



**RESEARCH CAPABILITY OF TEACHING AND NON-TEACHING  
PERSONNEL OF UNIVERSIDAD DE MANILA FOR RESEARCH  
MANAGEMENT COURSE CERTIFICATE PLAN**

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**Abstract:**

The paper aims to investigate the research capability of teaching and non-teaching personnel of Universidad De Manila. A descriptive survey research design is utilized in the study to quantify and measure the research capability of teaching and non-teaching personnel for the research management course plan. Likewise, purposive sampling is employed in selecting the sample size of the population. The study comprised One Hundred (100) respondents only. Results show that teaching personnel are capable and can do the task independently in identifying or recognizing researchable problems, preparing the rationale of the study and finding related literature on the research topic, show that non-teaching personnel are capable and can do the task independently in identifying or recognizing researchable problems, gathering of data according to the nature of the study. Findings show that there is no significant difference between the

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teaching and non-teaching personnel when it comes to research capability as observed by the respondents.

**Keywords:** research capability, teaching and non-teaching, management training course plan

## 1. Introduction

One of the functions of the University Research Center (URC) is to provide plans for both teaching and non-teaching personnel of Universidad De Manila in accordance with each vision and mission. It establishes a flagship broad research innovation and discovery in pursuit of excellent center and discipline. It explores the creativity and dedication of knowledge and innovation that endeavors the alignment of advancement toward education (Mallillin, 2022, pp. 99-121). It strives to lead high-quality research program training development, publication, and transition of unified benefits for the contribution of the efforts for both teaching and non-teaching personnel. It demonstrates expertise and professional capability across all programs (Garaba, 2022, pp. 22-36). Also, it determines the review and perception of teaching and non-teaching training services in the educational system and delivery. It explores the training needs of teaching and non-teaching research process. It is an opportunity for various stakeholders in education to explore the function of the research as trend in the society. It boosts the research center of the University fundamental engine labelled and touted with achievement of sustainable innovation in a climate change transition (Mallillin, & Mallillin, 2019). It addresses the concerns and issues in the University and provides innovation of progress and success viewed talent, investment, and learning institutions. It delineates the trivalent force in boosting the driving growth of a sustainable innovation system. It provides a new scientific optimal combination of technology in research, understanding, and process that highlights the reflection opportunity strategy in an intellectual sustainability (Sarpong, et al., 2023).

On the other hand, the research capability of teaching and non-teaching personnel assists in the essential component of ranking in the university research productivity which is an indicator and vital to effective academic performance (Mallillin, 2021, pp. 17-28). It affirms the research and development activities systematically and creates improved knowledge, application, culture, and understanding of humanity in new ways. The Higher Education Institutions explored the functions of research and development as to production, community service extension, and instructional research (Mallillin, & Caranguian, 2022). It delves into society, university, and school practice development of new theories. Hence, the school shareholders observe the needs in the research publication, production, and utilization. The lack of confidence, skills, and knowledge in research among teaching and non-teaching is limited to research output (Sagayno, et al., 2023). The research capability affects employee behavior and performance to assess teaching and non-teaching personnel on the core values of courtesy, civic virtue,

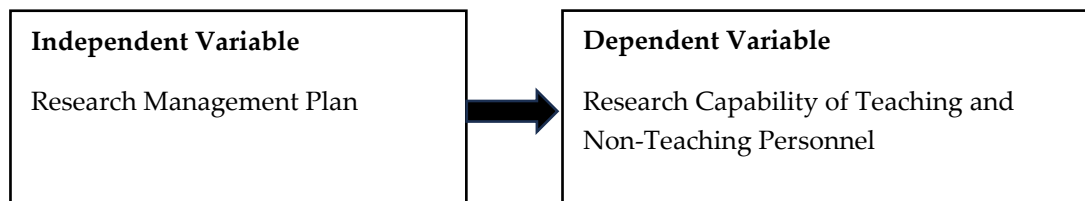
conscientiousness, and altruism in research development. It assists the teaching and non-teaching performance on the research capability in terms of issues, gaps, and challenges they want to explore in providing solutions and recommendations for a quality of work output and knowledge. It enhances teaching and non-teaching to manifest the desired plan for the research process manifestation (Ezebb, 2023, pp. 104-120).

