Conference Paper

The Research Skills, Personal Effectiveness, Networking and Team Working, and Communication Skills of Polytechnic University of the Philippines Laguna Campuses Faculty: Basis for an Action Plan

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Abstract

This study aimed to assess the Research Skills, Personal Effectiveness, Networking and Teamworking, and Communication Skills of Polytechnic University of the Philippines Laguna Campuses Faculty. This included both the regular and part time faculty members of PUP-LGU Campuses in Laguna The study utilized the quantitative research method and the descriptive type of research. The 94 respondents of the study were randomly chosen from 184 Regular and Part Time faculty members of PUP-LGU Campuses in the Province of Laguna for School Year 2016-2017. The researcher used the questionnaire and made personal interviews to randomly selected faculty members. The data gathered were tabulated through the form of frequency percentage distribution, percentage, T test, and One-Way ANOVA.

Based on the findings, it was concluded that the respondents have a consensus that they are able to practice and demonstrate relevant research skills, they are able to work harmoniously and emphatically with their network and respective team in a collaborative effort. Thus, it was recommended that those teachers who are in their early years of teaching must be given support in terms of research training that will supplement the need to demonstrate research efficacy even though they are still learning their way through their academic career. Moreover, all the faculty must undergo a relevant research training to properly gauge the competency needed. For instance, LGU funded campuses may embark a collaborative research undertaking that will foster research culture among the campuses, develop a local campus research agenda in line with the university research and implement the action plan that will develop the research efficacy of the faculty members with required outputs as demonstrated in the attached proposed action plan.

Keywords: Research Skills, Personal Effectiveness, Networking and Teamworking, Communication Skills

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1. Introduction

Research is an integral part not just of a student's life, but also that of a professional's. Bhattacherjee (2012) explained that giving research a definition depends on who is the person giving definition; thus, some people may say that they do research in different online websites in order to find where to buy goods or services they are looking for; television news channels conduct research through viewer polls on topics of public interest; undergraduate students do their re search in the internet to find information to complete their assignments or term papers; graduate students may see research as collecting or analyzing data related to their project; and businesses and consultants research a variety of potential solutions in order to solve organizational problems.

Research then is seen as an exercise and nourishment for the brain which objectively gives answers to questions and solutions to problems that aids in the betterment of the society. In line with this, a key objective of modern educational system is to raise individuals who do not just devour knowledge like a sponge absorbs water, but rather generate advanced knowledge (Sahan and Tarhan, 2015) As well, and so, research skills are then needed to be practiced and enhanced in order to achieve objectives and obtain reliable results.

Digging deeper on the importance of research among higher education faculty, Chen (2015) stated that research has been valued and prioritized over teaching for a long time in the academic world. Teaching, research, and administrative service are the obligations of higher education teachers. Aside from professors delivering knowledge; conducting research, alongside providing service to produce and share professional knowledge is also a responsibility they need for professional development.

The Polytechnic University of the Philippines (PUP), as one of the notable state universities in the Philippines, has the vision of pursuing academic excellence through research development. For instance, conferences, publication and other research-related accomplishments serve as some of the considerations in the faculty members' performance evaluation and promotion.

Moreover, as cited by Sahan and Tarhan (2015), Bökeoğlu and Yɪlmaz (2005) affirmed that having research skills and a positive attitude toward research are inseparable qual-ities of rising as citizens that exhibit the necessities of modern age in which research competencies and positive attitude towards research should be acknowledged and valued as essential features of modern individuals. In addition, doors of opportunities, local and abroad, are opening for the people who engage themselves in conducting researches. International oral/poster presentation, plenary speakership, awards and

recognition and collaboration with local and foreign experts are only a few of the privileges received by well-versed faculty researchers.

From the aforementioned four grounds – professional development, instructional development, leadership development, and organizational development; research skills, personal effectiveness, networking and teamworking and communication skills have sprouted and can be considered as counterparts of the aforementioned grounds, and which will be used as the areas to be assessed in this study.

For research skills, the findings of the study conducted by Gilmore and Feldon (2010), revealed that on average, over an academic year, teaching skills and research skills of the graduate students grow, due to the reason that engagement to teaching had been found to promote research skill development while engagement to research may improve teaching skills.

