think sharing research results with colleagues is self-satisfying.	4.03	Positive
4. I want to build up my reputation as an academic scholar through research.	3.91	Positive
<b>Overall weighted mean</b>	<b>3.96</b>	<b>Positive</b>

### Mission of University

The table below presents the respondents' attitudes towards the university's mission, with an overall weighted mean of 4.13, categorized as "positive." This indicates that respondents recognize the importance of engaging in research activities as integral to the university's mission and their commitment to delivering high-quality education.

Statement 2 received the highest mean score of 4.14, suggesting that respondents believe in the strong interconnectedness between teaching and research engagement, indicating that both elements enrich each other. Conversely, Statement 1 had the lowest mean score of 4.11, although still relatively high. This score reflects that respondents agree on the role of research in achieving the university's common goals. These findings support Cagayan State University's mission to produce globally competent graduates through excellent instruction and innovative research.

Table 3d. Attitude of the respondents towards research along mission of university

Statements	Weighted Mean	Descriptive Value
1. Research is a motivating factor to the mission of my university.	4.11	Positive
2. I believe that research and teaching are mutually supportive activities.	4.14	Positive
<b>Overall weighted mean</b>	<b>4.13</b>	<b>Positive</b>

### Research Use

The table below presents the respondents' attitudes towards research use, with an overall weighted mean of 4.02, categorized as "positive." This suggests that respondents view research as an essential form of professional training crucial for career advancement.



Statement 2 received the highest mean score of 4.08, indicating that respondents consider research a vital tool for enhancing other skills, such as problem-solving and innovation. Conversely, Statement 1 had the lowest mean score of 3.94, though still relatively high, reflecting that respondents see research as beneficial for professional training and further development in their field of specialization. This aligns with the findings of Franco et al. (2023), which emphasize that developing research skills helps faculty members stay current with academic curriculum changes and utilize educational tools effectively, thereby improving the quality of educational service in response to evolving trends.

Table 3e. Attitude of the respondents towards research along research use

Statements	Weighted Mean	Descriptive Value
1. In my opinion research should be mandatory for professional training.	3.94	Positive
2. I think research is useful to every professional.	4.08	Positive
3. In my opinion research-oriented thinking plays an important role in everyday life.	4.03	Positive
<b>Overall weighted mean</b>	<b>4.02</b>	<b>Positive</b>

### Research Anxiety

The table below presents the respondents' attitudes towards research anxiety, resulting in an overall weighted mean of 2.39, which is categorized as "negative." This suggests that respondents generally experience nervousness, anxiety, and insecurity when engaging in research activities, which affects their motivation to participate in research.

Statement 3 received the highest mean score of 2.50, indicating that respondents lack confidence in their statistical skills related to data analysis and interpretation. On the other hand, Statement 2 had the lowest mean score of 2.32, reflecting that respondents feel significant pressure and stress during research activities.

Overall, these findings highlight the need for additional training and seminars for all faculty members, regardless of their professional status or rank. According to the study by Fongkanta et al. (2021), training and workshops can significantly improve and advance research development skills among teachers. This study emphasizes that such professional development opportunities help educators gain more knowledge, build confidence, and enhance their research capabilities.

Table 3f. Attitude of the respondents towards research along research anxiety

Statements	Weighted Mean	Descriptive Value
1. Research does not make me nervous.	2.35	Negative

2. Research is not stressful.	2.32	Negative
3. I do not feel insecure concerning the analysis of research data.	2.50	Negative
<b>Overall weighted mean</b>	<b>2.39</b>	<b>Negative</b>

### Summary

The study's findings revealed that the respondents' research readiness was assessed as moderately ready, highlighting a noticeable gap in the support needed for effective research activities. This gap was primarily due to the overlapping roles and responsibilities of faculty members, which undermined their confidence and readiness for research. Despite these challenges, respondents demonstrated a generally positive attitude toward research, reflecting a strong willingness to learn and collaborate within the institution. This positive outlook was further reinforced by the support of the university and senior faculty members who are experts in the field.

