

THE CULTURE OF RESEARCH IN UNIVERSITIES AND COLLEGES IN MEGA MANILA

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ABSTRACT

This paper investigates the culture of research in selected universities and colleges in Mega Manila taking the viewpoint of faculty members. While research has now been part and is being practiced by Higher Educational Institutions (HEIs), there are some hindering factors that discourage the faculty to do research on a more regular basis touching on their concept of research, motivation to do research, skills to do research, time, and personal life interference. Administrators continue to motivate their own respective faculty to conduct research since this is good for their personal advancement in their academic career and likewise crucial to the attainment of higher school accreditations, but until such time they are able to overcome these hindering factors will they be more confident and attuned to doing the same.

INTRODUCTION

Research is one of the major pillars in any academic institutions. It plays a major role in determining quality and excellence in higher education. It also contributes to the development and improvement of various institutions of learning.

In order to enhance research culture among individuals in an institution, it is important for the organization to understand the diverse and complex theories of organizational culture. The most widely used organizational culture framework is that of Edgar Schein who adopts the functionalist view and described culture as a pattern of behavior and thought that characterize individuals and the groups with which they are associated with. It focuses on values, attitudes and beliefs of members. Cultural variations are often the causes of major understandings as groups come into conflict with one another (Schein, 1998). Professionals understand that culture can easily limit much of what we need to do. Because culture is hard to pin down in practical terms, let alone to effectively change for the better, it remains a baffling issue (La Guardia, 2008). Organizational culture, however, is simpler

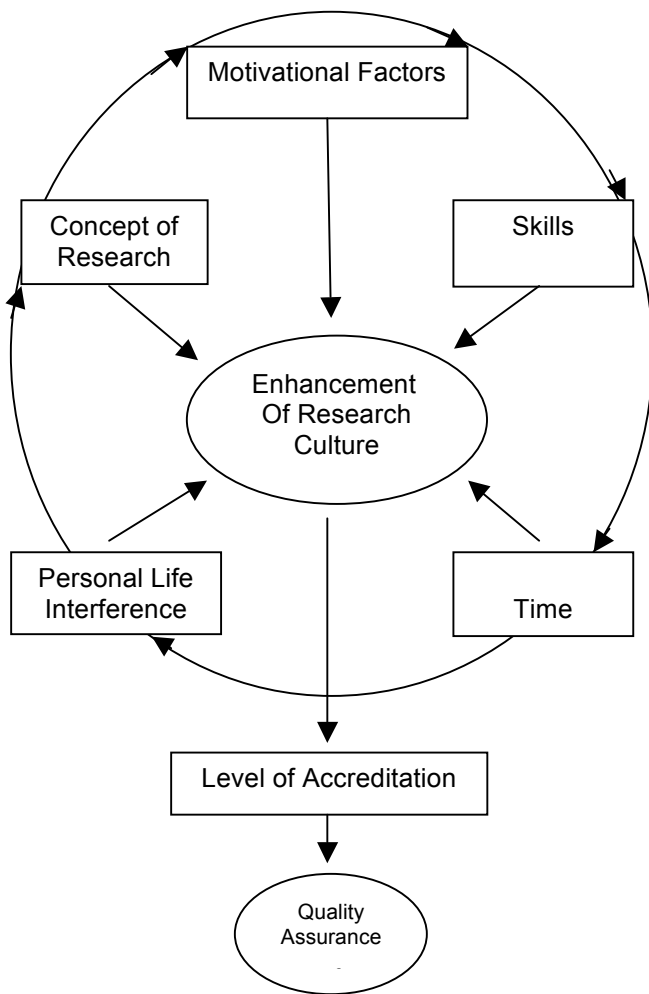
than our personal cultures, and it is much easier to change than what people imagine. It is a significant parameter to consider in the enhancement of research culture in academic institutions.

Hence, a collaborative study was undertaken to look into the difficulties encountered by faculty members in Mega Manila of the Philippines to conduct research. It zeroes in on the levels of agreement of faculty members in conducting research in their institutions. The areas of consideration are: a) Their concept of research; b) Their motivation to do research; c) Their skills to do research, d) their time for research, and their personal life interference. Specifically, the study aimed at fostering a "culture of research" in the Colleges and/or Universities in the Metro Capital of the country so that these Higher Educational Institutions will attain better levels of accreditation from the Philippine Commission on Higher Education.

THEORETICAL & CONCEPTUAL FRAMEWORK

Cultural evolution theory of Broas et.al fosters significance in the study since various factors are enumerated in the study, which are parameters to identify cultural variations among academic institutions in Mega Manila in terms of the conduct of research undertaking. Likewise, the Maslow's Hierarchy of needs was also used in the study. The basis of Maslow's theory of motivation is that human beings are motivated by unsatisfied needs and that certain lower needs should be satisfied first before higher needs can be addressed.

Management and cultural theories inspired the conceptual framework of the study. Different parameters in the enhancement of research culture among schools in Mega Manila were considered as illustrated. These parameters were used to identify the degree of research culture among schools in Mega Manila taken from the viewpoint of the faculty members. The goal is a higher level of school accreditation and an assurance of quality.



METHODOLOGY

This paper basically aims to gather insights, define, present, interpret and analyze data in the context of determining research culture in universities and colleges in Mega Manila using five variables, namely: research concepts, motivational factors, skills, time frame, and personal life interference. The research design used in the study was descriptive and utilized survey questionnaire using Four Point Likert Scale. In presenting, interpreting and analyzing the data gathered, weighted mean and ranking were used.

CONCLUSIONS

1. Faculty members are aware of the concept of research. They have enough background and orientation on research, familiar with the standard/recommended format, and can work on research topics in their area of specialization. They noted, however that

they need further orientation to gain expertise.

2. Incentive schemes have markedly improved as CHED and management support faculty members who conduct research and more particularly true if their papers get published in national and international journals.
3. While they admit that they have the basic skills in conducting research, they likewise accept that their limitation is knowledge of statistical software and methods to evaluate the findings of their study. The internet has, however, assisted them in facilitating the conduct of research.
4. Time is a hindering factor since they have heavy workloads in school and need further deloading of subjects to be able to concentrate on their research projects. It is getting more difficult to gather data and meet deadlines.
5. Faculty members believe that they can both tackle doing research in school and attend to their personal tasks at home. They possess the discipline to conduct research but need financial support to do papers of bigger magnitude that will merit a journal publication.

RECOMMENDATIONS

1. Research enhancement seminars and training programs are strongly recommended by inviting experts to provide faculty members further insights.
2. Continue to motivate teachers to do research by sponsoring accepted papers to be presented in national and international conferences. Make it a school policy to promote teachers whose papers are accepted in refereed journals.
3. Provide statistical assistance to business and marketing faculty whose discipline is doing research but not necessarily becoming research statisticians themselves.
4. Make it a research "culture" of deloading faculty members whose research proposals are accepted for implementation. Provide monetary benefits, if possible, and student/faculty assistance.
5. Reward faculty members whose papers are accepted abroad by providing financial assistance for their travel needs and accommodations.

References available on request