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Faculty Research after CMO No. 46: An Evaluation

Donna D. De Guzman*

Nueva Ecija University of Science and Technology, Gen. Tinio Street, Quezon District, Cabanatuan City, Nueva Ecija, Philippines 3100.

* For correspondence: donnaddeguzman@gmail.com

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ABSTRACT

This research investigates the impact of research-related training and seminars on the research productivity of newly hired faculty in the College of Education. Recognizing the evolving demands of the academic landscape and the imperative for Higher Education Institutions (HEIs) to excel not only in instruction but also in research functions, the study is grounded in the policy framework established by the Commission on Higher Education (CHED) through Memorandum Order No. 46 Series of 2012. The primary objective is to assess the efficacy of professional development initiatives in enhancing the research capabilities of faculty members. Preliminary findings reveal a positive correlation between the number of attended training sessions and increased research productivity, as evidenced by a slight rise in the number of research outputs over the teaching experience in the University. The research contributes to the ongoing discourse on fostering a research-oriented culture within HEIs and provides actionable recommendations for the design of targeted professional development programs to further support faculty in their research endeavors. The outcomes aim to inform institutional policies and practices, advancing the commitment to research excellence in the field of education.

Keywords: research-related training and seminars, higher education institutions, research outputs, college of education

1. INTRODUCTION

The academic landscape continually evolves, demanding faculty members to stay abreast of the latest developments in their respective fields. This study delves into the effects of research-related trainings and seminars attended by the newly hired faculty members of the College of Education, recognizing the critical role that on-going professional development plays in

enhancing the research capabilities of educators. As universities aim to foster a culture of research and innovation, understanding the efficacy of research-related training becomes paramount, particularly for newly appointed faculty members tasked with the triple functions of instruction, research, and extension services.

This investigation is grounded in the policy framework set by the Commission on Higher Education (CHED) n Memorandum Order No. 46 Series of 2012, Article V, which mandates universities to contribute to nation building by providing highly specialized educational experiences to train experts in the various technical and disciplinal areas and by emphasizing the development of new knowledge and skills through research and development.. By investigating the impact of research-related training on newly hired faculty members in the College of Education, this study aligns with CHED's vision of advancing the research capabilities of HEIs and contributing to the broader landscape of educational scholarship.

The significance of this research lies in its potential to inform institutional policies, faculty development programs, and educational strategies. As universities navigate the evolving demands of higher education, empirical insights into the effectiveness of research-related training for faculty members can guide informed decision-making and foster a more research-oriented academic environment. By exploring the implications of CHED's mandate on research functions within the College of Education, this study aims to contribute to the broader discourse on the role of research in the academic mission of HEIs.

Specifically, this study would answer the following questions:

1. How may the teacher participants be described in terms of:
 - a. number of attended research-related training and seminars before they were hired in the University;
 - b. number of attended research-related training and seminars in their teaching experience at the University;

- c. number of produced research outputs before they were hired in the University;
 - d. number of produced research outputs in their teaching experience at the University.

2. Is there a difference between the number of attended research-related training and seminars of the participants before they were hired in the university and in their teacher experience in the University?

3. Is there a difference between the number of produced research outputs of the participants before they were hired in the university and in their teacher experience in the University?

4. Is there any significant relationship between the teacher participants' number of attended research-related training and seminars and their number of produced research outputs?

2. METHOD AND MATERIALS

This study is descriptive-evaluative research since the result of the study assessed the educator impact of research-related trainings and seminars to their number of produced research outputs. Evaluation research is a research that aims to provide information for decision maker (policy maker) related to a power or strength of a program, seen from its effectiveness, cost, device, etc.

The participants were the 15 teachers of the College of Education at Nueva Ecija University of Science and Technology who were hired in 2017-2019 and were given opportunities to attend research-related trainings and seminars in the same institution.

Formula for Pearson Product Moment Correlation was utilized to determine significant relationships in this study.

3. RESULTS AND DISCUSSION

The academic landscape continually evolves, demanding faculty members to stay abreast of the latest developments in their respective fields. This study delves into the Impact Assessment of Research-Related Training and Seminars Attended by the Newly Hired Faculty of the College of Education, recognizing the critical role that ongoing professional development plays in enhancing the research capabilities of educators. As universities aim to foster a culture of research and innovation, understanding the efficacy of research-related training becomes paramount, particularly for newly appointed faculty members tasked with the triple functions of instruction, research, and extension services.

