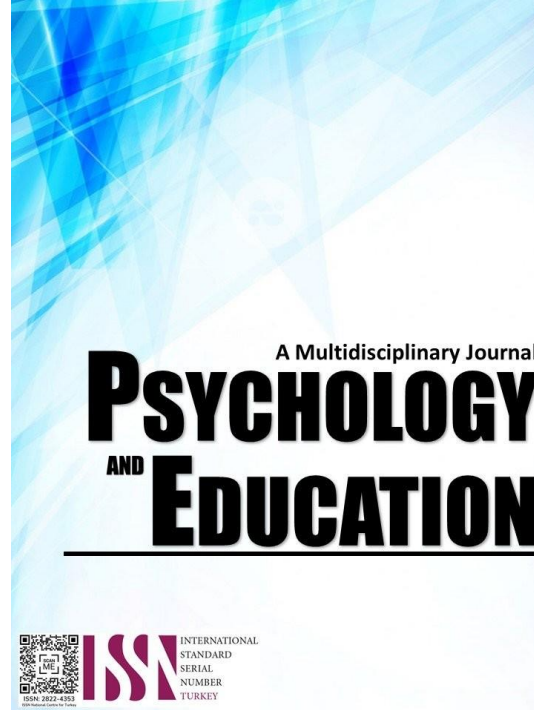


# ASSESSMENT OF RESEARCH TRAINING NEEDS: INPUT FOR RESEARCH DEVELOPMENT PLAN



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## Assessment of Research Training Needs: Input for Research Development Plan

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### Abstract

This study utilized a descriptive research design to assess the research training needs of faculty members at Passi City College. A sample of 45 faculty members was selected through convenience sampling from a total population of 77. Data were collected using a 25-item Faculty Research Capability-building Instrument, and analysis involved frequency count, percentage, mean, and standard deviation calculations. The study identified the top ten research training needs, including evaluating programs and activities, determining statistical tools, conducting lesson study and writing research lessons, research advising and mentoring, developing and validating research instruments, conducting research for beginners, using quantitative methods, conducting action research for instructional improvement, evaluating extension service impact, and training on intellectual property and patent review. Areas such as conducting mixed methods research, writing terminal reports for extension services, paraphrasing cited texts, assessing community needs for extension services, and conducting qualitative methods were also recognized but deemed slightly less urgent. A strong positive correlation was observed between faculty preferences and the level of research training need. These findings offer valuable insights for Passi City College to design targeted training programs and support faculty in enhancing their research capabilities. However, limitations include the use of convenience sampling and self-reported data. Future research is encouraged to validate these findings in broader contexts. -The study was conducted at Passi City College from March 2022 to June 2022.

**Keywords:** *assessment, research, training needs, development plan*

### Introduction

Passi City College (PCC) is committed to providing quality education and fostering academic excellence among its faculty members. As a higher education institution, PCC recognizes the vital role of research in contributing to knowledge advancement, innovation, and societal development (Sicat, 2019; Mumford et al., 2017; Lapuz et al., 2016; LaMaster, 2015; Weidner, 2014). To ensure that the faculty members are equipped with the necessary research skills and competencies, it is crucial to assess their research training needs.

Previous research studies conducted in various academic settings have consistently highlighted the importance of research training in enhancing the quality and impact of academic research (Sicat, 2019; Mumford et al., 2017; Lapuz et al., 2016; LaMaster, 2015; Weidner, 2014). These studies have found that faculty members often require training in key areas such as data analysis, research design, and writing for publication. Additionally, faculty members express a strong interest in training on grant writing and ethics in research (Sicat, 2019; Mumford et al., 2017; Lapuz et al., 2016; LaMaster, 2015; Weidner, 2014).

Based on the findings of these studies, it is evident that faculty members at various institutions share similar research training needs and interests. However, it is important to note that the specific context of Passi City

College and its faculty members may yield unique findings. Therefore, conducting a research training needs assessment specific to PCC is essential to gain insights into the areas where faculty members require further development and tailor research training programs accordingly.