Discussing about personal effectiveness, Choudhary (2016) mentioned that it evolved from the self-help movement which focused on how to succeed, set goals, among other concepts. By using positive thinking and positive psychology, personal effectiveness was further developed.

With regard to networking and teamworking, Katz and Lazer (n.d.) stated that in order to understand the relationship between networks and teams, four stages must be considered: 1) the network that exists before the team is formed 2) the role of the network in the team formation process, 3) the network while the team does its work, and 4) the network once the team has concluded functioning. In addition, they further mentioned that social networks really matter to the effectiveness of teams because having a sound relationship with your teammates may lead to a healthy working environment. For communication skills, Pessoa de Carvalho (n.d.) put in that teachers should possess different communication skills and the knowledge acquired by different languages in the classroom makes it possible to build meanings by association which is essential to the construction of scientific knowledge. According to Tasdemir (2013), possessing scientific research skills and positive attitude towards research bears critical importance in utilizing and transferring such skills during their teaching career. With this kind of demand for research exposure, the researcher decided and has been challenged to undertake the current study addressing the assessment of the research skills, personal effectiveness, networking and teamworking, and communication skills of the faculty members of the aforementioned university. Through this study, the researcher was able to get an in-depth understanding of the subject matter and, in one way or another, was able to provide a plan to craft an action plan that would benefit the faculty members in the institution.

2. Objectives of the Study

The researcher aimed to find out the research skills, personal effectiveness, networking and teamworking, and communication skills of the regular and part-time faculty at the PUP– Laguna Campuses for the Academic Year 2016 – 2017. Furthermore, after being able to assess the research competencies of the faculty members, an action plan was provided with wise decision as to which research domains are to be enhanced and which ones are to be upheld to attain excellence in research practice.

3. Materials and Methods

As this study aimed to assess the research skills, personal effectiveness, networking and teamworking and communication skills of faculty members of the Polytechnic University of the Philippines – Laguna Campuses for the Academic Year 2016-2017, as well as the creation of an action plan that includes research domains to be enhanced and which ones to sustain in order to achieve excellence in research practice. The researcher utilized Quantitative Research Approach along with a Descriptive Research Method. Quantitative Research Approach, as defined by Creswell (2009), involves the process of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in both survey and experimental research which relate to identification of a sample and population, specification of the strategy of inquiry, collection and analyzation of data, presentation of the results, making an interpretation, and writing the research.

The study was made to assess the research skills, personal effectiveness, team working and networking, and communication skills of the respondents. The Descriptive Research Approach was used in which according to Isaac and Michael (1981), descriptive research is often used to describe existing phenomena, identify problems, or justify current conditions and practices.

4. Description of the Respondents

The respondents of the study were faculty members of the four (4) Laguna Campuses of the Polytechnic University of the Philippines. These were the San Pedro Campus, Sta. Rosa Campus, Biñan Campus and Calauan Campus. In PUP San Pedro, the faculty was composed of 60 members with 5 regular faculty and 55 part-timers. PUP Sta. Rosa Campus faculty was composed of 64 members with 15 regular faculty and 49

part-timers. Calauan Campus, then, has 37 members - 4 regular faculty members and 33 part timers. Lastly, Biñan Campus has 23 faculty members - 3 regular and 20 part-timers. The respondents were from the age ranging from early twenties to late sixties with experience in teaching ranging from 2 years up to more than 15 years of teaching experience.

5. Data Gathering Procedure

The researcher conducted this study through a step-by-step process. First, the researcher secured the permission for the Director of Laguna Campuses. This was done through a referral letter prepared by the researcher. Given the permission, the researcher visited each Laguna Campus and requested the faculty members to answer the said questionnaire. The professors and instructors were given an ample time to have the questionnaires answered. After which, the papers were collected and prepared for the statistical treatment

6. Statistical Treatment

This study, with goal to assess the research skills, personal effectiveness, net working and teamworking, and communication skills of the Polytechnic University of the Philippines – Laguna Campuses Faculty for the Academic Year 2016-2017 and produce an action plan that includes research domains to enhance and which ones to sustain in order to achieve excellence in research practice, utilized several statistical treatments in analyzing the data collected.

