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Hospitality Management Educators of a Private University Research Capabilities

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ABSTRACT: Research is one of the four focal functions of any University. Perez et al. (2022) posit that it is one of the primary functions of a university that should be nurtured and fostered in order to advance quality education. Hence, the internal stakeholders, especially the faculty members, are required to produce research outputs. However, their ability to produce a quality research paper commences when they are appropriately trained and capacitated to conduct research and write reports. The results show that more of the research participants were 23 to 28 years old, and the majority were single females, had master's degrees, and had served the University of Cebu-Banilad for 1 to 5 years. Moreover, more respondents had been conducting research for one to 5 years and had completed 1- 2 research papers that were not published. Also, most had zero publications and attended 1 to 10 national and local research conferences. Also, the respondents had fewer research capabilities. Therefore, it is concluded that the faculty members and the non-teaching personnel of the College of Hospitality Management of the University of Cebu-Banilad were still on the verge of building their careers in the academe. Hence, they are yet to harness their research competencies since it is a requirement, especially for the teaching force. Hence, they self-reported lesser capability in producing research output, papers, books, and manuscripts that supplement the teaching materials in their courses.

Keywords: Research capabilities, competence, descriptive, University of Cebu-Banilad

I. INTRODUCTION

One of the core functions of a Higher Education Institution (HEI) is research along with instruction and extension. The capability of a college instructor to conduct research is an edge in advancing quality and research-based instruction among its students and making a purposeful extension to the community (Caingcoy, 2020). Hence, human resource management is highly imperative for any association, particularly in the scholarly setting (Cabahug & Gimena, 2018).

Research capacity must be built over a program, which requires coherent research skill development and progressive assessment (ipsative) (Hughes, 2018). Along with the achievement and provisions of the exact curriculum to students, the teaching and non-teaching staff's skills and capabilities in research are also becoming part and parcel of the success of HEIs.

Research becomes the catalyst of change in education provision and practices. Thus, this becomes an edge for a university's teaching and non-teaching staff to provide quality and purposeful community-based activities to improve the level of education (Caingcoy, 2020). In addition, education research expands an astounding effect on the socio-economic enterprise that will benefit the community (Formeloza & Pateña, 2013). The capability of an instructor to conduct research is expedient in addressing the pressing issues in society, starting with the classroom (Perez et al., 2022). Cardona (2020) added that engaging in any research activities impacts the productivity rate of a teacher concerning research publication as this engagement promulgates the skills and widens the perspective concerning research initiatives (Durand et al., 2017) and its creation. Further, the level of research skills and initiatives of the instructors are crucial constructs (Konig et al., 2020) that one should reconsider because these may affect their efficiency and effectiveness in establishing the transfer of learning and acquiring the necessary outcome in research production.

Moreover, every student's success would vary depending on the holistic support given by a higher education institution's teaching and non-teaching staff (HEI). Research-based learning in taught courses develops the skills to judge knowledge sources and think critically in a post-truth world. In viewing research

skills as threshold concepts (Hughes, 2018). Thus, a holistic support system is based on HEI employees' capabilities, skills, and attitudes in the job operation.

It can be noted that organizational commitment in the higher education setting pertains to the inclination of the teaching and non-teaching employees to work beyond their designated job function to attain the organization's aims and aspirations (Poliquit et al., 2018).

Sustainable research culture is the impetus for realizing the educational institution's mission and vision. Academic leaders such as the president, dean, and research director must act in power and think of strategies and programs to inspire their faculty members to conduct research and publication (Quitoras & Abuso, 2021).
In this regard, several administration and management officials urge people and other employees to be involved in research. Hence, demonstrating research capability is one of the bases for human resources (HR) in hiring and retaining faculty members (UC Integrated Employee Manual, 2022). One of the HEI academic departments is the College of Hospitality Management, teaching and non-teaching staff.