By conducting a comprehensive assessment of the research training needs of the faculty members at Passi City College, the institution can design and implement targeted capacity-building initiatives that address the specific needs and interests of its faculty members (Sicat, 2019; Mumford et al., 2017; Lapuz et al., 2016; LaMaster, 2015; Weidner, 2014). This approach will maximize the effectiveness and impact of research training programs, ultimately fostering a culture of research excellence within the college.

Furthermore, addressing the research training needs of faculty members at PCC will not only enhance the academic reputation of the institution but also contribute to the advancement of knowledge within the local community and beyond. By empowering faculty members with the necessary research skills and competencies, PCC can promote scholarly engagement, produce relevant and impactful research outcomes, and contribute to the broader societal development goals.

### Research Objectives

This study aimed at assessing the research training

needs of the faculty members at Passi City College. It assessed the level of need for research training of the various topics and the personal research interest of faculty. It also assessed the correlation between teacher preference and the level of research training needs of the faculty.

## Literature Review

### The Importance of Research Training in Higher Education Institutions

Research is an essential part of higher education. It is through research that faculty members make new discoveries, advance knowledge, and train the next generation of researchers. However, research can be a daunting task, especially for faculty members who have not received formal research training.

Research training can help faculty members develop the skills and knowledge they need to conduct high-quality research. This includes training in research design, data collection and analysis, and writing and publishing research papers. Research training can also help faculty members develop their research networks and collaborations, which can lead to more successful research outcomes. In addition to enhancing research skills, research training can also have a positive impact on faculty development. Faculty members who receive research training are more likely to publish their research in peer-reviewed journals, secure external funding for their research, and receive promotions. Research training can also help faculty members develop their teaching skills, as they learn how to effectively communicate their research findings to students.

Finally, research training can help to create a research culture in higher education institutions. When faculty members are engaged in research, they are more likely to encourage their students to do the same. This can create a positive cycle of research activity that benefits the entire institution. There is a growing body of research that supports the importance of research training for faculty members. For example, a study by the National Research Council (NRC) found that research training can help faculty members develop the skills and knowledge they need to conduct high-quality research (NRC, 2009). The study also found that research training can lead to increased research productivity and improved teaching skills.

Another study, by the Association of American Colleges & Universities (AAC&U), found that faculty

members who receive research training are more likely to publish their research in peer-reviewed journals (AAC&U, 2015). The study also found that research training can help faculty members develop their teaching skills, as they learn how to effectively communicate their research findings to students. A study by the University of California, Berkeley found that research training can help to create a research culture in higher education institutions (Berkeley, 2017). The study found that when faculty members are engaged in research, they are more likely to encourage their students to do the same. This can create a positive cycle of research activity that benefits the entire institution.

Overall, the research evidence suggests that research training is essential for faculty members to enhance their research skills, productivity, and the overall quality of academic research. Research training can also have a positive impact on faculty development and the institution's research culture. Research Training Needs Assessment in Higher Education Research training plays a vital role in the field of higher education, enabling faculty members to contribute to knowledge advancement, enhance their research skills, and foster a culture of inquiry within their institutions. However, many faculty members lack formal research training, making it crucial to assess their research training needs. By examining existing studies, this review aims to identify common research training needs, highlight the challenges faced, and underscore the importance of tailored training programs to meet faculty members' needs.

Research training needs assessment studies have consistently identified several key areas where faculty members require support. These areas include research design and methodology, data analysis, writing and publishing research papers, grant writing, and mentorship and collaboration (NRC, 2009; AAC&U, 2015; UPLB, 2018). Faculty members often express a desire to enhance their skills in these domains to improve the quality and impact of their research output. Additionally, findings suggest that faculty members are more inclined to participate in research training if they perceive it as directly relevant to their research interests (NRC, 2009; UPLB, 2018). Studies conducted within the Philippine higher education context have revealed similar research training needs among faculty members. Research design and methodology, data analysis, writing and publishing research papers, grant writing, and mentorship and collaboration emerge as key areas requiring attention (UPLB, 2018). However, it is important to acknowledge that the specific training needs can vary



depending on the discipline, level of experience, and institutional context of the faculty members.