The issues, gaps, and challenges have been addressed to find solutions and recommendations in the utilization of the research management certificate course plan. It promotes efforts on educational research process and capability (Mallillin, et al., 2020). It focuses on the concept of research for both teaching and non-teaching personnel program on high-quality of research implementation. It supports and assesses the requirement of global quality of research advancement on the challenges of appropriate measuring quality, adequate inclusive context, and operational education of physical placement (Love, & Horn, 2021, pp. 204-216). It is a major function of the university in research issues to be fostered and nurtured in the trend of quality research. It expedites and addresses the pressing issues in university research. It assesses the teaching and non-teaching research capability of Universidad De Manila. The University Research Center (URC) initiated pertinent information on research capability for all non-teaching and teaching personnel of Universidad De Manila. It ensures the research management creation plan to address mechanisms, challenges, and concerns in the conduct of research capabilities of teaching and non-teaching personnel in improving the culture of research in the University (Perez, et al., 2022, pp. 6215-6226).

## **2. Theoretical Lens**

The study is anchored on “Advancing the Science of 21st-Century Leadership Development: Theory, Research, and Practice” as cited by Day, et al., (2021) as this theory deals with research and leadership development to intervene, predict, and understand effectively in addressing research capability. It involves leadership approach in research theory and practice. The leadership development of research theory and practice construed research evidence based on the needs of the University. The foundation of leadership development research capability and practice estimates initiatives on the roles of research. It is an ongoing leadership development in identifying practicality and causally knowledge of information policy and involves change as to good, better, and best. The advanced science in 21<sup>st</sup> century leadership development theory in research and practice develops leadership guides for research to attract teaching and non-teaching personnel on research capability to the fullest. It corresponds to science of research and state of the art devoted to research and practice theory (Mallillin, & Laurel, 2022).

## 2.1 The Concept of the Study



**Figure 1:** The independent and dependent variable as to research capability of teaching and non-teaching personnel of Universidad De Manila

## 3. Statement of the Problem

- 1) What is the research capability of teaching and non-teaching personnel of Universidad De Manila?
- 2) Is there a significant difference between the teaching and non-teaching personnel when it comes to research capability as observed by the respondents?
- 3) What is the basis for a research capability management course certificate plan based on the result of the study?

### 3.1 Hypothesis

There is no significant difference between the teaching and non-teaching personnel when it comes to research capability as observed by the respondents.

## 4. Materials and Methods

The study utilized the descriptive survey research design in order to establish a significant difference between the respondent's profile and level of research capabilities. The researchers gathered data through adopted and validated research instruments. The instrument was adopted and modified following processes of designing and validating an instrument by Colton & Covert (2007) cited by Cabello & Bonotan (2021). The instrument was composed of two parts; the first part was intended to elicit the demographic profile of the respondents and their exposure to research such as the name (optional), age, gender, highest educational attainment, number of years in service, number of years in conducting research, number of local and international conferences attended, number of papers published, and number of papers completed but was not published while the second part was a questionnaire with a 5-point Likert scale (1 - Not Capable, 2 - Slightly Capable, 3 - Moderately Capable, 4 - Capable and 5 - Highly Capable) composed of 28 items. Originally, the items in the second part were composed of 35, however, after the validation and reliability testing, it yielded 28 items with a high value of Cronbach's alpha at 0.89 (Kennedy, 2022, pp. 17-29). The instrument went through 4 validations such as face validity, content (expert) validity, criterion validity, and construct validity (Fitriani, et al., 2022, pp. 27-37). This study used descriptive and

inferential statistical tool wherein the researchers analyzed the data through weighted mean, frequency, percentage, standard deviation, and t-test using the Statistical Packages for Social Sciences (SPSS). In this study, the total population of teaching and non-teaching personnel of Universidad De Manila is 400 served as respondents. The data gathered was treated with the highest degree of confidentiality and anonymity (Akhurst, & Leach, 2023, pp. 175-182).

#### 4.1 Subjects of the Study

The subjects of the study are the teaching and non-teaching personnel of Universidad De Manila. The study comprised one hundred (100) respondents only. It is conducted for the period 2022-2023.

#### 4.2 Sampling Techniques

Purposive sampling is employed in the study because it is a non-probability technique utilized in gathering the sample size of the study. It provides characteristics based on the pre-defined criteria which is vital in the research process (Thomas, 2022, pp. 1-8). It focuses on the research capability of teaching and non-teaching personnel of Universidad De Manila. It is a systematic search knowledge that involves data collection analysis and organization. It analyzes and interprets the body's increased knowledge to provide research management course plans (Obilor, 2023, pp. 1-7).

### 5. Results and Discussion

**Q1:** What is the profile of the respondents' research capability of teaching and non-teaching personnel of Universidad De Manila?