7. Results and Discussion

Findings described from the gathered data of the Faculty Profile at Polytechnic University of the Philippines – Laguna Campuses for the Academic Year 2016-2017

In terms of Sex the frequency and percentage distribution of selected faculty respondents of PUP-Laguna Campuses in terms of sex. It shows that half of the population were female with 51 or 54.3% while 33 or 35.1% were male. However, 10 respondents did not indicate their sex which constitutes 10.6% of the total respondents. The data indicates that majority of the faculty members of PUP – Laguna Campuses were female, since they have the largest number among the respondents.
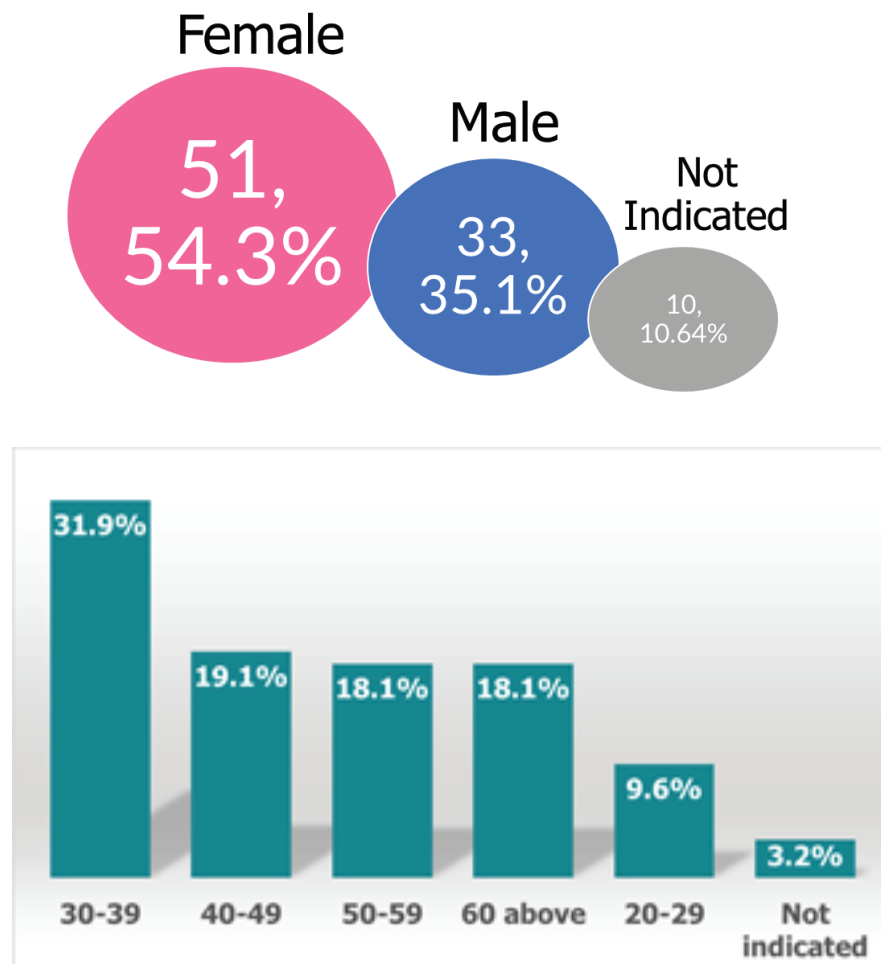
In terms of Age the frequency and percentage distribution of selected Faculty respondents of Laguna Campuses in terms of age. The age of the respondents revealed how old they were during the conduct of the study. In terms of age group, 30 respondents were aged 30 – 39 years old comprising 31.9% of the total respondents, followed by respondents with age group of 40 – 49 years old with 18 or 19.1%. Respondents within the age group 50 – 59 years old, and 60 years old and above both have 17 responses or 18.1%. Furthermore, 9 or 9.6% of the respondents were in the age group of 20 – 29 years old. There were 3 respondents who did not put their age which constitutes 3.2% of the total respondents. The data indicated that most of the faculty members of PUP – Laguna Campuses were of the ages 30-39 years old. In terms of Employment Status the frequency and percentage distribution of selected faculty respondents of PUP-Laguna Campuses in terms of employment status.