Recently, research capability has received an overwhelming and remarkable interest among academics and practitioners. This is timely since the Department of Education had institutionalized research and encouraged teachers to engage in it to support evidence-based practice, decision-making, policy, and program development (Caingcoy, 2020) in 2003, which became the basis for necessary reforms and policy outputs in each division. Salom (2013) posits that research is essential in transforming society. Thus, teaching and non-teaching staff must research to innovate and improve their quality of life. Chin and Frolic (2007) disclosed that research investment will boost China's economy. In the Philippines, the Department of Education [DepEd] has considered research part of their year-end requirement for teachers to conduct Action Research as stipulated in the DepEd Order No. 16 series of 2017. Moreover, the Commission of Higher Education [CHED] (2012) also studied the faculty members' research capabilities in Luzon, Philippines, which revealed that it has a poor response in this field.

However, Wong (2019) revealed that 92.5% of faculty and staff are joining the research development activities, but only 22.81% of the faculty members and 1% of the non-teaching staff conducted research. Furthermore, the results revealed that teaching staff would only attend the seminars and workshops for the sake of earning a training certificate at the end of the said activity/ies, which is not necessarily complying the conduct of research and becoming one of the research capacity and experts in the academic institutions.

Also, Agatep and Villalobos, 2020 postulated that minimal involvement of faculty or teachers in research resulted in the lack of firms' training in doing research that will enable them to be productive contributors to the future of the hospitality industry. Despite the difficulties of teaching and non-teaching staff, if the Human Resource (HR) Department requires research as an essential requirement in the day-to-day operations, employees have no choice but to follow and comply with the necessity to submit an output as part of their productivity in the organization.

Hughes (2018) added that conceptualizing research skills and progression takes work. Secondly, the accumulation and enrichment of research skills are not readily visible to students. Finally, providing a transparent support system across the program takes more work. The challenges need to be addressed if the potential of research-based education to enable future citizens to interrogate populist claims and reject misinformation is to be realized.

Lately, research capabilities and practices have received overwhelming and remarkable interest from academics like tourism, hospitality, nursing, business, and even primary education. This shows that there are more professionals today than before who are fully aware of the significant implications of research conduct and practices. Numerous studies have been conducted to check teachers, instructors, and professors' research capabilities. However, studies have yet to be conducted to check the research capability of both teaching and non-teaching staff in Cebu, Philippines.

O'Byrne and Smith (2010) disclosed that there appears to be limited research on the best approach to support local initiatives that build research capability and capacity. Future studies must focus on well-defined objectives and outcomes to enable robust evidence to support local initiatives. Thus, this pressing issue needs to be investigated, so actions should be considered. Waters (2021) states that employee development has become the secret sauce for high happiness, engagement, and performance. Lacsamana et al. (2018) suggested that employees, both the non-teaching staff and teaching staff, must be developed, and a development plan must be crafted.

Inculcating the culture of research, publication, and production has been a challenge for several academic institutions, including the University of Cebu-Banilad, specifically the College of Hospitality Management, wherein the teaching and non-teaching staff are yet to be capacitated and mentored to produce high-quality research conduct outputs and publications. This study assessed their research capabilities to align the faculty development plan to their current research competencies.

II. LITERATURE REVIEW

This paper is enthused into the Tripartite attitude model by Callaghan and Lazard (2011), which consists of tri-components of attitudes: cognitive component, affective component, and behavioral component. The cognitive component refers to the knowledge and belief of a person toward the point of interest. The affective component refers to the emotional component of individuals dealing with the point of interest. Lastly, the behavioral component refers to behaving, acting, and thinking toward the point of interest (Myers, 2012).

Rinaca (2006) proposed the Tripartite model to develop EMS in children's healthcare services. In integrating health services, the responders' beliefs are substantial in helping needy patients. The person engaged in responding was influential towards the jobs they have at hand, which in turn helped them be more productive and very alert in responding. Lastly, cognitive skills or knowledge in things they do is important because proper training is given before dispatching to real job scenarios. Kaiser and Wilson (2019) regarded the tripartite attitude model as a latent variable that described the relation between affective, beliefs, and cognition.