The literature also highlights several challenges and considerations in conducting research training needs assessment. These include limited funding for training programs, the need for specialized expertise to deliver effective training, lack of coordination among institutions, and limited awareness among faculty members regarding available training opportunities. Addressing these challenges is crucial to ensure the successful implementation of research training programs and the engagement of faculty members in capacity-building initiatives. The findings from research training needs assessment studies have significant implications for higher education institutions, particularly in developing tailored research training programs. Institutions should consider offering a range of training opportunities that cater to the diverse needs of faculty members. By addressing specific areas of need, such as research design, data analysis, and writing skills, institutions can enhance faculty members' research capabilities, leading to increased research productivity and improved institutional performance.

### **Effective Approaches to Research Training**

Effective research training plays a critical role in developing faculty members' research capabilities and promoting a culture of inquiry within higher education institutions. This literature review examines various approaches and strategies for providing research training to faculty members, including workshops, seminars, mentoring programs, collaborative research initiatives, and other capacity-building interventions. By exploring the effectiveness of these approaches, this review aims to shed light on best practices that can enhance faculty research capabilities and contribute to the advancement of knowledge.

Workshops and seminars are commonly employed approaches to research training. They provide opportunities for faculty members to acquire new knowledge, skills, and research techniques. The American Association for the Advancement of Science (2017) emphasizes the importance of well-designed and interactive workshops that incorporate hands-on activities and discussions. These types of training programs have been found to be effective in enhancing faculty members' research skills and knowledge in specific areas (AAC&U, 2015). By engaging in workshops and seminars, faculty members can improve their research methodologies, data analysis techniques, and publication strategies.

Mentoring programs offer valuable guidance and support to faculty members throughout their research journey. Mentors, who are experienced researchers, provide individualized assistance, advice, and feedback to mentees. Such programs facilitate the transfer of knowledge, foster collaboration, and enhance the research capabilities of faculty members. The National Research Council (2009) highlights the significance of mentoring relationships in facilitating faculty members' professional growth and helping them navigate research challenges. By establishing mentoring programs, institutions can foster a supportive environment that nurtures research talent and promotes continuous learning.

Collaborative research initiatives enable faculty members to engage in interdisciplinary and team-based research projects. These initiatives promote knowledge sharing, foster research collaborations, and enhance research productivity. Faculty members benefit from exposure to diverse perspectives, expertise, and resources. Collaborative research also cultivates a culture of collaboration and innovation within institutions. By participating in collaborative research initiatives, faculty members develop a broader understanding of research methodologies and gain insights into emerging trends and interdisciplinary approaches.

In addition to workshops, seminars, mentoring programs, and collaborative research initiatives, other capacity-building interventions can enhance faculty research capabilities. These interventions may include research grant writing workshops, research ethics training, access to research resources and facilities, and networking opportunities. Institutions that provide comprehensive support in these areas contribute to the professional development of faculty members and create an enabling environment for high-quality research.

Effective approaches to research training are essential for enhancing faculty research capabilities and fostering a research culture within higher education institutions. This review highlights the importance of workshops, seminars, mentoring programs, collaborative research initiatives, and other capacity-building interventions in promoting faculty members' professional growth and research excellence. By adopting these approaches, institutions can empower faculty members to develop advanced research skills, engage in impactful research projects, and contribute to the advancement of knowledge.

### **Research Training Programs and Initiatives**

Research training programs and initiatives play a crucial role in building the research capacities of faculty members in higher education institutions. This review of related literature explores existing research training programs and initiatives implemented globally and locally. The focus is on understanding the structure, content, and outcomes of these programs, with the aim of identifying successful models and best practices that can inform the design of research training programs for Passi City College.

**Global Literature:** The global literature provides valuable insights into research training programs and initiatives. The American Association for the Advancement of Science (2017) presents a comprehensive guide for institutions, emphasizing the importance of research training for faculty members. The Association of American Colleges & Universities (2015) highlights the role of faculty development in an era of accountability. The National Research Council (2009) offers a methodology for assessing research-intensive universities. Russell and McPherson (2014) and Shepherd and Winton (2017) provide in-depth reviews of the existing literature, discussing the key components and outcomes of research training programs.