### Conclusion

The study concludes that a significant gap exists between the research readiness and attitudes of faculty members. The findings suggest that faculty members are divided into two groups: those who are ready and those who are not, indicating an overall uncertainty in their preparedness for research. However, the positive attitude toward research across the faculty indicates a strong desire to enhance their skills and contribute to the research community.

### Recommendations

In light of the findings, the following are recommended:

1. Develop a Comprehensive Training Program: Create a sustainable and structured training program that focuses on developing the faculty's research skills. This program should include workshops on research design, methodology, data analysis, publication processes, and presentation skills. Regularly scheduled training sessions will help faculty members improve their research competencies and confidence. Additionally, this capacitation plan will include patents and IP registrations for community adaptations.
2. Promote Capacitation Plan through research dissemination during research colloquia: This will provide an avenue for researchers to be involved in research sharing activities and to be tapped as resource speakers. This will allow campuses to unify to have high engagement in research.

### Declaration of no conflict of interest

The author hereby declares no conflict of interest and this article is his original work.

### REFERENCES

1. Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A., & Farheen, Z. (2019). Qualitative v/s Quantitative Research. *Journal of Evidence Based Medicine and*

2. **Asian Development Bank. (2021).** Promoting Research and Innovation through Modern and Efficient Science and Technology Parks Project: Research and Development and Innovation Practices in Higher education institutions in selected Asian economies. In *Asian Development Bank*. <https://www.adb.org/sites/default/files/linked-documents/55063-001-ld-06.pdf>
3. **Codilla, L., Jr, & Barot, H. (2023).** Teachers as Researchers: An Emphasis on the Readiness and Attitude towards Action Research. *International Journal of Membrane Science and Technology*, Vol. 10, No. 3, pp 657–671. <https://doi.org/10.15379/ijmst.v10i3.1586>
4. **Commission on Higher Education. (n.d.).** CHED Memorandum Order No. 15, Series of 2019. *Commission on Higher Education*. <https://ched.gov.ph/wp-content/uploads/CMO-No.-15-Series-of-2019-%E2%80%93-Policies-Standards-and-Guidelines-for-Graduate-Programs-Updated.pdf>
5. **Fongkanta, P., Buakanok, F. S., Netasit, A., & Kruaphung, S. (2021).** Teacher Professional Development in Research Skill of Teacher in Non-Formal Education Center, Lampang, Thailand. *Journal of Education and Learning*, 11 (1). <https://doi.org/10.5539/jel.v11n1p125>
6. **Franco, S., Diaz, R., Chambi, H., Chávez, L. K., Véliz, R. M., & Villanueva, S. J. (2023).** Impact of scientific research on professional training. *Universidad Ciencia Y Tecnología*. <https://doi.org/10.47460/uct.v2023iSpecial.721>
7. **Khan, S., Shah, S., & Khan, T. (2018).** An Investigation of Attitudes towards the Research Activities of University Teachers. *Bulletin of Education and Research*, 40 (1).
8. **Mohd, S., Abd, M., Johar, R., & Ahmad, J. (n.d.).** What motivates teachers to conduct reserach? *Journal of Science and Mathematics Education in Southeast Asia*, 25 (1), 1–24. [http://www.recsam.edu.my/sub\\_jsmesea/images/journals/YEAR2002/2002Vol25No1/1-24.pdf](http://www.recsam.edu.my/sub_jsmesea/images/journals/YEAR2002/2002Vol25No1/1-24.pdf)
9. **Nicolas, M. Jr., Ignacio, S., & Bautista, R. (2023).** Action research attitude of teacher-researchers in a schools-district in Quirino Province, Philippines. *International Journal of Social Sciences & Humanities*, 8 (2). <http://ijssh.ielas.org>
10. **Utanes, N. (2023).** Level of Awareness, Readiness and Engagement of Cagayan Sttae University Faculty Members in Research for Development (R4D): Basis for Intervention Plan
11. **Uy, C. S., & Callo, E. C. (2023, July 1).** Teachers' readiness and supportive environment toward better research productivity and skills: Basis for a Policy Development on Research program. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4522473](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4522473)
12. **Vallescás, A., & Oted, J. (2023).** Research Capability and Engagement among Public Elementary Teachers.