Amartya Sen's capability approach (Robeyns, 2009) states that human welfare and development are the basis of considerably achieving something they value most in life. In recent years, policymakers have used the capability approach in academe in the program endeavors. Capability is the absolute freedom to impose a policy according to the organization's needs. It proposes that social arrangements would be evaluated according to the extent of freedom people will have to promote or achieve according to the things they value (Robeyns, 2011).

A nomological network of relations with academic achievement motivation, fear of failure, behavioral activation/inhibition sensitivity, and other constructs supported the measure's convergent and discriminant validity (Deemer et al., 2010).

Jakada et al. (2021), the insights between job satisfaction and job performance, regarded the Tripartite model as nurturing psychological ownership toward achieving the goals set for the job. Job satisfaction allows dedicated employees to work with an entrepreneurial mindset (Nielsen & Montemari, 2012).

Bailey's AMO model by Appelbaum et al. (2000) states that people will perform well if they have the proper capabilities and motivation to participate in the improvement of an organization. This model creates an ability, motivation, and opportunities for employees to work well with the set of systems in the high-performance productivity of employees. The AMO model is an excellent framework for employees to perform at high standards, which coincides with the relationship between human and physical resources and technology utilization.

Al-Tit (2020) posits that the AMO model was used to determine the level of performance of human resource (HR) practitioners due to its comprehensiveness in terms of practices that would contribute to employees' ability, motivation, and opportunities set by the management. These practices involve helping employees improve performance, increasing engagement, improving creativity, engendering motivation, and enriching proactivity. The AMO model has three main components, which reshape employees' characters and contribute to the organization's success.

Employees are vital to any organization, as their performance affects a company's success. The ability, motivation, and opportunity (AMO) model is a business model that human resources (HR) professionals use to describe the complex relationship between individuals in the workplace and their outcomes. Understanding this model can help determine how organizations can use it to improve employee success. The AMO model outlines its importance, discusses its key features, and reviews its applications in HR practices (Indeed Editorial Team).

In an axiomatic statement, the Philippine educational system does not only concentrate the workplace on the teaching personnel. There are always non-teaching personnel who are also instrumental in the growth of these institutions. It was argued that the roles of the non-teaching personnel are as crucial as the roles of teachers in the classroom. This case is characterized as the collaborative workforce in an educational organization where the efforts and contributions of an employee are valued. Therefore, studying motivation among non-teaching personnel is always relevant and pragmatic (Mahilum-Yun & Munalin, 2021).

The teaching staff includes professional personnel directly involved in teaching students, including classroom teachers, special education teachers, and other teachers who work with students as a whole class, in small groups, or one-on-one teaching. Teaching staff include department chairs whose duties include some teaching, but it does not include non-professional personnel who support teachers in instructing students, such as teacher's aides and other paraprofessional personnel. Academic staff includes personnel whose primary assignment is instruction, research, or public service, holding an academic rank such as a professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. The category includes personnel with other titles (e.g., dean, director, associate dean, assistant dean, chair, or head of the department) if their principal activity is instruction or research (The Organization for Economic Cooperation and Development [OECD], 2018).

In addition, the teaching staff includes personnel who hold an office of providing professional knowledge in the subject matter in every HEI program, which includes professors, instructors, mentors, lecturers, and researchers (Top Hat, 2022). On the other hand, the United Nations Educational, Scientific and Cultural

Organization [UNESCO] (2022a) identified non-teaching staff as the people hired by educational institutions who have no instructional responsibilities, which generally include bursars, head teachers, principals, and other administrators of schools, supervisors, counselors, school psychologists, school health personnel, librarians or educational media specialists, curriculum developers, inspectors, education administrators at the local, regional, and national level, clerical personnel, building operations and maintenance staff, security personnel, transportation workers and catering staff.

Commission on Higher Education (CHED) in the Philippines imprinted a mark on educators' society by providing professional subjects to be aligned with the socio-economic problems of the industry, which are aligned through research and its findings (Salazar-Clemenza, 2006).