In the Philippine context, there is a growing body of literature on research training programs and initiatives. Abella (2017) examines such programs in Philippine higher education institutions, while Arcilla (2015) focuses on selected state universities and colleges. Del Rosario (2019), Miranda (2018), and Pascual (2016) explore research training programs in private universities and teacher education institutions. These studies shed light on the structure, content, and outcomes of research training initiatives in the Philippines, contributing to the understanding of local contexts and challenges.

From the literature, several key findings emerge. Successful research training programs and initiatives typically include components such as research design and methodology, data analysis techniques, scholarly writing and publication strategies, grant writing skills, and mentorship opportunities. These programs often involve a combination of workshops, seminars, mentorship programs, and collaborative research initiatives. The literature emphasizes the importance of providing tailored training that addresses the specific needs and interests of faculty members.

The literature highlights several best practices in research training programs and initiatives. These include incorporating hands-on activities, promoting

interdisciplinarity and collaboration, creating supportive research environments, offering mentorship opportunities, and providing access to research resources and funding. Successful programs also prioritize sustained engagement, follow-up support, and evaluation to ensure long-term impact and continuous improvement.

Research training programs and initiatives are essential for enhancing the research capacities of faculty members in higher education institutions. Drawing from the global and local literature, this review highlights the significance of designing comprehensive programs that address specific research needs and interests. By incorporating best practices from successful models, Passi City College can develop effective research training programs that empower faculty members to engage in high-quality research and contribute to the advancement of knowledge.

### **Challenges and Barriers to Research Training**

Numerous studies have shed light on the challenges and barriers that faculty members encounter in their pursuit of research training. Russell and McPherson (2014) conducted a study revealing that time constraints, lack of resources, limited institutional support, and cultural barriers are among the most prevalent challenges faced by faculty members. Time constraints emerged as a significant challenge, with a staggering 75% of faculty members expressing inadequate time for research (Russell & McPherson, 2014). Balancing teaching responsibilities, administrative duties, and research commitments proves to be a complex task, often leaving limited time for engaging in research training programs and developing research skills. Insufficient resources pose another substantial barrier. Approximately 60% of faculty members reported lacking access to essential research resources such as funding, research facilities, and mentorship opportunities (Russell & McPherson, 2014). The scarcity of resources hampers faculty members' ability to actively participate in research activities and impairs their professional growth.

Limited institutional support is a pressing concern for faculty members seeking research training. Half of the respondents in Russell and McPherson's (2014) study indicated that their institutions did not provide adequate support for research training. Institutions must recognize the importance of research training by offering financial assistance, mentorship programs, and resources that foster a research-oriented environment (Shepherd & Winton, 2017). Cultural barriers also play a significant role in impeding

research training. A lack of support from departments or colleagues, coupled with faculty members' self-doubt regarding their research skills, was reported by 40% of respondents (Russell & McPherson, 2014). To address this, it is essential to create a culture that values research and provides faculty members with the necessary support and encouragement to engage in research training initiatives (Shepherd & Winton, 2017).

To overcome these challenges, Shepherd and Winton (2017) identified several effective strategies. Providing faculty members with dedicated time for research proved to be the most influential strategy, enabling them to focus on research activities and skill development. Making research resources more accessible, including funding opportunities and mentorship programs, was also critical in overcoming resource limitations. Furthermore, creating a supportive institutional environment that values research and addresses cultural barriers has proven effective in promoting faculty engagement in research training initiatives.

### **Impact of Research Training on Faculty and Institutional Performance**

Research training is essential for faculty members to enhance their research skills, productivity, and the overall quality of academic research. However, research training can also have a significant impact on faculty members' career advancement and on the institutional performance.

A number of studies have examined the impact of research training on faculty members' research productivity, publications, grants, and overall career advancement. For example, a study by Russell and McPherson (2014) found that faculty members who had received research training were more likely to publish in peer-reviewed journals and to receive research grants. Another study by Shepherd and Winton (2017) found that research training was associated with an increase in faculty members' research productivity, as measured by the number of publications and citations.