It appears that majority of the respondents were part-timer with 69 or 73.4%, whereas 25 or 26.6% are permanent faculty members. The data indicated that majority of the faculty of PUP – Laguna Campuses work as part-time faculty members.
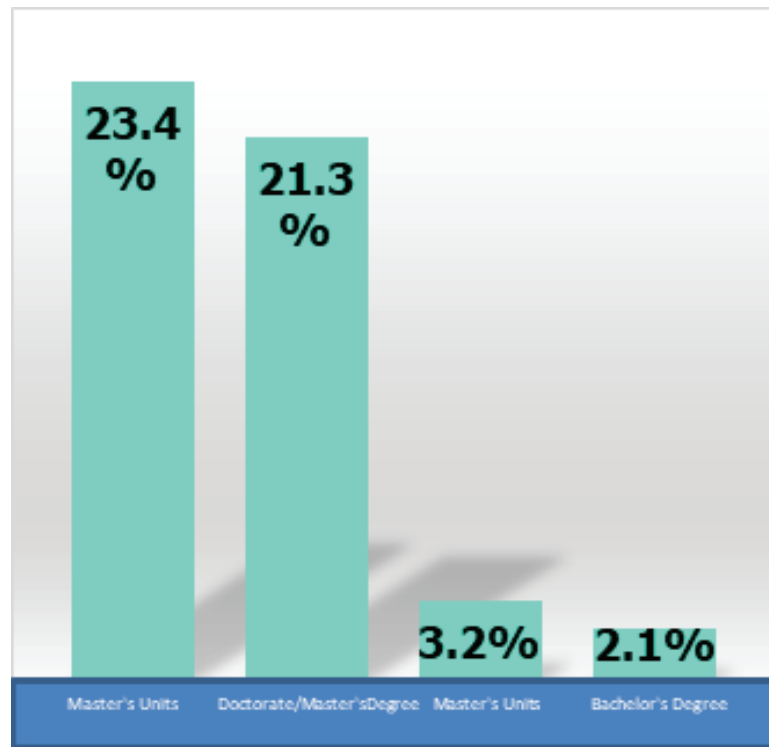
Figure 1: In terms of Educational Attainment.

The frequency and percentage distribution of selected faculty respondents of PUP-LGU Campuses in Laguna in terms of highest educational attainment. The table above indicates that most of the respondents have master's units and are currently enrolled. Respondents with doctor's and master's degree have almost the same frequency with 22 or 23.4% and 20 or 21.3% respectively. Five or 5.3% of the respondents have doctorate units and 3 or 3.2 % have bachelor's degree, while there were 2 or 2.1% of the respondents did not state their highest education attainment. The data indicated that most of the faculty members of PUP – Laguna Campuses have Master's Degree or at least earned units.

The frequency and percentage distribution of selected faculty respondents of PUP-Laguna Campuses in terms of length of teaching experience. Teaching experience with a length of 6 – 10 years has the highest number of responses with 32 or 34.0%, followed by 11 – 15 years with 24 or 25.5%. In addition, respondents with 3 – 5 years and above 15 years of teaching experience have almost the same frequency with 14 or 14.9% and 15 or 16.0% respectively. Only 3 or 3.2% of the respondents have teaching experience for less than 3 years, while 6 or 6.4% of the total respondents did not answer the question on their length of teaching experience. The data indicated that most of the faculty members of PUP – Laguna Campuses have been teaching for 6-10 years.
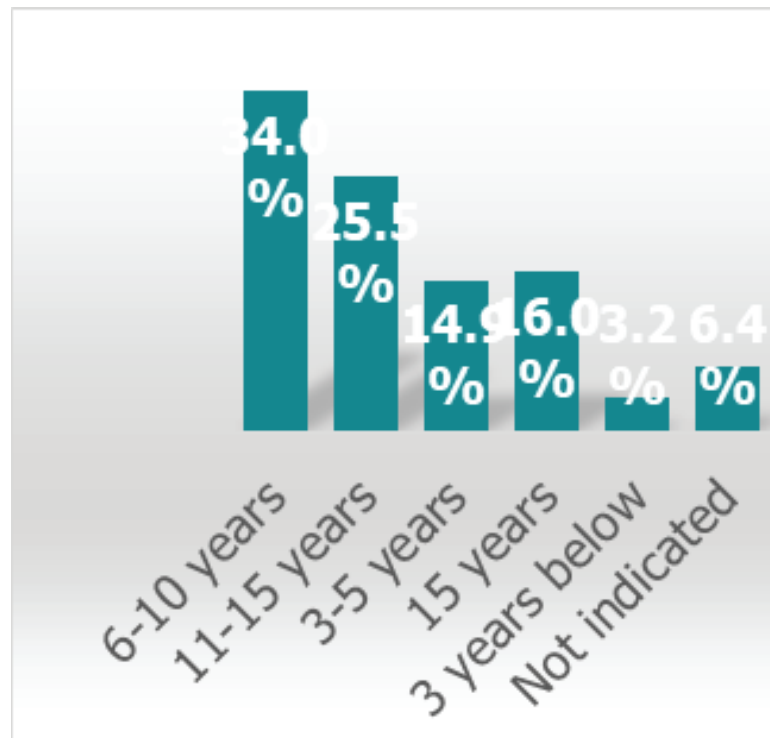
Figure 2: In terms of Length of Teaching Experience.