Research capacity is the ability to define problems, set objectives and priorities, conduct sound scientific research, build sustainable institutions, and identify solutions to key (national) problems. This definition encompasses the research capacity of individuals, research groups, institutions, and countries. Research capacity strengthening is the process by which individuals, institutions, and societies develop abilities – individually and collectively – to perform research effectively, efficiently, and sustainably (The Guidelines Project, n.d.

Research capability is the ability to answer a problem following a scientific process of planning, gathering data, and interpreting it with the correct tool and analysis. Research capability among teaching and non-teaching staff will be developed over time by participating in research activities and write-up workshops (Manongsong & Panopio, 2018).

Burke et al. (2005) posit that establishing evidence-based competencies provided a foundation for developing new teaching approaches and curricular revisions across the three academic programs. Thus, the University of Pittsburgh's education model for evidence-based practice (EBP) is based on a sequential layering of research competencies throughout the curriculum.

Sometimes, research may connote a different activity, such as actions or training to capacitate individuals who are highly capable of conducting research. Mani et al. (2010) indicated skills, ability, literacy, and competence in the conduct of research. For this reason, research capability has been used interchangeably with scientific literacy.

In a foreign research capability result on the perception of Indonesian teachers was influenced by the capability to conduct action and classroom research, which training capability training can explain 7.45% variance attended, attitude towards the research, and research knowledge can predict the research capabilities of the teachers (Mater, 2019).

Moseti (2015) emphasized in her study that knowledge production through university research rests largely with academic staff and postgraduate students, especially at the Ph.D. level. Faculty members must yield research output to advance or sustain the HEIs' regional and national academic rankings. In addition, Tan et al. (2009) articulate an increase in educational research in Singapore education institutions, which can be associated with the government's credence that research enhances education institutions' performance and nations' capacity to catch up with globalization.

Chen (2012) discussed that the Chinese higher education system had transformed its function from knowledge dissemination and training personnel to knowledge production and transfer. Chinese universities contribute knowledge through research output and knowledge transfer, usually measured by research and development activities and output. In recognition of the importance of research and development, the Chinese government has invested strategically in developing research universities by allocating revenues as full support to encourage knowledge production, innumerable research grant awards, such as the National Research Projects, National Key Laboratories, National Key Projects of Basic Research, National Research Bases of Humanities and Social Science, and National Awards of University Science and Technology. Through the deliberate effort to create a culture of research, where management of such is not left to chance, and the initiative of the Chinese government, it is safe to conclude that research has propelled China to attain its present status as one of the most powerful countries in the world.

Several past research correlational studies have found a significant relationship among research time, teamwork, leadership support, training opportunities, and the research capabilities of teaching employees in an academic institution. Thus, the study of Li et al. (2019) determined the research capability of nurses and revealed that ninety-one percent of Master of Science in Nursing (MSN) nurses had good or excellent research capacity. Continuing education requirements existed regarding research practice and design. Research time, teamwork, leadership support, and retraining opportunities influenced research capacity, which decreased with increasing age and years of work, especially at 3 to 5 years after initial employment.

Oestar and Marzo (2022) noted that teacher researchers need to be more vital in choosing data analysis and interpretation tools, encoding quantitative and qualitative data, and interpreting results from the software. They also needed to be more competent in publishing their completed action research. Knowledge, attitude, and resources were the factors that affected teachers' engagement in conducting action research.

From the point of view of every human resource management in an organization, if teaching and non-teaching staff have less interest in conducting, participating, and no motivational factors in research, then the creation of training needs will be provided to align the specific goals of the company to the skills, capabilities, and motivation which will become an opportunity for all organization employees to participate in the so-called research which urge the improvement and transforming the way of life in the community. This will, in turn, help every organization to focus on what to improve based on the research outcome. HR plays a crucial role in organizational performance and producing high-quality human resources. Moreover, in the end, quality human resources have an essential role in achieving the targets set, so the managerial process will always be in the form of direction, implementation, and evaluation and must be supported by qualified administration (Mamacos et al., 2019).

