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ASIAN ACADEMIC RESEARCH JOURNAL OF SOCIAL SCIENCE & HUMANITIES

LEVEL OF RESEARCH COMPETENCIES AND SATISFACTION OF THE FACULTY MEMBERS FROM THE COLLEGE OF CRIMINOLOGY

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ABSTRACT

This study investigated the level of research competencies and satisfaction of the faculty members of College of Criminology. Specifically, this study was guided by the following objectives: to determine the respondents' level of competency in writing research paper in terms of technical aspects, major and other parts of research paper; to determine the level of satisfaction on the facilities/resources provided by the institution to enhance the research competencies and to recommend valuable activities for the enhancement of research capability of the university. Using the descriptive survey, the study found that respondents are highly competent in research format but need reinforcement in the development of their communication skills. As to the major parts of the research paper, the respondents seem to need competency on the method particularly in develop research design, constructing questionnaires and statistical tool/treatment. With regard to level of satisfaction on the facilities/resources, the respondents are looking for more journals, materials, books and other materials and for training area for in-house / small seminars.

Keywords: research capability, competency, criminology, satisfaction

INTRODUCTION

Research is one of the major functions of higher education institutions. It basically refers to the process of generating, discovering, inventing and creating new knowledge. In the universities, research is one of the key tools in academic achievement and excellence. It is considered an indispensable means of colleges and universities to discover or learn about the success of students and departments, tracer alumni, recruit new students, hire new faculty and much more.

Research is also one of the standards of accreditation in assessing the development of competent professionals. Likewise, in the evaluation of programs and institutions relative to accreditation, the research element is one of the areas being assessed by the accreditors. This concretizes the ability of university to produce research that would generate knowledge for productivity of the institutions (Palispis, 2008). Malari and Santiago (2013) defined research competency as needed skills and experience to do research. Such skills could have been developed or enhanced through schooling, seminars and similar activities attended. Experiences in the conduct of research also contribute to enhancing research competencies. In academic institutions in developing countries they face the need to strengthen research competencies and outputs, as the next frontier, after the improved educational delivery.

Roane, et al. (2009) suggested in their study that to ensure the research competency of Psychiatric Residence Training, research competency and the development of research projects is required for all residents. Malari and Santiago (2013) found out that the accountancy faculty has an average knowledge and capable and ready to use it but lack of speed and flexibility of the proficient researcher. In a follow up interview they make, it revealed that most of the time, faculty discusses possible areas for research but only very few are fully conceptualized.

According to Lores (2004), Samraj (2005) Gillaerts and Van de Velde (2010), abstracts are indispensible tool for researches in the selection of papers which may be relevant to the research projects. Noguera (2012) concluded that prospective teachers and professionals should be aware of the fact that writing an abstract is not something to disregarded as a minor genre. This is partly the journal editors' job to make their prospective authors see this in its proper prospective.

According to Laya, as cited by Salmingo (2011) the indicators for institutional excellence are competent faculty, good student body, adequate facilities and an atmosphere of intellectual curiosity as manifested in the quantity and quality of research output of the

institution. Alim and Diokolano (2011) revealed that research objectives, goals, agenda, network and linkages influence research output dissemination and utilization. Research experience, training, financial and technical support from the management also influence the research output and dissemination. Similarly, Kendagor, et. al. (2012) found that funding influences in carrying out of research. The funds that granted by the university and government are adequate for the research activities. Bay and Clerigo (2013) cited that self motivation, and skills are the fundamental drivers that encourage faculty to do research. If there are no fundamental drivers despite institutional effort of providing other supportive factors, the University's endeavor will be fruitless.

In the academic institutions, the academic reputation of the professor lies in their ability to investigate scientifically, to come up with new ideas, knowledge and new discoveries that will improve existing practices, processes and strategies. In pursuing an active role of research, the Lyceum of the Philippines University faculty members are required to do researches as part of their academic function and productive activities. The management provides training and seminar for the faculty members to wider their research opportunities and increase their research involvement because they believe that training in the responsible conduct of research is important in the component of higher education, hence, strengthening the faculty research capability.