In terms of Research Skills. The level of assessment of respondents in terms of research skills are "agreed" by the selected faculty members of PUP- Laguna Campuses. Statement "I am able to develop theoretical concepts and conceptual frameworks" got the highest weighted mean with 3.48, followed by "I am able to summarize and make conclusions and recommendations" with 3.46 and "I am able to formulate statement of the problem" with 3.43. In addition, statements "I can identify the most appropriate bibliographical resources/references (using APA 6th edition) citations and other sources of relevant information", "I demonstrate awareness of issues relating to the rights of researchers, research subjects, and others who may be affected by the study (confidentiality, ethical issues, attribution, copyright, malpractice, ownership, data protection act etc.)" and "I understand the procedure for University funding, incentives, and evaluation of research, fund for paper Presentation and publication" got the lowest weighted means of 3.25, 3.21 and 3.13 respectively. Among others, statements "I can think of a research problem without hesitation", "I am equipped with knowledge, skills, attitudes and values of writing a good research", "I utilize information technology appropriately for data management, data analysis and interpretation of data and/or findings", "I understand relevant research methodologies and techniques and work on with data gathering procedures and statistical treatment of data" and "I show a broad understanding of the context (national/international level) in which research

takes place" obtained weighted means of 3.41, 3.41, 3.35, 3.31 and 3.29 respectively. In general, the overall assessment of the selected Faculty respondents based on the aspect of research skills is "agree" with weighted mean of 3.34. Therefore, the data indicated that the entire faculty of PUP – Laguna Campuses agrees that they are equipped with skills necessary for conducting researches. In line with this, Boerma, et. al (2014), mentioned that teachers would generally agree according to their perceived self-efficacy that they can demonstrate the research competencies. Calma (2013) however, asserted that the need that for both the teachers and their supervisors to upgrade their research skills as a prime importance for professional development for Higher Educational Institutions (HEIs) particularly the state universities.

The level of assessment of respondents in terms of personal effectiveness. based on the data gathered, only four statements about personal effectiveness such as "I consider the need of others", "I make time to reflect on practice and experiences", "I recognize the need for passion and pride for own work" and "I develop resiliency" got a verbal interpretation of "strongly agree" and garnered weighted means of 3.68, 3.65, 3.63 and 3.00. Three statements were attained the lowest weighted means of 3.46, 3.44 and 3.42 inferred as "agree" by the respondents are "I am aware of life work balance", "I seek guidance as necessary and recognize risk" and "I maintain enthusiasm and motivation for own research". Moreover, the remaining statements about personal effectiveness are relatively agreed by the respondents such as "I recognize bound- aries of own knowledge, skills and expertise and draws own and uses sources of support as appropriate", "I develop strengths and improves on weak areas", "I take complete responsibility for own project and own well-being", "I deal effectively with the routine aspects of the study", "I persevere in the face of obstacles and set- backs", "I understand and demonstrate standards of good research practice in the institution and/or research area", having weighted means of 3.55, 3.50, 3.50, 3.49, 3.48, 3.48, and 3.48 respectively. As a whole, the overall weighted mean of 3.52 depicts that the assessment of the selected faculty respondents based on the aspect of personal effectiveness is "strongly agree". Therefore, the data indicated that majority of the faculty members of PUP – Laguna Campuses "strongly agrees" that they are effec- tive educators of research. Thus, Personal effectiveness requires a good balance of interpersonal skills mixed with good frame of mind when dealing with difficulties. The need to develop personal effectiveness heavily relies on the motivation and efficacy of one's strength.