Concerning the aforementioned, training is an attempt to improve work performance at a particular job level, which is responsibility. Another thing training is also the process of teaching new or existing employees the basic skills needed to carry out new ideas, which are essential to the business's current operations (Dessler, 2011). Thus, training and developing people indicate the transformation of the individual in their values, attitudes, behaviors, and skills to serve organizational change and provide information necessary to acquire new knowledge (Chievenato, 2009).

Professional skills and development are the basics in carrying out one's duties and promoting human wellbeing and goodwill in the workplace (Kapur, 2020). These aspects determine the teaching and non-teaching staff training needs, specifically in conducting research. Theoretically, the present difficulty in this particular performance cannot occur, nor can performance be improved immediately with a single variable alone (Siemsen et al., 2008).

United Nations Educational, Scientific and Cultural Organization [UNESCO] (2000a) describes life skills as a right for all young people and adults to access quality education, and research is equally important to it. To facilitate adult understanding of the notion behind life skills is the large number of specific abilities that are grouped per problem-solving skills, autonomy and a sense of purpose, and the social ability which are in life with the characteristics and abilities identified as constituting resilience among young people and adult at large (World Health Organization [WHO], 2011 & Hoffman et al., 2005).

Clinical researchers and practitioners aim to increase the integration of research and clinical practice, reflected in an evidence-based practice (EBP) approach to psychology. The EBP framework integrates research findings with clinical expertise and client characteristics, values, and preferences and consequently provides an essential foundation for conducting clinically relevant research and empirically based and clinically sensitive practice. Given the critical role that early training can play in integrating science and practice and promoting the field's future, the present article addresses predoctoral training programs as a context for adopting an EBP approach to clinical work (Hershenberg et al., 2012).

III. OBJECTIVES OF THE STUDY

This study determined the research capabilities of the teaching and non-teaching personnel of the College of Hospitality Management of the University of Cebu-Banilad with the end of devising a research training program. Specifically, this research aims to present the following: profile of the respondents according to age, staff category, employment status, research exposure, and research capabilities.

IV. MATERIALS AND METHODS

This study utilized the descriptive research design to assess the research capabilities among the teaching and non-teaching personnel of the College of Hospitality Management of the University of Cebu-Banilad.

Descriptive research is a type of research used to describe a population's characteristics. It collects data to answer a wide range of what, when, and how questions about a particular population or group. Descriptive research does not answer questions about why a particular phenomenon occurs or the causes (Child Care & Early Education Research Connections, n.d.).

This study was conducted at the College of Hospitality Management Department of the University of Cebu-Banilad, Cebu City, Philippines.

There were twenty-two (22) teaching personnel and three (3) non-teaching staff from the College of Hospitality Management. Inclusion criteria include full-time faculty members and regular non-teaching employees of the University of Cebu.

Researcher-made questionnaires were given to the respondents online in a Google format and face-to-face.

The Dean of the College of Hospitality Management obtained a permission letter to conduct this survey. Another letter was submitted to the Campus Academic Director seeking approval for this research endeavor.

The results of this study were analyzed using the following statistical tools. The respondents' profiles and research exposure were analyzed using frequency count and percentage. The weighted mean was calculated to determine the research capabilities of the respondents.

Research ethics govern the standards of conduct for scientific researchers. It is essential to adhere to ethical principles to protect research participants' dignity, rights, and welfare (World Health Organization [WHO], 2011). This study adhered to the ethical principles of beneficence, non-maleficence, autonomy, and justice. The proposed research training program for teaching and non-teaching personnel aims to develop their research capabilities. Following the principle of autonomy, the respondents were given a choice of whether or not they participated in the study. They were also asked to signify their willingness to be the research respondents by affixing their signature to the informed consent form, which contains two parts: the information sheet about the scope and methodology of the study and the data privacy agreement/certificate of consent. The contents were also discussed with the target respondents before they were asked to sign them. To adhere to the ethical principle of non-maleficence, the online platform was used in data collection to avoid the exposure of both the researcher and participants to the COVID-19 virus. The participants' responses were kept on the researchers' computers with the password. The results were presented to the group to ensure the de-identification of the research respondents and to protect their privacy. All respondents were treated relatively without bias. The study practiced mechanisms to ensure the respondents' equal distribution of risks and benefits.