Research on criminology is much common in social science and the values that apply in the areas that relevant in criminology. Doing criminology research is expected to learn about illegal acts, crime prevention, social programmes, local government, juvenile justice, ecological justice and other topics related to their discipline. Apart from this topic, the researchers is possibly going to be deal with sensitive issues and people who have had traumatic experience and in some situation this can have emotional impact to the researchers. This means that the researcher in this field has able to relate to people and organization to establish understanding and empathy. But for the faculty members of Criminology, doing research will enhance their research abilities and skill especially in teaching research subjects.

This research aimed to serve as the basis in planning for the enhancement of the research capability of the College of Criminology. This is done in support to the training needs assessment conducted by Human Resource and Development Office which highlighted research as one of the training needs of the faculty.

OBJECTIVES OF THE STUDY

This study aimed to determine the research competencies of the faculty members of the College of Criminology. Specifically, this study was guided by the following objectives: to determine the respondents' level of competency in writing research paper in terms of technical aspects, major and other parts of research paper; to determine the level of satisfaction on the facilities/resources provided by the institution to enhance the research competencies and to recommend valuable activities for the enhancement of research capability of the university.

MATERIALS AND METHOD

This research utilized the descriptive survey method. The survey method is used to describe the status of the research capabilities of the faculty members in the College of Criminology. The participants of this research are the 100% population of the faculty members in the College of Criminology. The faculty members were both new and regular faculty researchers. The questionnaire was used as the main data gathering instrument. The questionnaire has two parts. The first part composed of items to determine the level of competency of the respondents on the components of research and the second part aimed to determine the respondents' satisfaction on the resources/facilities available.

The researcher adopted the questionnaire from the previous research about research capabilities of university faculty and student of other colleges. Then, the researcher distributed the questionnaires to the participants of the study and retrieved 100% after two to three days.

Upon retrieval, the data gathered were encoded, tallied, interpreted and analyzed using SPSS version 17 and were interpreted and analyzed. Weighted mean and rank were the statistical table used in the study to determine the competence of faculty in terms of technical aspect, major and other parts of the research paper as well as to determine the level of satisfaction of the faculty on facilities and resources.

RESULTS AND DISCUSSION

Table 1

Competence of Faculty Members in terms of the Technical Aspect

Items	WM	VI	Rank
1. research paper format	4.00	Competent	4
2. grammar and sentence construction	4.55	Highly Competent	1
3. research organization	4.18	Competent	3
4. communication skills (in writing and the conduct of research data gathering, interviews, etc.)	4.36	Competent	2
Composite Mean	**4.27**	**Competent**	

Legend: 4.50 – 5.00 = Highly Competent; 3.50 – 4.49 = Competent; 2.50 – 3.49 = Moderately Competent; 1.50 – 2.49 = Less Competent; 1.00 – 1.49 = Not Competent

Table 1 shows the competence of the faculty members of the College of Criminology in terms of Technical Aspects. The overall assessment showed that they are Competent with a weighted mean of 4.27 in the technical aspects. The participants are highly competent in terms of grammar and sentence construction with weighted mean of 4.55. They considered themselves as competent in communication skills in writing the conduct of research data gathering, interviews with a weighted mean of 4.36. This means that the respondent are confident in their writing and communications skill as they are being practiced it in their teaching profession. And since they are not in the field of language, they still need to be trained and developed their writing to be more confident in other research activities.

On the other hand, they regard themselves as competent in terms of research organization and research format with a weighted mean of 4.18 and 4.00, respectively. Since most of the faculty members of the College of Criminology are part timers, they are not familiar or not oriented with the standard format implemented and with the research organization of the university.

Table 2 presents the competence of faculty members in doing the major parts of research paper. As gleaned from the table, the respondent assessed themselves as competent in all major parts of the research with an overall mean of 4.22.