This investigation is grounded in the policy framework

set by the Commission on Higher Education (CHED) through Memorandum Order No. 46 Series of 2012. This mandate underscores the imperative for Higher Education Institutions (HEIs) to not only excel in instructional delivery and community extension services but also to actively engage in research functions. By investigating the impact of research-related training on newly hired faculty members in the College of Education, this study aligns with CHED's vision of advancing the research capabilities of HEIs and contributing to the broader landscape of educational scholarship.

The graph reveals that there is an slight increase in the number of research outputs produced by the participants in their teaching experience in the

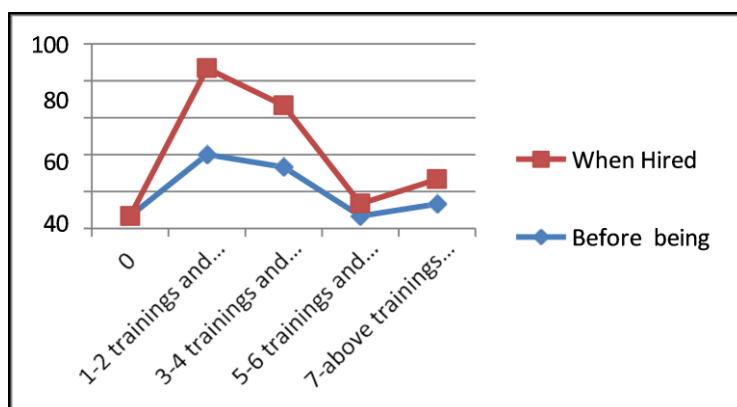


Figure 1. Number of Attended Research-Related Training and Seminars

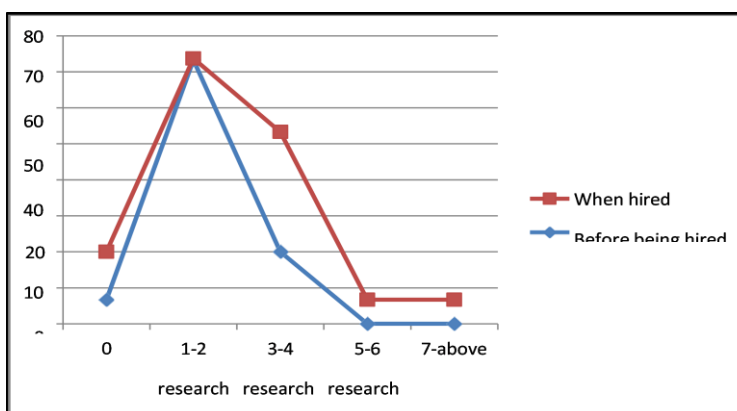


Figure 2. Number of Produced Research Outputs

Table 1. Correlation Between the Teacher Participants' Number of Attended Research-Related Training and Seminars and their Number of Produced Research Outputs

	Correlation Coefficients Research outputs
Number of Research-Related Trainings and Seminars	$r = 0.549176852$

University. The data indicating a slight increase in the number of research outputs by the respondents during their teaching experience in the College is a noteworthy finding that suggests a positive correlation between professional experience and research productivity. This increase could be attributed to several factors, such as the cumulative effect of continuous professional development, exposure to research-related training, and a deeper integration of research practices into the teaching responsibilities of faculty members. The data implies that as educators gain more experience within the College, they are increasingly incorporating research activities into their roles, aligning with the institutional emphasis on research functions mandated by the Commission on Higher Education (CHED).

One possible interpretation of this trend is that as teachers become more familiar with the academic landscape and gain confidence in their pedagogical skills, they may feel more empowered to engage in research activities. The slight increase may indicate a positive trajectory in the professional growth of faculty members, showcasing a transition from novice researchers to more seasoned contributors to the academic community.

The data revealing a moderate correlation between research-related trainings and seminars attended by participants and the number of their research outputs during their teaching experience in the University is a significant finding that underscores the potential impact of professional development on research productivity. A moderate correlation suggests that there is a discernible

connection between the two variables, indicating that as faculty members attend more research-related trainings and seminars, there tends to be a corresponding increase in the number of research outputs they produce. This correlation is particularly noteworthy in the context of the Commission on Higher Education's emphasis on research functions within Higher Education Institutions.

