Organizational Support on Research Capabilities, Attitude and Motivation of Faculty Researchers: Basis for Intervention Program

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Abstract

Anchored on Bandura's Self-Efficacy Theory, this study seeks to determine the interplay among organizational support, research capabilities, attitude and motivation of faculty researchers as basis in strengthening research intervention programs in selected State Universities and Colleges (SUCs) in Camarines Sur, Academic Calendar, 2023-2024. Specifically, it looks into the level of research capability in terms of conceptual, computational, technical and research-writing skills; the level of faculty's attitude and motivation towards research; the level of organizational support along decision-making, organizational harmony, capability to ensure compliance and fiscal capability; the influence of the respondents' attitude and motivation to their research capabilities; the impact of organizational support to the faculty research capabilities as bases for proposing an intervention program to improve the research capability of the SUC faculty. This study which employs the descriptive-correlational method of research, purposively selected the SUC associate and full professors. Data were obtained through survey questionnaire and unstructured interview and were treated statistically using weighted mean, Pearson-Product Moment Correlation of Coefficient and Coefficient of Determination. The results showed that (1) the SUC faculty are very highly capable in terms of conceptual, technical, and research-writing skills and highly capable of computational skill; (2) they possess positive attitudes and are essentially motivated to conduct research; (3) organizational support was provided to a great extent; (4) attitude and motivation both have a weak influence on the faculty's conceptual, technical and research-writing skills and a very weak influence on their computational skills; (5) organizational support has a very weak impact on research capabilities; and (6) although data prescribed the respondents as highly capable in terms of the four areas under research capability, it also underpins the need to improve the faculty's basic research know-how and enhance or develop their capabilities on more complex research processes specifically on technical and computational skills.

Keywords: organizational support, research capabilities, attitude and motivation, research intervention program, state universities and colleges

Introduction

To propel national transformation through research, higher education institutions sought to recalibrate the faculty into researchers. Hence, not only are faculty expected to be effective teachers but also to be productive academic leaders, transforming their research into tangible innovative projects and programs for institutional and societal benefits. Considering that research cannot be taken away from the important

functions of teachers especially in higher education institutions, the four state universities and colleges (SUCs) in Camarines Sur, needed to develop faculty researchers from its faculty line-up who can share their time and expertise to produce research outputs while performing their responsibilities as classroom teachers and sometimes as school managers. And considering that teaching effectiveness and research productivity are complementary, their institutional programs, policies and agenda are anchored on the promotion of research and the recalibration of faculty as researchers. Hence, by virtue of RA 7722 and RA 8292 and reinforced by CHED memorandum orders, the SUC faculty are highly encouraged to yield research outputs. To manifest the SUCs' commitment of advocating research, the faculty who hold the rank of associate and full professors are being mandated to conduct research. With their ranks, experiences and qualifications, they are considered as the backbone of the R&D programs and are expected to lead research and innovations in their respective universities. As mandated, the associate and full professors' primary task, commensurate to their ranks, is to do research.

However, the SUCs remain challenged to initiate and sustain faculty engagement. Early studies recorded a low turn-out when it comes to research productivity among faculty across ranks. The study by Wong (2019) reported that only 22.81 percent of the entirety of faculty nationwide were involved in research despite provisions of organizational support. This pins the need to look into the concerns relating to the dwindling conduct of research among the college professors whose ranks and mandate delegated them to lead innovations in the academic arena.

Similarly, this scenario may highlight multiple barriers that hinder faculty engagement to research. Their underperformance in research may be influenced by various interrelated factors. Among these, research capability, organizational support, and the interplay of attitude and motivation were pinned as pivotal predictors. It pursues to examine each of these factors and seeks to determine how critical each of them are in fostering research engagement among the faculty researchers in order to obtain valuable insights on their roles and combined effects to faculty engagement in research activities. This must be done in order to identify prospects in addressing gaps which may expel the apprehensions of the faculty, specifically those who have mandated research functions, to research. Action must be taken to bridge gaps relative to conducting research in order to mitigate the resulting potential problems and to solidify the need for a targeted and specialized intervention program which is tailored-fit to the felt needs of the faculty researchers.

The conduct of this research is justified and significant because it pursues to address the existing gaps relative to research engagement in the context of SUC and its faculty members. If previous researches are focused on general faculty researchers, this research specifically assessed SUC faculty who are required to conduct research, providing more targeted insights on how policies and mandates affect research engagement.