**Table 1: Profile of the Respondents**

Profile		<i>f</i>	<i>P</i>
Age	29 and below	19	19
	30 – 39	22	22
	40 – 49	38	38
	50 – 59	12	12
	60 and above	9	9
Sex	Male	37	37
	Female	63	63
Highest Educational Attainment	College Degree	32	32
	w/ Master's Units	8	8
	Master's Degree	30	30
	w/ Doctoral Units	10	10
	Doctorate Degree	20	20
Job Classification	Teaching Personnel	42	42
	Non-Teaching Personnel	58	58
	CET	5	5
	IGPS	5	5
	CAS	18	18

	CBA	15	15
	CED	9	9
College/Department	Hospitality Mgt.	5	5
	Admin	11	11
	Criminal Justice	3	3
	Others	29	29

The table above showed the demographic profile of the respondents such as Age, Sex, Highest Educational Attainment, Job Classification, and College/Department they belong to. It showed that 38 or 38% of the respondents are from the age bracket of 40 – 48 years old; 22 or 22% of them are from the age bracket of 30 – 39 years old; 19 or 19% are from the age bracket of 29 years old and below; 12 or 12% of them are from the age bracket of 50 – 59 years old and 9 or 9% of them are from the age bracket of 60 years old and above. The majority of the respondents in terms of age are from 40 – 49 years old (Algarni, et al., 2023).

In addition, as to sex is a concern; 63 or 63% of the respondents are female and 37 or 37% of them are male on development and perspective. It expresses the underlying empathetic response on research capability (Rochat, 2023, pp. 718-729).

Hence, based on the data being shown, 32 or 32% of the respondents are a College Degree; 30 or 30% of them are Master’s Degree Holders; 20 or 20% of them are Doctorate Degree Holders; 10 or 10% of them are with Doctoral Units and 8 or 8% of them are with Master’s Units (Wang, et al., 2022, pp. 1-26).

Notably, as Job Classification is a concern: 58 or 58% of the respondents are Non-teaching personnel and 42 or 42% of them are teaching personnel (Margherita, 2022).

Lastly, the college/department they belong to; 29 or 29% of the respondents are from other different departments; 18 or 18% of them are from the College of Arts and Sciences; 15 or 15% of them from the College of Business Administration; 11 or 11% of them are from the Administration; 9 or 9% of them are from the College of Education and 3 or 3% of them are from the Criminal Justice Department (Baumann, et al., 2022).

Findings show that the research capability of the teaching and non-teaching personnel in the Universidad De Manila varies on the initiative of the profile of the respondents (Perez, et al., 2022, pp. 6215-6226).

**Q2:** What is the research capability of teaching and non-teaching personnel of Universidad De Manila?

**Table 2: Research Capability of Teaching Personnel**

Aspects	Weighted Mean	Verbal Interpretation	Description	Rank
1. Identifying or recognizing researchable problems.	4.14	Capable	Can do the task independently	1
2. Preparing the rationale of the study.	4.10	Capable	Can do the task independently	2
3. Linking the chosen research topic to a larger body of knowledge or theory.	3.95	Capable	Can do the task independently	9
4. Finding related literature on the research topic.	4.07	Capable	Can do the task independently	3.5
5. Finding related studies of the research topic.	4.05	Capable	Can do the task independently	5.5
6. Synthesizing the related literature and studies.	4.02	Capable	Can do the task independently	7
7. Organizing the related literature and studies in a logical manner.	3.98	Capable	Can do the task independently	8
8. Utilizing the APA style of citing and referencing the related literature and studies.	4.07	Capable	Can do the task independently	3.5
9. Writing the main problem of the study.	3.90	Capable	Can do the task independently	10
10. Writing the sub-problems or research questions.	3.88	Capable	Can do the task independently	11.5
11. Writing the null hypothesis of the study.	3.79	Capable	Can do the task independently	20
12. Choosing the appropriate research design.	3.83	Capable	Can do the task independently	15.5
13. Employing appropriate sampling technique.	3.76	Capable	Can do the task independently	22.5
14. Utilizing appropriate research procedure.	3.86	Capable	Can do the task independently	13.5
15. Preparing a researcher-made questionnaire.	3.76	Capable	Can do the task independently	22.5
16. Validating the researcher-made questionnaire.	3.79	Capable	Can do the task independently	20
17. Testing the reliability of the researcher-made questionnaire.	3.69	Capable	Can do the task independently	24
18. Gathering of data according to the nature of the study.	4.05	Capable	Can do the task independently	5.5
19. Choosing the appropriate statistical treatment of data.	3.67	Capable	Can do the task independently	25.5
20. Employing manual computation if statistical software is not available.	3.67	Capable	Can do the task independently	25.5
21. Utilizing available statistical software to speed up the computation.	3.60	Capable	Can do the task independently	27
22. Coding of data in a spreadsheet for processing.	3.81	Capable	Can do the task independently	17.5