The level of assessment of respondents in terms of networking and team working. Based on the data gathered, the statement "I participate, listen, give, and receive

feedback and responds perceptively to others" is strongly agreed by the selected Faculty of Laguna Campuses and has the highest weighted mean of 3.59, followed by the statement "I understand one's behaviour and impact on others when working in contributing to the success of formal and informal teams", which was also strongly agreed by the respondents having a weighted mean of 3.58. Furthermore, statements "I develop and maintain co-operative networks and working relationships with supervisors, colleagues, peers, and stakeholders within the institution and the wider research community", "I engage with learned societies and public bodies" and "I use personal and/or online networks effectively for feedback, advice, critical appraisal of work and responding to opportunities" with corresponding weighted means of 3.48, 3.46 and 3.41,as the lowest, can be interpreted as "agree" by the respondents. Overall, it implies that the selected faculty respondents assessed the aspect of networking and team working as "agree" with weighted mean of 3.50. The result further shows that majority of the faculty members of PUP – Laguna Campuses agree that they could work whether in teams or in collaboration when conducting researches. The same finding was revealed in the study of Mendoza and Almeida (2015) where the respondents who were the direct students of the concerned teachers in higher education institutions rated their teachers as effective in the way they communicate and giving immediate feedback on their research undertaking. Although there are a handful of recognized research practitioners available for consultation, the students have a consensus that their research professors are always there to respond to their needs.

In terms of Communication Skills. The level of assessment of respondents in terms of communication skills. Only the statement "I effectively support the learning of others when involved in teaching, mentoring or demonstrating activities" is strongly agreed by the selected faculty members of PUP-Laguna Campuses attaining the highest weighted mean of 3.58. Moreover, the statements "I structure arguments clearly and concisely" and "I constructively defend research outcomes at seminars/conferences/fora" acquired a weighted means of 3.46 and 3.43 respectively, which can be described as agreed by the respondents. Furthermore, statements which obtained the lowest weighted means of 3.34 and 3.33 are "I have excellent knowledge of language/s appropriate for research including technical language" and "I construct coherent argument and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques" that are also agreed by the respondents. In addition, respondents also agreed to the statements "I write clearly and in style appropriate to purpose" with corresponding weighted mean of 3.40 as well as "I have the ability to understand, interpret, create and communicate appropriately within an

academic context" and "I prepare grammatically and syntactically correct content for presentation", which obtained same weighted mean of 3.39. In general, the overall assessment of the selected faculty respondents based on the aspect of communication skills is "agree" with obtained weighted mean of 3.41. Therefore, the data indicated that majority of the faculty members of PUP – Laguna Campuses agree that they are equipped with the communication skills needed in conducting research. This only proves that research must be communicated in a way that it transcends the boundaries of technical jargons and contextual terminologies. The practical application of research undertaking, though intended for specific disciplines and fields of study, must be understood and properly communicated at all cost. Jhing (2009) asserted that the very foundation of good research skills is the ability to convey and decode research as it is of paramount importance that a research must be "applied", in turn, must be first understood by other stakeholders.

Significant Difference between Research Skills, Personal Effectiveness, Networking and Teamworking, and Communication Skills and Profile of the Faculty members of the PUP for the Academic Year 2016-2017.

According to Sex. The comparison between the research skills and competencies of the respondents when grouped according to sex using independent sample t-test. All the indicators such as research skills, personal effectiveness, networking and team working, communication skills have p-values greater than the level of significance which is 0.05, which implies that the null hypothesis "there is no significant difference between the research skills, personal effectiveness, networking and teamworking, and communication skills of the respondents when grouped according to sex" is accepted based on the decision rule that if p-value is less than or equal to the level of significance which is 0.05, the null hypothesis is rejected. In other words, respondents whether male or female have similar assessment on the research skills, personal effectiveness, networking and teamworking, and communication skills of the respondents when grouped according to sex.