V. RESULTS AND DISCUSSIONS

This part shows the presentation, analysis, and interpretation of the data. The first part presents the profile of the teaching and non-teaching personnel. The second part showed the research exposure of teaching and non-teaching personnel of the university. The third part displayed the research capabilities of the university's teaching and non-teaching staff.

Table 1 presents the respondents' profile in terms of age, gender, civil status, highest educational attainment, and the number of years of teaching.

Table 1. Profile of the Respondents (n=25)

Indicators	Frequency (f)	Percentage (%)
Age		
23-28 years old	12	48.00
29-34 years old	8	32.00
35-40 years old	3	12.00
41-50 years old	1	4.00
51-55 years old	1	4.00
Gender		
Female	17	68.00
Male	8	32.00
Civil Status		
Married	6	24.00
Single	19	76.00
Highest Educational Attainment		
Bachelor's Degree	5	20.00
Masteral	18	72.00
Doctoral	2	8.00
Years of Service		
1-5 years	13	52.00
6-10 years	6	24.00
11-15 years	2	8.00
16-20 years	2	8.00
20 and above	1	4

The data shows that out of the twenty-five (25) respondents, twelve (12), consisting of 48%, belong to the age bracket of 23 to 28 years old, while there was only one (1;45%) aged 41 to 50 years old. Also, another one (1) or 4% of the respondents were within the age range of 51 to 55. This result shows that more faculty members and non-teaching personnel of the College of Hospitality Management of the University of Cebu-Banilad belonged to the adulthood group, where they are in the stage of building their academic credentials starting from obtaining the relevant master's degree before achieving higher rank.

Regarding gender, seventeen (17), comprising 68% of the respondents, were female, while males accounted for eight (8; 32%). These data show that the pool of the faculty of the College of Hospitality Management (CHM) of the University of Cebu-Banilad (UC-B) was dominated by lady hospitality management educators who possessed a passion for cooking, baking, and managing the kitchen and the hospitality establishment.

Moreover, nineteen (19) were still single, accounting for 76%, while six (6;24%) were married. These results denote that at the time of the survey, the majority of the CHM workforce was unmarried since they were still on the verge of completing the minimum academic requirement to become a full-fledged instructor at the university.

Eighteen (18) or 72% of the respondents had master's degrees, while only two (2;8%) had a doctoral degree. It can be noted that only five (5) or 20% of them had a bachelor's degree. This result means they are still studying for a Master's in Hospitality Management or Business Administration. Hence, most CHM's teaching and non-teaching personnel had master's degrees, a minimum requirement of the Commission on Higher Education (CHED). Hence, they cannot retain employment at the university if they fail to obtain a master's degree within three (3) years.

Further, thirteen (13), consisting of 52%, had worked at CHM of UC-Banilad for 1 to 5 years, while only one (1) or 4.00%) of the respondents. This result also indicates that they were still learning the craft and appropriate teaching strategy of the hospitality theories and skills in cooking, bartending, baking, and others.

The capacity to conduct research is affected by the respondents' educational attainment as this predictor interacts between the acquired knowledge and behavior (Berkowitz et al., 2017). Salom (2013) highlighted that the educational attainment gained significantly relates to how they expected to perform their function as academic practitioners. Given the respondent's highest educational attainment, it can be implied that institutions should consider encouraging these young faculty members to engage in professional development programs to acquire more knowledge and skills in doing research (Zhao, 2017; Wong, 2019).

Castro et al. (2020) said that the dynamism of an employee could be felt when they newly transitioned to the profession they are aiming at. Thus, dynamism triggers interest in unlocking new things. Table 2 presents the data about the research exposure of the teaching and non-teaching personnel of the College of Hospitality Management of the University of Cebu-Banilad.