Methodology

This study utilized a descriptive correlational research design utilizing the SUC faculty holding the ranks of Associate Professor to Professor (with their respective sub-ranks) for Academic Year 2023-2024, as respondents Essentially, purposive sampling technique and total enumeration were used to determine the participants of the study. The ranks of the faculty are purposively selected, limiting it to the SUC faculty who have mandated research functions.

Respondents of the Study

The study utilized the total enumeration of the faculty in the four SUCs who have mandated research functions. In addition, the research personnel/staff were also considered as respondents for the purpose of triangulating the responses. Their perceptions of the faculty's research capability, attitude and motivation and of the organizational support were solicited. There were a total of 186 faculty respondents and 31 research personnel respondents.

Research Instrument

This study conducted to the four state universities and colleges in the province of Camarines Sur, Philippines.

In order to gather data on the faculty's self-perception on the areas under inquiry, a questionnaire checklist and unstructured interview were utilized. The survey instrument was submitted for content validation, then was initially administered to the faculty of CBSUA-Sipocot Campus and thereafter, a reliability test was applied using Cronbach's Alpha. On the other hand, the unstructured interview was used as a secondary mode of data gathering and which complemented the responses in the survey checklist. It mostly involved more in-depth Q and A pertaining to the other roadblocks in the conduct of faculty research based from their personal experience. Similarly, this allowed for soliciting answers on the topics which may have been omitted in the survey checklist.

Statistical Treatment

For the accuracy and veracity of the results, the study used weighted mean, Pearson Product Moment Correlation Coefficient and Coefficient of Determination in interpreting and analyzing the gathered data. Weighted Mean was employed to determine the levels of faculty capabilities, attitude and motivation and of organizational support to research.

Pearson Product Moment Correlation of Coefficient was utilized to determine the significant relationship between attitude and motivation and capabilities and relationship between organizational support and research capabilities.

Coefficient of Determination was applied to determine whether the respondents' attitude and motivation towards research significantly influence their research capabilities. It was also adopted to test whether organizational support significantly influence the respondents' research capabilities. In addition, it was applied to determine whether organizational support impacts the respondents' research capabilities.

Literature Review

This chapter consisted of information culled from studies and literatures from which this particular study is premised, and which have bearing to the current study.

Research Capability

The study by [1] which investigated the factors influencing master teachers' research capabilities to foster a robust research culture, found out that there are dimensions in research such as research process, research utilization and research dissemination wherein teachers are having little or no knowledge of all these, and this, thus, can be evaluated as incapability to conduct research.

Meanwhile, the study by [2] which examined the research competencies of graduate students at President Ramon Magsaysay State University found that the graduate students perceived themselves as moderately

capable in writing research proposals and publishable papers. The study underscored the necessity for targeted interventions to enhance research capabilities among graduate students, emphasizing the importance of adequate resources and support systems to foster effective research practices.

Further, the study of [3] emphasized the importance of faculty training and resource development to bridge gaps in software proficiency and advanced statistical application, ensuring students and educators can effectively use these tools in data-intensive contexts.

The study by [4] said that another predictor of the reluctance to do research is the lack of digital literacy. Their findings uncovered the importance of digital literacy and technology integration in improving academic research. Accordingly, these tools, designed to streamline citation tasks, are underutilized due to limited awareness and skills, particularly in institutions with resource constraints.

The study by [5], which examined the impact of pedagogical design in a technology-enhanced collaborative academic course on students' digital literacies, self-regulation, and perceived learning, underlined that faculty researchers need strong digital literacy skills to effectively conduct research, analyze data, and publish findings in the digital age..

Meanwhile, the study by [6] identified low research capacity as a significant factor hindering faculty research engagement, alongside issues like lack of financial resources, work overload, and limited research writing skills, which align with findings in other studies on faculty research capabilities.

Attitude and Motivation to Research

[7] stressed that one factor of research productivity, is the researcher's research attitude. Hence, the study recommended that assessing the research attitudes of the teaching personnel could ascertain the current state of the faculty members' skills, capabilities and competencies in assuming research activities.

Similarly, the study by [8] which explored students' and faculty members' attitudes toward integrating research into curricula, found that positive attitudes and intrinsic motivation significantly enhance research engagement.

Moreover, the research by [9] concluded that tailored motivational interventions can significantly enhance research productivity. These studies collectively underline the interplay between positive attitudes, motivation, and enhanced research engagement.

Meanwhile, the study by [10] stressed that personal drive, academic credentials and research efficacy are considered personal determinants for research productivity. There is a need to analyze professional knowledge and attitude towards research. Trainings and seminars and other measures must be conducted for the faculty to capacitate on the relevance of research to their careers and to enable them to change their perspective and foster their interest on research writing especially so because interest in research activities and deep involvement towards research pushed towards research productivity.