23. Utilizing the data validation feature of Microsoft Excel to ensure the integrity of the encoded information.	3.79	Capable	Can do the task independently	20
24. Preparing the summary tables of data for analysis and interpretation.	3.83	Capable	Can do the task independently	15.5
25. Analyzing and interpreting data to expose its true meaning.	3.88	Capable	Can do the task independently	11.5
26. Linking the result of analyses to other available knowledge or related studies.	3.86	Capable	Can do the task independently	13.5
27. Making conclusions/generalizations.	3.48	Capable	Can do the task independently	28
28. Writing the final research report in publishable article format.	3.81	Capable	Can do the task independently	17.5

The table shows that the teaching personnel respondents are capable and can do the task independently in identifying or recognizing researchable problems, preparing the rationale of the study, finding related literature on the research topic, utilizing the APA style of citing and referencing the related literature and studies, finding related studies of the research topic, gathering of data according to the nature of the study, synthesizing the related literature and studies, organizing the related literature and studies in a logical manner, linking the chosen research topic to a larger body of knowledge or theory, writing the main problem of the study (3.90), writing the sub-problems or research questions, analyzing and interpreting data to expose its true meaning, utilizing appropriate research procedure, linking the result of analyses to other available knowledge or related studies (3.86), choosing the appropriate research design, preparing the summary tables of data for analysis and interpretation (3.83), coding of data in a spreadsheet for processing, writing the final research report in publishable article format (3.81), writing the null hypothesis of the study, validating the researcher-made questionnaire, utilizing the data validation feature of Microsoft Excel to ensure the integrity of the encoded information (3.79) employing appropriate sampling technique, preparing a researcher-made questionnaire (3.76), testing the reliability of the researcher-made questionnaire (3.69), choosing the appropriate statistical treatment of data, employing manual computation if statistical software is not available (3.67), utilizing available statistical software to speed up the computation (3.60) and making conclusions/generalizations (3.48), with the weighted means of 4.14, 4.10, 4.07, 4.05, 4.02, 3.98, 3.90, 3.88, 3.86, 3.83, 3.81, 3.79, 3.76, 3.69, 3.67, 3.60, and 3.48, respectively.

Findings show that collaborative research implementation practices of Universidad De Manila through reflection, communication, cooperation, and coordination among teaching personnel help them to prepare and explore research capability in their own field of expertise (Paju, et al., pp. 427-440).



**Table 3: Research Capability of Non-Teaching Personnel**

Aspects	Weighted Mean	Verbal Interpretation	Description	Rank
1. Identifying or recognizing researchable problems.	3.67	Capable	Can do the task independently	1
2. Preparing the rationale of the study.	3.50	Capable	Can do the task independently	13
3. Linking the chosen research topic to a larger body of knowledge or theory.	3.53	Capable	Can do the task independently	10.5
4. Finding related literature of the research topic.	3.59	Capable	Can do the task independently	3.5
5. Finding related studies of the research topic.	3.55	Capable	Can do the task independently	8
6. Synthesizing the related literature and studies.	3.59	Capable	Can do the task independently	3.5
7. Organizing the related literature and studies to a logical manner.	3.41	Capable	Can do the task independently	19.5
8. Utilizing the APA style of citing and referencing the related literature and studies.	3.45	Capable	Can do the task independently	16.5
9. Writing the main problem of the study.	3.57	Capable	Can do the task independently	5.5
10. Writing the sub-problems or research questions.	3.57	Capable	Can do the task independently	5.5
11. Writing the null hypothesis of the study.	3.55	Capable	Can do the task independently	8
12. Choosing the appropriate research design.	3.48	Capable	Can do the task independently	14
13. Employing appropriate sampling technique.	3.40	Capable	Can do the task independently	22.5
14. Utilizing appropriate research procedure.	3.33	Moderately Capable	Can do the task with minimal supervision	26
15. Preparing a researcher-made questionnaire.	3.26	Moderately Capable	Can do the task with minimal supervision	28
16. Validating the researcher-made questionnaire.	3.28	Moderately Capable	Can do the task with minimal Supervision	27
17. Testing the reliability of the researcher-made questionnaire.	3.43	Capable	Can do the task independently	18
18. Gathering of data according to the nature of the study.	3.62	Capable	Can do the task independently	2
19. Choosing the appropriate statistical treatment of data.	3.45	Capable	Can do the task independently	16.5
20. Employing manual computation if statistical software is not available.	3.52	Capable	Can do the task independently	12
21. Utilizing available statistical software to speed-up the computation.	3.55	Capable	Can do the task independently	8