Table 2

Competence of Faculty Members In Doing the Major Parts of Research Paper

Major Parts of Research Paper	WM	VI	Rank
Introduction			
1. writing an introduction	4.09	Competent	4.5
2. creating research problem	4.27	Competent	3
3. formulating theoretical / conceptual paradigm	4.00	Competent	6
4. formulating hypothesis	4.09	Competent	4.5
5. conceptualizing research literature	4.36	Competent	2
6. sources of literature review	4.45	Competent	1
Composite Mean	**4.21**	**Competent**	
Methods			
1. develop research design	4.09	Competent	6
2. data collection	4.27	Competent	1.5
3. data entry (coding and cleaning)	4.18	Competent	3.5
4. sampling/ sample framework	4.18	Competent	3.5
5. constructing questionnaires	4.09	Competent	6
6. statistical tools / treatment	4.09	Competent	6
7. wording and ordering of questions	4.27	Competent	1.5
Composite Mean	**4.17**	**Competent**	
Results and Discussion			
1. presentation of data gathered	4.18	Competent	2
2. interpretation / analysis of results	4.18	Competent	2
3. correlate literature to affirm results	4.18	Competent	2
Composite Mean	**4.18**	**Competent**	
Conclusion / Recommendation			
1. synthesizing results	4.27	Competent	2.5
2. expressing additional value or importance to the existing facts	4.36	Competent	1
3. formulating recommendations to address the research problem and concerns found in the study	4.27	Competent	2.5
Composite Mean	**4.30**	**Competent**	
Over-all Composite Mean	**4.22**	**Competent**	

Legend: 4.50 – 5.00 = Highly Competent; 3.50 – 4.49 = Competent; 2.50 – 3.49 = Moderately Competent; 1.50 – 2.49 = Less Competent; 1.00 – 1.49 = Not Competent

With regards to writing of introduction part of the paper, the respondents are competent in writing the sources of literature with a weighted mean of 4.45 and in conceptualizing research literature with a weighted mean of 4.36. It signified that they can easily find literature in the internet and there are lots of reference materials in the library. The university has also online

journal web tools like academic one file where they can access anywhere. There are also some related literature that can be accessed from other sources aside from online references. And because of this they can easily conceptualize related literature which can be used in their research. Meanwhile, they are also competent in writing the other major parts of the research paper such as writing an introduction, creating a research problem, formulating a theoretical/conceptual paradigm but still there is a need for strengthening the development of their skills on this aspect .

As to method, data collection and wording and ordering of questions obtained a highest weighted mean score of 4.27. This result is supported by the result in table 1 that they are highly competent in grammar and sentence construction. This is due to the assistance and help given by the grammarian and editor assigned to read their research. As to data gathering, since most of the faculty members of College of Criminology are part timers, they have ample time to distribute the questionnaire to the respondents. They can also use email and social networking site to distribute questionnaire. As to the other aspect of methods in terms of research design, constructing questionnaire and statistical tool and assistance, they consulted the statistician.

As to the result and discussion part they got the same weighted mean of 4.18 in all items and verbally interpreted as competent. This means that they are equally competent in discussing the result of their research in terms of presentation of data gathered, interpretation and analysis of the result and correlate literature to affirm results.

In terms of conclusion and recommendations, the expressing additional value or importance to the existing facts got the highest value of 4.36 followed by synthesizing results and formulating recommendations to address the research problem and concerns found in the study with a weighted mean of 4.27. Since this is the last major part of the research, the researcher find it easy to connect the findings with the conclusions and recommendations.

Table 3 shows the competency in doing the other parts of the research with a over-all mean of 4.27, verbally interpreted as competent.