Meanwhile, the study by[11] that highlighted the importance of supportive environments in mitigating research anxiety, noted that early, practical exposure to research can help develop confidence and reduce perceived difficulty.

The study by [12] underscored that positive dispositions and motivation are critical factors in enhancing engagement and can drive outcomes in research tasks. By fostering these traits, both individuals and institutions can work towards achieving better research productivity and success. This aligned with the current study's focus on faculty attitude, showing that attitude is not just an individual trait but a predictor of research success in SUCs.

Organizational Support

The study by [13] underscored the importance of a supportive organizational culture in promoting employee creativity, highlighting the critical roles of work engagement and intrinsic motivation. It found out that employees who experience organizational support will promote work engagement and employee creativity more so than employees with low levels of perceived organizational support.

This is confirmed by [14] that underscored the critical role of strategic HR management in shaping employees' perceptions of support within academic institutions. It pinned the importance of the effective implementation of HR strategies training and development, incentives and rewards, and performance evaluation in significantly enhancing employees' perceptions of organizational support. When employees perceive higher organizational support through well-implemented HR strategies, they are more likely to exhibit increased commitment and job satisfaction.

The study by [15] found that faculty and staff who received institutional support—such as training, funding, and mentorship programs—demonstrated higher levels of research capability. Organizational backing, particularly through workshops and research incentives, plays a vital role in improving research skills. Without institutional backing, faculty and staff may struggle to develop their research skills and actively engage in scholarly work. Universities, hence, must provide structured support systems, funding opportunities, and a conducive research environment to cultivate a sustainable research culture among their personnel.

This was reinforced by the study by [16] which suggested that interdisciplinary collaborative research can serve as a valuable avenue for faculty professional development, promoting continuous learning and skill enhancement. Institutions should consider fostering environments that encourage interdisciplinary collaboration, utilizing technology to bridge gaps and support decentralized teams.

The study by [17] argued that organizational support is a key factor in sustaining faculty engagement in interdisciplinary research. This study suggested that faculty motivation may be affected if research is seen as a requirement rather than a shared academic pursuit.

Lastly, the study by [18] revealed that there is a significant positive effect of perceived organizational support on job satisfaction, while there is a significant negative effect of perceived organizational support on turnover intention, and likewise, a significant negative effect of job satisfaction on turnover intention. This implied that when employees find their organization supportive and caring, it leads to an increased level of job satisfaction and a decreased level of turnover intention; while when employees find their job satisfying and fulfilling, it leads to a decreased level of turnover intention.

Results And Discussion

This part presented the gathered data, the statistical analysis result, and the interpretation of the findings. These are presented in tables following the sequence of the specific research problems.

Objective 1. Determining the Level of Faculty's Research Capabilities

Table 1 Summary Table of the Level of Research Capability of the Faculty Researchers

Research Capability	F	RP	Overall AWM	Int	R
Technical skills	4.33	4.38	4.36	VHC	1
Research-writing skills	4.27	4.36	4.31	VHC	2
Conceptual skills	4.23	4.31	4.27	VHC	3
Computational skills	3.96	4.02	3.99	HC	4
Overall Average Weighted Mean	4.20	4.27	4.23		

Interpretation		HC	VHC	VHC		
Rank		2	1			

Legend:	F- Faculty	RP – Research Personnel
	Range of Values	Interpretation
	4.21 – 5.00	Very Highly Capable (VHC)
	3.41 – 4.20	Highly Capable (HC)
	2.61 – 3.40	Moderately Capable (MC)
	1.81 – 2.60	Less Capable (LC)
	1.00 – 1.80	Least Capable (LtC)

Table 1 discloses the summary table of level of research capability of the respondents. Data revealed conceptual skill obtained an average weighted mean of 4.27; computational skill had 3.99; technical skill obtained 4.36 and research-writing skill had 4.31. Research capability obtained an overall average weighted mean of 4.23.

Objective 2. Determining the Faculty's Attitude and Motivation towards Research
Table 2 presents the faculty's attitude and motivation towards research. Data revealed that attitude obtained an average weighted mean of 4.21, interpreted as very strongly agree while motivation obtained an average weighted mean of 4.13, interpreted as strongly agree. The overall average weighted mean was 4.17, interpreted as strongly agree.