The moderate correlation implies that research-related trainings and seminars play a substantive role in shaping the research capabilities of faculty members. These training opportunities likely contribute to the acquisition of new skills, exposure to diverse research methodologies, and the cultivation of a research-oriented mindset. The findings suggest that investing in professional development initiatives geared towards research has the potential to positively influence the research productivity of teaching staff within the University.

However, it is crucial to acknowledge that correlation does not imply causation, and other factors may also contribute to the observed increase in research outputs.

4. CONCLUSION

In conclusion, this research has provided valuable insights into the impact of research-related training and seminars on the newly hired faculty of the College of Education, with a focus on their subsequent research productivity. The study commenced by recognizing the evolving nature of the academic landscape, emphasizing the necessity for faculty members to continually

enhance their research capabilities. Grounded in the policy framework established by the Commission on Higher Education (CHED), particularly Memorandum Order No. 46 Series of 2012, the investigation aligns with the vision of advancing research capabilities within Higher Education Institutions (HEIs) and contributing to the broader educational scholarship.

The examination of the data, as illustrated in Figure 1 and Figure 2, has revealed compelling trends. Figure 1 demonstrates an increase in the number of attended research-related training and seminars, highlighting the responsiveness of faculty members to the institutional emphasis on research functions. The slight increase in the number of research outputs, as depicted in Figure 2, suggests a positive correlation with professional experience, showcasing a potential progression in the research engagement of faculty members over time. Table 1 further solidifies this relationship by indicating a moderate correlation between the number of attended research-related training and seminars and the number of research outputs produced by participants during their teaching experience in the University.

While these findings are promising, it is essential to note that correlation does not imply causation. Other factors may contribute to the observed increase in research outputs, and further investigation is warranted to understand the nuanced dynamics at play. The implications of this research extend to the development of strategic initiatives for faculty professional development, aiming to sustain and amplify the positive correlation between research-related training and seminars and research productivity. Overall, this study contributes to the ongoing discourse on fostering a research-oriented culture within HEIs, aligning with the educational goals set by regulatory bodies and nurturing a community of educators who are not only adept at instruction but also actively engaged in advancing knowledge through research.

5. RECOMMENDATIONS

- **Continued Professional Development Programs:** Based on the observed positive correlation between attendance at research-related training and seminars and increased research productivity, it is recommended that the College of Education continues to invest in and expand professional development programs. These programs should be tailored to address the specific needs and research interests of faculty members. Offering a diverse range of workshops, seminars, and training sessions can help faculty members acquire new skills, stay updated on research methodologies, and foster a culture of continuous learning.
- **Longitudinal Studies:** To further understand the nuanced relationship between professional experience, research-related training, and research productivity, longitudinal studies should be considered. Tracking faculty members over an extended period can provide insights into the long-term impact of training on research outcomes. This could include examining changes in research output patterns over several years, identifying critical points in a faculty member's career where interventions may be particularly beneficial, and understanding how sustained professional development influences research trajectories.
- **Qualitative Exploration:** Complementing quantitative data with qualitative insights can offer a deeper understanding of the factors influencing research productivity. Conducting interviews or focus group discussions with faculty members who have shown significant growth in research outputs can unveil the specific strategies, challenges, and motivators that contribute to their success. Qualitative exploration can capture the personal experiences and perspectives of faculty members, providing a more holistic view of the impact of research-related training.

- **Tailored Support Mechanisms:** Recognizing that individual needs and motivations may vary, the College of Education should consider implementing tailored support mechanisms for faculty members. This could involve creating mentorship programs, facilitating interdisciplinary collaborations, or establishing research clusters based on common interests. Providing targeted support can enhance the effectiveness of research-related training by addressing the unique needs and aspirations of each faculty member.
- **Resource Allocation:** Acknowledging the potential resource constraints that may impact research productivity, the institution should evaluate and optimize resource allocation. This may involve assessing the availability of research facilities, funding opportunities, and administrative support. Adequate resource provision is crucial to sustain and amplify the positive trends identified in the research and to ensure that faculty members have the necessary tools to engage in meaningful and impactful research endeavors

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7. CONFLICT OF INTEREST

The author have declared that there is no conflict of interest.

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