A number of studies have examined the impact of research training on faculty members' research productivity. For example, a study by Russell and McPherson (2014) found that faculty members who had received research training were more likely to publish in peer-reviewed journals and to receive research grants. Another study by Shepherd and Winton (2017) found that research training was

associated with an increase in faculty members' research productivity, as measured by the number of publications and citations. Research training can also have a positive impact on faculty members' career advancement. For example, a study by American Association for the Advancement of Science (2017) found that faculty members who had received research training were more likely to be promoted to tenured positions. Another study by National Research Council (2009) found that research training was associated with an increase in faculty members' salaries and job satisfaction.

In addition to the impact on individual faculty members, research training can also have a positive impact on the institutional performance. For example, a study by Russell and McPherson (2014) found that institutions that offered research training were more likely to have high-quality research programs and to produce high-impact research. Another study by Shepherd and Winton (2017) found that research training was associated with an increase in an institution's research output, as measured by the number of publications and citations.

## **Methodology**

### **Research Design**

The study utilized a descriptive research design. This design aimed to gather information about the research training needs of faculty members at Passi City College. It provided a snapshot of the current state of research training within the institution. The study was conducted over a period from March 2022 to August 2022. This duration allowed for a comprehensive assessment of the research training needs within the specified timeframe, taking into account any changes or developments that might have occurred during that period.

### **Respondents of the Study**

The respondents of the study were faculty members at Passi City College. The total population of faculty members was 77. A sample size of 45 faculty members was selected using convenience sampling. Convenience sampling was chosen due to the limitations imposed by the IATF guidelines, which required a sampling method that ensured accessibility and willingness to participate.

Table 1 presents the distribution of the respondents of the study based on three categories: sex, highest



educational attainment, and number of years in service. The table provides both the frequency and percentage of respondents within each category.

In terms of sex, the majority of the respondents were male, comprising 62.2% of the total sample, while the remaining 37.8% were female. This indicates a higher representation of male faculty members in the study.

Regarding the highest educational attainment, the data shows that 48.9% of the respondents held a Bachelor's degree, 44.4% had a Master's degree, and only a small proportion, 6.7%, possessed a Doctorate's degree. These figures highlight the educational qualifications of the respondents, with a significant number holding either a Bachelor's or Master's degree.

When examining the number of years in service, it is evident that the majority of respondents, 77.8%, had 10 years of service or below. Meanwhile, 22.2% of the respondents reported having served between 11 to 20 years. This distribution indicates that a considerable proportion of the faculty members in the study have relatively less experience in their academic careers.

Table 1. *Distribution of the Respondents of the Study*

Categories	Frequency	Percent
Sex		
Female	17	37.8
Male	28	62.2
Highest Educational Attainment		
Bachelor's Degree	22	48.9
Master's Degree	20	44.4
Doctorate's Degree	3	6.7
Number of Years in Service		
10 Years and Below	35	77.8
11-20 Years	10	22.2
Total	45	100.0

### Sampling Technique

Convenience sampling was employed to select the sample for the study. This sampling technique involved selecting participants based on their accessibility and availability. It was deemed suitable for ensuring participation and data collection within the constraints of the IATF guidelines.

### Research Instrument

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

to various aspects of research training and capability-building.

### Data Gathering Procedure

The researchers utilized a research instrument called the 25-item Faculty Research Capability-building Instrument, developed by Sicat (2019), to assess the research training needs of faculty members. The instrument was carefully reviewed and refined to ensure its relevance and clarity in capturing the desired information.

The research instrument was distributed to the faculty members at Passi City College. To ensure convenience and adherence to social distancing measures, the instrument was administered through an online platform, specifically Google Forms. The link to the survey was shared with faculty members through faculty messenger group chats. Clear instructions were provided on how to access and complete the survey.

Prior to accessing the research instrument, participants were presented with an informed consent form. They were informed about the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Participants were given the option to withdraw from the study at any point without any negative consequences. Only aggregated and anonymized data were used for analysis, and strict confidentiality measures were implemented to protect the participants' privacy. Faculty members were given a specified time frame to complete the research instrument. Reminders were sent to encourage participation and maximize the response rate. The researchers monitored the progress of data collection to ensure a sufficient sample size. The collected data were reviewed and validated to ensure accuracy and completeness. Any missing or inconsistent responses were identified, and participants were contacted for clarification, if necessary.