According to Age. The comparison between the research skills and competencies of the respondents when grouped according to age using One Way Analysis of Variance. Based on the data gathered, all the indicators such as research skills, personal effec- tiveness, networking and team working, communication skills have p-values greater than the level of significance which is 0.05, which indicates that the null hypothesis "there is no significant difference between the research skills, personal effectiveness, networking and team working, and communication skills of the respondents when grouped according to age" is accepted based on the decision rule that if p-value is less

than or equal to the level of significance which is 0.05, the null hypothesis, is rejected. This means that the selected faculty respondents of Laguna Campuses have the same assessment on research skills, personal effectiveness, networking and teamworking, and communication skills of the respondents when grouped according to age.

According to Employment Status. The comparison between the research skills and competencies of the respondents when grouped according to employment status using independent sample t-test. Based on the data gathered, only one indicators which is research skills have p-values greater than the level of significance which is 0.05, which implies that the null hypothesis "there is no significant difference between the research skills of the respondents when grouped according to sex" is accepted based on the decision rule that if p-value is less than or equal to the level of significance which is 0.05, the null hypothesis is rejected. The indicators such as personal effectiveness, networking and team working, and communication skills shows significant difference, which means that part-time and regular faculty respondents have different level of assessment on research skills, personal effectiveness, networking and teamworking, and communication skills when grouped according to employment status.

According to Educational Attainment. The comparison between the research skills and competencies of the respondents when grouped according to highest educational attainment using One Way Analysis of Variance. It revealed that all the indicators such as research skills, personal effectiveness, networking and team working, communication skills attained p-values greater than the level of significance which is 0.05, means that the null hypothesis "there is no significant difference between the research skills, personal effectiveness, networking and team working, and communication skills of the respondents when grouped according to highest educational attainment" is accepted. This signifies that the selected faculty respondents of Laguna Campuses have similar assessment on the research skills, personal effectiveness, networking and teamworking, and communication skills of the respondents when grouped according to highest educational attainment.

According to Length of Teaching Experience. The comparison between the research skills and competencies of the respondents when grouped according to length of teaching experience using One Way Analysis of Variance. As revealed by the data gathered, all the indicators such as research skills, personal effectiveness, networking and team working, communication skills garnered p-values which are less than the level of significance of 0.05. This implies that the researcher rejects the null hypothesis based on the decision rule that if p-value is less than or equal to the level of significance

which is 0.05, the null hypothesis is rejected. Therefore, the researcher has sufficient evidence to conclude that "there is a significant difference between the research skills, personal effectiveness, networking and teamworking, and communication skills of the respondents when grouped according to length of teaching experience". In other words, respondents have the same assessment on the research skills, personal effectiveness, networking and teamworking, and communication skills when they are grouped according to length of teaching experience. In support to the data presented and analyzed, in reference to National Council of Teachers of English (2017), a professional association of educators in English Studies, Literacy, and Language Arts, the relationship between teaching and research is often assumed as well as just as often ignored. As research should and does influence teachings, teaching does should influence research, too. However, the gap between the two can sometimes seem large. Therefore, teachers are recommended to use research-based strategies, and yet such strategies may be presented to them stripped off of the very sensitivity to context, analytic rigor, and thoughtful scepticism which are the hallmarks of quality research. The members of the aforementioned council do not only view themselves as teachers, teacher educators, but also, researchers. With this being said, members of the council bring to their work an ardent awareness that classrooms are both multidimensional and dynamic places, and that effective approaches to research honour human complexity, acknowledging the many influences that hone the learning of students, alongside the differences among people, schools and communities. Also, members of the council are very much aware that effective utilization and conduct of research means being informed by a range of perspectives and empirical traditions as they address certain obstacles presented by communities, classrooms, and even students.