Table 3

Competence of the Faculty Members in Doing the Other Parts of Research Paper

Other Parts of Research Paper	WM	Verbal Interpretation	Rank
Abstract			
1. clearly stating the research focus	4.27	Competent	3
2. summarizing the research methods used	4.27	Competent	3
3. outlining the results and discussion of the study	4.27	Competent	3
4. summarizing conclusion and recommendations of the study	4.27	Competent	3
5. using the abstract format	4.27	Competent	3
Composite Mean	**4.27**	**Competent**	
References			
1. presentation / format of references	4.27	Competent	1.5
2. accessing of available and updated materials	4.27	Competent	1.5
Composite Mean	**4.27**	**Competent**	
Over-all Composite Mean	**4.27**	**Competent**	

They are competent in writing the abstract and reference since these are the last sections in writing the research paper. For abstract, they will just generalize what have been found from the study using a standard format. Likewise, for referencing the researchers are guided by the APA referencing style format.

Table 4

Level of Satisfaction on the Facilities / Resources

Facilities / Resources	WM	Verbal Interpretation	Rank
1. computer units for research purposes	3.64	Highly Satisfied	1
2. journals, books and other materials	2.82	Satisfied	14.5
3. installed e-journals (i.e Academic One-File, etc.)	2.91	Satisfied	12
4. training area for in-house / small seminars	2.82	Satisfied	14.5
5. IiP trainings in research	3.00	Satisfied	11
6. Internet access	3.45	Satisfied	3.5
7. laboratories for experimental research	3.36	Satisfied	7
8. services of the statistician	3.45	Satisfied	3.5
9. services of editor / grammarian	3.45	Satisfied	3.5
10. services of referee / reader	3.45	Satisfied	3.5
11. consultation services of adviser (Dean, Research Committee, Research staff / COREB)	3.18	Satisfied	9.5
12. publications of college / institutional research journals	2.90	Satisfied	13
13. budget for research publications	3.36	Satisfied	7
14. budget for writing a research	3.36	Satisfied	7
15. budget for seminars and fora	3.18	Satisfied	9.5
Composite Mean	**3.49**	**Satisfied**	

Legend: 3.50 – 4.00 = Highly Satisfied; 2.50 – 3.49 = Satisfied; 1.50 – 2.49 = Less Satisfied Competent; 1.49– 1.00 = Not Satisfied

Table 4 shows the level of satisfaction on facilities /resources as perceived by the faculty members. Among the items, computer units for research purposes (3.64) got the highest rank followed by internet access, services of the statistician, editor/grammarian and referee/reader (3.45). This shows that the faculty members are satisfied with the computer units and internet access provided by the library and the Research Center. In 2010, the Research and Statistic Center purchased 10 computer units reserved for the researchers for their research activities as extrinsic motivation. As to the service of statistician, editor/grammarian and referee/reader, the Research & Statistics Center integrates in its process in conducting research the mentoring assistance by providing appointed reader/referee, editor and statistician. This pool of evaluators

received successive trainings and workshops to be competent and reliable in their task to evaluate the technical aspects of research.

In all the items, the journals, book and other material and training area for in-house/small seminars obtained the least mean score. Books and print journal specifically the international refereed journal are stoned in the Research Center for safekeeping and exhibit. It is the initiative and effort of the researchers to access the finding of different researches from these journals wherein the Research & Statistics Center does not provide each college due to limited copies. On the other hand, training area is also one of the least rated among the items due to the lack of space in the Research Center. Trainings for the researchers are coordinated with the Learning Institute Program and sometimes directly sponsored by the Research Center using the institutional venues.

CONCLUSION

The respondents are highly competent in grammar and sentence construction and competent in communication skills but need support in the research organization and research format as part of developing the technical aspect. The respondents need more training on formulating theoretical/conceptual paradigm, developing research design, constructing questionnaire and selecting statistical tool or treatment. In the level of satisfaction on the facilities/resources, the respondents are looking for more journals, books and other materials as well as training area for in-house and small conferences.

RECOMMENDATIONS

The Research and Statistics Center may provide trainings/workshops on the format of research and re-orientation about research organization. Seminar workshop could be conducted on research methodology particularly in research design, evaluation on writing the instrument and determining statistical treatment. The school may invest for more journal subscription as for reference of the researchers in writing related studies and literature.

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