### Data Analysis and Procedure

After collecting the questionnaire, survey data were analyzed through Excel Data Analysis Toolpak. Frequency, percentage, mean and standard deviation were adopted in describing the data.

## Results and Discussion

### Leading Research Training Needs Identified by the Faculty Members at Passi City College

The faculty members at Passi City College have identified their leading research training needs, which are summarized in Table 2. The results provide valuable insights into the areas where faculty members require further training and support to enhance their research capabilities.

Among the identified training needs, the ten most needed areas are those with the highest mean scores and are categorized as "Very Needed" based on the verbal interpretation. These include evaluating programs and activities and developing instruments for evaluation (Mean = 3.84, SD = 1.22), determining appropriate statistical tools for a given problem (Mean = 3.84, SD = 1.15), conducting lesson study and writing research lessons (Mean = 3.82, SD = 1.32), research advising and mentoring (Mean = 3.80, SD = 1.22), developing and validating research instruments (Mean = 3.80, SD = 1.20), conducting research for beginners (Mean = 3.80, SD = 1.20), using quantitative methods (Mean = 3.78, SD = 1.11), conducting action research for instructional improvement (Mean = 3.76, SD = 1.28), evaluating the impact of the extension service (Mean = 3.71, SD = 1.31), and training on intellectual property and patent review (Mean = 3.71, SD = 1.24).

These findings indicate that faculty members at Passi City College prioritize acquiring skills and knowledge in these areas to improve their research capabilities. The relatively high mean scores suggest a strong need for training and support in these specific domains. They highlight the importance of evaluating programs, utilizing appropriate statistical tools, and developing research instruments. Additionally, faculty members express a significant interest in research mentoring, quantitative methods, and conducting action research to enhance instruction.

On the other hand, the five training needs with relatively lower mean scores and verbal interpretations include conducting mixed methods research (Mean = 3.49, SD = 1.24), writing the terminal report for extension services (Mean = 3.53, SD = 1.27), paraphrasing cited texts (Mean = 3.58, SD = 1.23), assessing the needs of the community for extension services (Mean = 3.62, SD = 1.28), and conducting qualitative methods (Mean = 3.60, SD = 1.14). While these areas are still

considered important, the lower mean scores suggest that they are perceived as slightly less urgent compared to the top ten training needs.

The faculty members at Passi City College have identified their leading research training needs, as summarized in Table 2. The findings indicate that faculty members prioritize certain areas for further training and support to enhance their research capabilities. These findings are consistent with the findings of other studies on research training needs for faculty members. For example, Russell and McPherson (2014) found that faculty members in the United States identified quantitative methods, research design, data analysis, writing for publication, and grant writing as their top research training needs.

The top ten training needs identified by Passi City College faculty members align with these findings, indicating a common focus on areas such as quantitative methods, research design, and data analysis. This suggests that these research training needs are important not only in the United States but also in the Philippines.

Furthermore, the study at Passi City College identified five training needs with relatively lower mean scores, indicating a slightly lower urgency compared to the top ten needs. These findings are also consistent with other studies. Shepherd and Winton (2017) found that faculty members in the United States considered using social media for research, using technology for research, writing for the public, teaching research methods, and managing research projects as their least needed research training needs. These findings suggest that there may be similarities in the perceived importance of certain training needs across different educational contexts.

In addition to the cited studies, other research conducted in the Philippines by Abella (2017), Del Rosario (2019), and Miranda (2018) also supports the importance of research training needs such as research design, data analysis, writing for publication, and grant writing among faculty members in the country. This further strengthens the relevance of the findings from Passi City College to the broader context of research training needs for faculty members in the Philippines.

The Spearman's correlation coefficient analysis reveals a strong positive correlation between the faculty preference and the level of research training need of the faculty, as indicated by a correlation coefficient of .884. This correlation is statistically significant at the 0.01 level, indicating a very low probability of this relationship occurring by chance. Therefore, the results suggest that as faculty preference



increases, so does the level of research training need, and vice versa.