22. Coding of data in a spreadsheet for processing.	3.53	Capable	Can do the task independently	10.5
23. Utilizing data validation feature of Microsoft Excel to ensure the integrity of the encoded information.	3.40	Capable	Can do the task independently	22.5
24. Preparing the summary tables of data for analysis and interpretation.	3.47	Capable	Can do the task independently	15
25. Analyzing and interpreting data to expose its true meaning.	3.40	Capable	Can do the task independently	22.5
26. Linking the result of analyses to other available knowledge or related studies.	3.41	Capable	Can do the task independently	19.5
27. Making conclusions/generalizations.	3.40	Capable	Can do the task independently	22.5
28. Writing the final research report in publishable article format.	3.36	Moderately Capable	Can do the task with minimal supervision	25

The above table shows that non-teaching personnel respondents are capable and can do the task independently in identifying or recognizing researchable problems, gathering of data according to the nature of the study, finding related literature of the research topic, synthesizing the related literature and studies, writing the main problem of the study, writing the sub-problems or research questions, finding related studies of the research topic, writing the null hypothesis of the study, utilizing available statistical software to speed-up the computation, linking the chosen research topic to a larger body of knowledge or theory, coding of data in a spreadsheet for processing, employing manual computation if statistical software is not available, preparing the rationale of the study, choosing appropriate research design, preparing the summary tables of data for analysis and inter choosing the appropriate statistical treatment of data presentation, utilizing the APA style of citing and referencing the related literature and studies, testing the reliability of the researcher-made questionnaire, organizing the related literature and studies to a logical manner, linking the result of analyses to other available knowledge or related studies, employing appropriate sampling technique, utilizing data validation feature of Microsoft Excel to ensure the integrity of the encoded information, analyzing and interpreting data to expose its true meaning, making conclusions/generalizations, writing the final research report in publishable article format, utilizing appropriate research procedure, validating the researcher-made questionnaire, and preparing a researcher-made questionnaire, with the weighted means of 3.67, 3.62, 3.59, 3.57, 3.55, 3.53, 3.52, 3.50, 3.48, 3.47, 3.45, 3.41, 3.40, 3.36, 3.28, and 3,26, respectively. It provides training for non-teaching personnel the research capability performance at Universidad De Manila research management course plan (Sackey, et al., 2022, pp. 727-733).

**Q3:** Is there a significant difference between the teaching and non-teaching personnel when it comes to research capability as observed by the respondents?

**Table 4:** Test of Significant Difference between Teaching and Non-Teaching Research Capability as Observed by the Respondents

	Mean	SD	Calculated T-value	Critical Value	V.I.	Decision
Teaching	3.86	0.161	13.9	2.052	Significant	Reject
Non-Teaching	3.47	0.102				Null Hypothesis

The table shows that the calculated T-Value of 13.9 is greater than the Critical Value of 2.052 at a 0.05 level of Significant. The null hypothesis that there is no significant difference between teaching and non-teaching personnel when it comes to their research capability (Sagayno, et al., 2023).

## 6. Conclusion

Teaching personnel are capable and can do the task independently in identifying or recognizing researchable problems, preparing the rationale of the study, finding related literature on the research topic, utilizing the APA style of citing and referencing the related literature and studies, finding related studies of the research topic and gathering of data according to the nature of the study. The least making conclusions/generalizations are preparing the summary tables of data for analysis and interpretation, analyzing and interpreting data to expose its true meaning, linking the result of analyses to other available knowledge or related studies and writing the final research report in publishable article format.

Non-Teaching Personnel are capable and can do the task independently in identifying or recognizing researchable problems, gathering of data according to the nature of the study, finding related literature of the research topic, synthesizing the related literature and studies, writing the main problem of the study, and writing the sub-problems or research questions.

Preparing a researcher-made questionnaire, validating the researcher-made questionnaire, utilizing appropriate research procedure, writing the final research report in publishable article format, utilizing the data validation feature of Microsoft Excel to ensure the integrity of the encoded information, analyzing and interpreting data to expose its true meaning, and making conclusions/generalizations.

### Conflict of Interest Statement

The research entitled, Research Capability of Teaching and Non-Teaching Personnel of Universidad De Manila for Research Management Course Certificate Plan declares no conflict of interest.

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