8. Conclusion and Recommendation

The following are the conclusions based from the findings of the study in accordance to the objectives Profile of the faculty at the Polytechnic University of the Philippines – Laguna Campuses for the academic year 2016-2017. Majority of the faculty of PUP – Laguna Campuses is female since they have the largest number among the faculty members. Most of the faculty of PUP – Laguna Campuses is of the ages 30-39 years old. Majority of the faculty of PUP – Laguna Campuses works as part-time faculty members. Most of the faculty of PUP – Laguna Campuses have Master's Units. Most of the faculty of PUP – Laguna Campuses have been teaching for 6-10 years. For the Assessed

research skills, personal effectiveness, networking and teamworking, and communication skills of the Polytechnic University of the Philippines – Laguna Campuses Faculty for the academic year 2016-2017. The entire faculty of PUP – Laguna Campuses agrees that they are equipped of the skills necessary for conducting researches. Majority of the faculty of PUP – Laguna Campuses strongly agrees that they are effective educators of research.

Majority of the faculty of PUP – Laguna Campuses agrees that they could work in teams or in collaboration when conducting researches. Majority of the faculty of PUP – Laguna Campuses agrees that they are equipped of the communication skills needed in research. The Significant Difference between Research Skills, Personal Effectiveness, Networking and teamworking and Communication Skills and Profile of the Faculty at the Polytechnic University of the Philippines – Laguna Campuses for the Academic Year 2016-2017. There is no significant difference between the Research Skills, Personal Effectiveness, Networking and teamworking and Communication Skills of the respondents when grouped according to sex. There is no significant difference between the Research Skills, Personal Effectiveness, Networking and teamworking and Communication Skills of the respondents when grouped according to age. There is a significant difference between the Research Skills, Personal Effectiveness, Networking and teamworking and Communication Skills of the respondents when grouped according to employment status. There is no significant difference between the Research Skills, Personal Effectiveness, Networking and teamworking and Communication Skills of the respondents when grouped according to highest educational attainment. There is a significant difference between the Research Skills, Personal Effectiveness, Networking and teamworking and Communication Skills of the respondents when grouped according to length of teaching experience.

9. Recommendations

The following are recommendations to develop broader understanding of the topic, in particular to the following bodies: *To future researchers,* Aside from the notion that this study could be used as basis for any researches related to faculty members conducting research, future researchers may examine the synergistic relationship between teaching and development of research skills, personal effectiveness, networking and teamworking, and communication skills, while controlling the amount of time a faculty member invests in these activities. Also, future researchers may also explore the differences between the faculty members' educational attainment and future endeavors

and goals to see if various groups may hold different standards, not only for their skill development, but also for their development as both educators and researchers. *To the faculty members,* All faculty members must undergo a relevant research training to properly gauge the competencies needed to be successful in teaching research as a course and conducting action research (master's thesis), and faculty members who are in their early years in teaching must be given support in terms of research training that would supplement the need to demonstrate research efficacy even though they are still learning their way through their academic career. *To the Polytechnic University of the Philippines – Local Government Units,* LGU funded campuses may embark on a collaborative research undertaking that would foster research culture among the campuses, which in turn, may encourage more action research and institutional research in our faculty members. In addition, research congress among all the campuses must be considered to give a platform for faculty members to present their research outputs, especially to budding researchers who are yet to experience presenting a study in an academic forum/conference. Also, they may develop a local campus research agenda in line with the university research direction to guide the faculty members in their research undertaking. *To the Local Government Units,* As to support the faculty of the PUP – Laguna campuses, funding of projects would be of great aid for future trainings and seminars that benefit the faculty for these may enhance not only their Research Skills, Personal Effectiveness, Networking and teamworking and Communication Skills, but may also boost their morale in teaching and sharing their knowledge to their beloved students. *To the Administrators and the University,* Though the perceived research self-efficacy is positive, the need to validate that perception would rely on actual research undertakings that must be at least "encouraged" to the faculties. Furthermore, they may consider the implementation of the action plan that would develop the research efficacy of the faculty members with the required outputs as demonstrated in the attached proposed action plan for Academic Year 2017- 2018.

Author's Note

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This contains the following Information which may already be shown/footnoted in the first page of the manuscript: (1) author/s' full name and affiliation/s (department and institution); (2) acknowledgements (of persons, groups, organizations who provided technical and/or financial aid); (3) disclaimers (e.g., statement on conflict of interest); and (4) contact details of the corresponding author.

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