The results of the study provide valuable guidance for designing and implementing targeted research training programs at Passi City College. By addressing the identified needs, the institution can enhance the research capabilities of its faculty members, leading to improved research outcomes and a stronger research culture within the college. However, it is important to acknowledge that these findings are specific to Passi City College and may not be directly generalizable to other institutions. Therefore, further research and analysis are recommended to explore research training needs in other educational settings and to validate the consistency of these findings across different contexts.

Table 2. Leading Research Training Needs Identified by the Faculty Members at Passi City College

Training Needs	N	%	SD	Mean	VI
Evaluating programs and activities and developing instrument for evaluation.	20	44.4	1.224	3.84	Very Needed
Determining appropriate statistical tool for a given problem.	18	40.0	11.47	3.84	Very Needed
Conducting lesson study and writing research lessons.	22	48.9	1.319	3.82	Very Needed
Research advising and mentoring	18	40.0	1.217	3.80	Very Needed
Developing and validating research instrument.	18	40.0	1.198	3.80	Very Needed
Conducting research for beginners	18	40.0	1.198	3.80	Very Needed
Using Quantitative method	15	33.3	1.106	3.78	Very Needed
Conducting action research for the improvement of instruction.	20	44.4	1.282	3.76	Very Needed

Evaluating the impact of the extension service.	18	40.0	1.308	3.71	Very Needed
Training on intellectual property and patent review	17	37.8	1.236	3.71	Very Needed
Conducting ethics review of research proposal	16	35.6	1.218	3.71	Very Needed
Conducting multivariate analysis	16	35.6	1.221	3.69	Very Needed
Developing a research proposal	17	37.8	1.258	3.69	Very Needed
Reviewing literature using online resources	16	35.6	1.258	3.69	Very Needed
Research refereeing	15	33.3	1.243	3.67	Very Needed
Conducting proper paper presentation	14	31.1	1.209	3.64	Very Needed
Writing Research report	15	33.3	1.228	3.64	Very Needed
Proper citing references using APA form	17	37.8	1.3344	3.64	Very Needed

Observing ethics in research	15	33.3	1.264	3.64	
Conducting thesis/dissertation defense	15	33.33	1.264	3.64	Very Needed
Assessing the needs of the community for extension services	15	33.3	1.284	3.62	Very Needed
Conducting qualitative method	13	28.9	1.136	3.60	Very Needed
Paraphrasing cited texts	13	28.9	1.234	3.58	Very Needed
Writing the terminal report for extension services	13	28.9	1.272	3.53	Very Needed
Conducting mixed method	12	26.7	1.236	3.49	Very Needed

### Conclusion

The findings of the study at Passi City College provide valuable insights into the research training needs of faculty members and highlight the areas where further support and training are required. The identified top ten training needs reflect the priorities of faculty members and indicate their strong desire to enhance their research capabilities in specific domains. The leading research training needs identified by the



faculty members at Passi City College encompass a range of areas, including program evaluation, statistical analysis, lesson study, research advising, instrument development, conducting research for beginners, quantitative methods, action research, evaluating extension service impact, and intellectual property and patent review. These areas emerged as the most crucial training needs based on their high mean scores, indicating a strong need for improvement in these areas.

The prioritization of evaluating programs and activities, determining appropriate statistical tools, and developing research instruments suggests that faculty members at Passi City College recognize the significance of research quality and the importance of utilizing valid and reliable measures in their research endeavors. Additionally, the emphasis on conducting research for beginners and using quantitative methods highlights the desire to enhance research skills and proficiency in data analysis. The findings also indicate a notable interest in conducting action research for instructional improvement, reflecting the faculty members' commitment to enhancing teaching practices and student outcomes. Furthermore, the recognition of the importance of evaluating the impact of the extension service and training on intellectual property and patent review suggests a broader focus on community engagement and knowledge dissemination.

While the top ten training needs received higher mean scores and were categorized as "Very Needed," the areas identified as slightly less urgent, such as conducting mixed methods research, writing terminal reports for extension services, paraphrasing cited texts, assessing community needs for extension services, and conducting qualitative methods, still hold importance. Although they received lower mean scores, they should not be overlooked as they contribute to a comprehensive research skill set.