Table 2 Summary Table of Faculty's Level of Attitude and Motivation towards Research

Research Capability	F	RP	Overall AWM	Int	R
Attitude	4.16	4.27	4.21	VSA	1
Motivation	4.07	4.19	4.13	SA	2
Overall Average Weighted Mean	4.12	4.23	4.17		
Interpretation	SA	VSA	SA		
Rank	2	1			

Legend:	F- Faculty	RP – Research Personnel
	Range of Values	Interpretation
	4.21 – 5.00	Very Strongly Agree (VSA)
	3.41 – 4.20	Strongly Agree (SA)
	2.61 – 3.40	Moderately Agree (MA)
	1.81 – 2.60	Less Disagree (LD)
	1.00 – 1.80	Strongly Disagree (SD)

Table 3 presents level of organizational support to research. Data revealed that Decision-making obtained the average weighted mean of 4.11; organizational harmony garnered 3.99; capability to ensure compliance had 4.22 and fiscal capability obtained 4.01. Organizational support had an overall average weighted mean of 4.23.

Table 3 Summary Table of Level of Organizational Support to Research

Research Capability	F	RP	Overall AWM	Int	R
Capability to ensure compliance	4.13	4.31	4.22	VGE	1
Decision-making	3.99	4.23	4.11	GE	2
Fiscal capability	3.90	4.17	4.01	GE	3
Organizational harmony	3.87	4.11	3.99	GE	4
Overall Average Weighted Mean	3.97	4.21	4.08		
Interpretation	GE	VGE	GE		
Rank	2	1			

Legend:		
	F- Faculty	RP – Research Personnel
	Range of Values	Interpretation
	4.21 – 5.00	To a Very Great Extent (VGE)
	3.41 – 4.20	To a Great Extent (GE)
	2.61 – 3.40	To a Moderate Extent (ME)
	1.81 – 2.60	To Some Extent (SE)
	1.00 – 1.80	To a Least Extent (LE)

Objective 4. Determining the Influence of Respondents' Attitude on their Research Capabilities

Table 4 and 5 present the influence of respondents' attitude and motivation on their research capabilities. Data revealed that attitude and conceptual skills obtained the r^2 – value of 0.363; attitude and computational skills obtained 0.140; attitude and technical skills had 0.334 and attitude and research-writing skills had 0.449. Meanwhile, motivation and conceptual skills obtained the r^2 – value of 0.332; motivation and computational skills obtained 0.156; motivation and technical skills had 0.310; and motivation and research-writing skills had 0.438.

Table 4 Influence of Respondents' Attitude on their Research Capabilities

	Research Capability	p value	r value	r^2 value	Int
Attitude towards Research	Conceptual Skills	0.000	0.602	0.363	W
	Computational Skills	0.000	0.375	0.140	VW
	Technical Skills	0.000	0.578	0.334	W
	Research-Writing Skills	0.000	0.670	0.449	W

Legend:		
	Size of r^2	Strength of r^2
	0.91 – 1.00	Very Strong (VS)
	0.71 – 0.90	Strong (S)
	0.51 – 0.70	Moderate (M)
	0.31 – 0.50	Weak (W)
	0.01 – 0.30	Very Weak (VW)
	0.00	No Influence (NI)

Table 5 Influence of Respondents' Motivation on their Research Capabilities

Motivation towards Research	Research Capability	p value	r value	r^2 value	Int
	Conceptual Skills	0.000	0.579	0.332	W
	Computational Skills	0.000	0.395	0.156	VW
	Technical Skills	0.000	0.557	0.310	W
	Research-Writing Skills	0.000	0.662	0.438	W

Legend:

Size of r^2	Strength of r^2
0.91 – 1.00	Very Strong (VS)
0.71 – 0.90	Strong (S)
0.51 – 0.70	Moderate (M)
0.31 – 0.50	Weak (W)
0.01 – 0.30	Very Weak (VW)
0.00	No Influence (NI)

Objective 5. Determining the Impact of Organizational Support on the Respondents' Research Capabilities

Table 6 presents the impact of organizational support on the respondents' research capabilities. Data revealed that organizational support along decision-making and research capabilities in terms of conceptual, computational technical and research-writing skills obtained the r2 – values of 0.105; 0.093; 0.068; and 0.110, respectively. Meanwhile, organizational support along organizational harmony and research capabilities in terms of conceptual, computational technical and research-writing skills obtained the r2 – values of 0.072; 0.050; 0.039 and 0.066, respectively. Also, organizational support along capability to compliance and research capabilities in terms of conceptual, computational technical and research-writing skills obtained the r2 – values of 0.144; 0.040; 0.091 and 0.094, respectively. Lastly, organizational support along fiscal capability and research capabilities in terms of conceptual, computational technical and research-writing skills obtained the r2 – values of 0.186; 0.037; 0.059 and 0.100, respectively.