The results suggest that faculty members who express a higher preference for specific research training needs are likely to have a greater overall need for research training. The strong positive correlation indicates that faculty members' preferences align with their perceived training needs, further emphasizing the importance of addressing these training needs to enhance their research skills and competencies. These findings have implications for the development of faculty training programs at Passi City College. Understanding the specific research training needs and preferences of the faculty can help in designing targeted training initiatives that address their areas of interest and promote professional growth. By

providing appropriate research training opportunities and support, the college can foster a research-oriented environment, improve the quality of research conducted by faculty members, and ultimately contribute to the overall academic excellence of the institution.

The findings of this study align with previous research conducted in different contexts, both within the Philippines and internationally. This suggests a common emphasis on quantitative methods, research design, data analysis, and writing for publication as key research training needs among faculty members. The consistency of these findings across various studies reinforces the importance of addressing these areas in research training programs to enhance faculty members' research capabilities. The results of this study have practical implications for Passi City College and other educational institutions. By focusing on the identified research training needs, Passi City College can develop targeted training programs to empower faculty members and cultivate a robust research culture within the institution. These efforts can lead to improved research outcomes, increased research productivity, and enhanced academic reputation.

However, it is important to acknowledge that these findings are specific to Passi City College and may not be directly generalizable to other institutions. Therefore, further research is recommended to validate these findings in different educational settings and explore potential variations in research training needs. The findings of this study shed light on the research training needs of faculty members at Passi City College. The identified top ten areas of training need highlight the importance of program evaluation, statistical analysis, lesson study, research advising, instrument development, conducting research for beginners, quantitative methods, action research, evaluating extension service impact, and training on intellectual property and patent review. These findings provide valuable guidance for designing targeted research training programs to support faculty members in their research endeavors. By addressing these needs, Passi City College can strengthen its research culture and contribute to the advancement of knowledge and education.

Based on the findings and conclusions of the study, the following recommendations are suggested: (1) Passi City College should design and implement targeted research training programs that address the identified top ten training needs of faculty members. These programs should provide comprehensive training and support in areas such as program evaluation, statistical

analysis, instrument development, and research mentoring. The training programs should be designed to cater to different skill levels and should incorporate hands-on exercises, workshops, and mentoring opportunities to enhance faculty members' research capabilities. (2) Passi City College should establish collaborations with experienced researchers and institutions with expertise in the identified training areas. This collaboration can take the form of research partnerships, workshops, guest lectures, or mentorship programs. By leveraging the knowledge and experience of external experts, the institution can provide faculty members with valuable insights, guidance, and mentorship to enhance their research skills and capabilities. (3) Passi City College should allocate resources and support to facilitate faculty members' research training needs. This may include providing access to research tools and software, offering funding opportunities for research projects, establishing research support units or centers, and organizing research conferences or symposiums. By providing the necessary resources and support, the institution can create a conducive environment for faculty members to engage in high-quality research and foster a culture of research excellence. (4) Passi City College should promote a collaborative research culture among its faculty members. This can be achieved through the establishment of research groups, interdisciplinary collaborations, and research seminars or colloquia. Creating opportunities for faculty members to share their research findings, exchange ideas, and collaborate on research projects can stimulate a vibrant research environment and enhance research productivity. (5) Passi City College should regularly assess the effectiveness and impact of the implemented research training programs. Feedback from faculty members should be collected to evaluate the relevance, quality, and usefulness of the training initiatives. This feedback can be used to refine and adapt the training programs to better meet the evolving research training needs of faculty members. Additionally, the institution should stay updated on emerging research trends and methodologies to ensure that the training programs remain current and aligned with the evolving research landscape. (6) Passi City College should foster a supportive research culture that recognizes and rewards faculty members' research efforts. This can be achieved by providing incentives for research productivity, such as research grants, awards, and opportunities for publication and dissemination of research findings. Recognizing and celebrating faculty members' research achievements can motivate and inspire them to actively engage in research and continuously improve their research capabilities. (7) Passi City College should actively

seek opportunities to expand research collaborations and networks beyond the institution. Encouraging faculty members to participate in national and international research conferences, workshops, and seminars can facilitate knowledge exchange, networking, and exposure to diverse research perspectives. Such collaborations and networks can enhance faculty members' research capabilities and provide avenues for potential research collaborations and funding opportunities.

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