Table 6 Impact of Organizational Support on the Respondents' Research Capabilities

Organizational Support	Research Capability	p-value	r-value	r^2 value	Int.
Decision Making	Conceptual Skills	0.000	0.325	0.105	VW
	Computational Skills	0.000	0.306	0.093	VW
	Technical Skills	0.000	0.261	0.068	VW
	Research-Writing Skills	0.000	0.331	0.110	VW
Organizational Harmony	Conceptual Skills	0.000	0.268	0.072	VW
	Computational Skills	0.000	0.223	0.050	VW
	Technical Skills	0.003	0.198	0.039	VW
	Research-Writing Skills	0.000	0.258	0.066	VW

Capability to ensure Compliance	Conceptual Skills	0.000	0.379	0.144	VW
	Computational Skills	0.003	0.200	0.040	VW
	Technical Skills	0.000	0.301	0.091	VW
	Research-Writing Skills	0.000	0.307	0.094	VW
Fiscal Capability	Conceptual Skills	0.000	0.431	0.186	VW
	Computational Skills	0.004	0.192	0.037	VW
	Technical Skills	0.000	0.244	0.059	VW
	Research-Writing Skills	0.000	0.317	0.100	VW

Legend:		
	Size of r^2	Strength of r^2
	0.91 – 1.00	Very Strong (VS)
	0.71 – 0.90	Strong (S)
	0.51 – 0.70	Moderate (M)
	0.31 – 0.50	Weak (W)
	0.01 – 0.30	Very Weak (VW)
	0.00	No Influence (NI)

Conclusion

The findings from the research studies yielded the following conclusions.

The respondents are very highly capable in terms of conceptual, technical, and research-writing skills and highly capable of computational skill. Based from the grand mean, the respondents are very highly capable of all four areas.

The strong agreement indicated that faculty possess positive attitudes but also have apprehensions towards research likely because research is acknowledged that alongside its value, it poses challenges associated with the process. Moreover, the faculty are essentially motivated to conduct research. However, they are more motivated with the intrinsic rather than the extrinsic rewards.

Organizational support to research along all the four areas was provided to a great extent.

Attitude and motivation both have a weak influence on the conceptual, technical and research-writing skills and a very weak influence on the computational skills of the respondents.

Organizational support along decision-making, organizational harmony, capability to ensure compliance and fiscal capability, has a very weak impact on research capability in terms of the four domains. This implies that financial resources and organizational structures can provide essential support, but they alone are insufficient to meaningfully foster high-level of research capabilities.

Recommendations

It is recommended that the institution conducts a targeted training program focused on: (1) enhancement of capabilities starting from the basic down to advanced research skills; (2) improvement of faculty proficiency in modern research tools and technology-based techniques being utilized in the research design, RRL and statistical treatment; (3) access to and application of citation tools, statistical and analytical software; (4) awareness of ethical and legal standards on research; (5) fostering collaborative research and knowledge sharing; and (6) accomplishing training-based outputs like: (a) submission of proposals

containing the approved research title and specific problems; presentation of the research proposal to in-house review committee for evaluation; progress report of the ongoing research implementation; submission of the findings, statistical treatment and interpretation (reflecting the application of digital software), and recommendations; submission of terminal reports; and presentation of the completed research for refinement.

The institution should provide additional support systems to the faculty such as resources that promote both intrinsic and extrinsic motivation, and training workshops, research assistants, and/or access to research facilities to help the them overcome research-related stress and challenges perceived in conducting research.

Although there is a great extent in the provision of organizational support to research, there is still a room for expanding it to its maximum extent. The ranking of the areas showed that the perceived degree of organizational support varied and this varying depth of the organizational support as perceived, may be reference in crafting intervention programs, specifically on areas that need priority.

Since it is established that while it is considered that attitude and motivation matter and play a role in initiating and conducting research, they are not primary drivers of developing research, thus pins the need to consider the conduct of structures and targeted training and access to resources as they may directly lead to improvement of faculty's research skills.

The institution must provide for the conduct of interventions directed at professional development, mentoring, and skill-building programs that would necessarily enhance research capabilities, particularly in technical and computational skills.

Based from the findings of the study, an intervention program targeted at addressing the skills that the faculty are insufficient or lacking must be proposed. The findings indicated that generally, the faculty have capability on fundamental research skills but lack more advanced and complex research abilities, hence, the need for the conduct of a tailored training on research.

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