Table 2. Research Exposure of Teaching and Non-Teaching Personnel (n=25)

Indicators	Frequency (f)	Percentage (%)
Number of Years in Conducting Research		
0 years	6	24.00
1-5 years	11	44.00
6-10 years	5	2.00
11-15 years	2	8.00
16-20 years **20 and above**	1 0	4.00
Number of Papers Published		
0	23	92.00
1-5	1	4.00
6-10	0	0.00
10-15	0	0.00
15-20	0	0.00
20 and above	1	4.00
Number of Local and International Conferences Attended		
0	7	28.00
1-10	16	64.00
11-20	1	4.00
20 and above	1	4.00
Number of Papers Completed but were not being Published		
0	11	44.00
1-10	12	48.00
11-20	1	4.00
20 and above	1	4.00

The data shows that of the twenty-five respondents, eleven (11), or 44%, had been conducting research for 1-5 years, while only one (1; 4%) had been conducting research for 16 to 20 years. This information indicates that the teachers and non-teaching personnel of the College of Hospitality Management of the University of Cebu-Banilad were still neophytes in research since some of them were still studying for master's degrees, and they had yet to write their thesis. Based on the Research Center records, a few faculty members were actively involved in research works.

Out of the twenty-five (25) respondents, twenty-three (23), accounting for 92%, had not published any paper, while only one (1) or 4% had one publication. It can also be noted that one (1) respondent had published more than twenty (20) research papers or articles. These results denote that more teaching and non-teaching personnel have not tried publishing their papers in local, national, or internationally peer-reviewed journals. This relates to their dearth of competence in writing research papers for publication despite the existence of the university policy, which states that publication is one of the primordial requirements. Hence, these results call for more proactive efforts for the teachers and staff to learn the art of writing publishable since it is a requirement for ranking and promotion.

Regarding the number of local and international conferences attended, sixteen (16), comprising 64%, had attended local and international research conferences, while one (1;4%) had attended research conferences 11 to 20 times. Also, another one (1 4%) was able to attend 20 or more local and international research conferences. It can be observed that seven (7) or 28% had yet to try participating in any research conferences. These results mean a minimal number of the teachers and staff had not tried presenting their research paper to a larger body of experts and scientists in bigger for outside the University of Cebu for a wider audience and opportunity to disseminate a new body of knowledge.

Lastly, twelve (12), comprising 48%, had completed one to ten papers but had yet to publish these articles in any research journals, while only one (1), accounting for 4% of respondents, had produced 11 to 20 papers. Another one (1;4%) and 20 above research papers. The data shows that eleven (11) or 44% of the teaching and non-teaching employees produced 20 research papers. These results indicate that more faculty and non-teaching staff had tried conducting research projects and producing articles. However, they did not publish this in an external reputable journal.

Caingcoy (2020) revealed that teachers were slightly capable of conducting research and had neutral attitudes toward it, were motivated to write research, had a high level of difficulties in research processes, and were moderately capable of action planning. They also show evidence of potential in mentoring. Further, mentoring and action planning skills, motivation to write research, attitudes toward research, and the number of studies completed by teachers correlate with their research capability at different magnitudes of the relationship. Notably, the research capability of teachers had a low, negative, but significant relationship with their age and accumulated years of service. Thus, this capability deteriorates as they age and accumulate years of service. The motivation to write research, the number of studies completed, and age were the determinants of research capability.

Tarigan and Wimbarti (2011) disclosed that young members of the academe have an excellent ground to develop research skills by attending trainings and programs because of their compositions such that they manage to be active in every research endeavor and their enthusiasm to learn new things that are primarily helpful to the academic practices in a university (Punia & Bala, 2021).

Table 3 presents the research capabilities of the teaching and non-teaching personnel of the College of Hospitality Management of the University of Cebu-Banilad.

Lukashenko (2011) explains that research competence is an integral quality of a person, expressed in the willingness and ability to independently solve research and creative problems, possession of research technology, recognition of the value of research skills, and readiness to use them in professional activities. Analytical and research competencies determine it. Also, Lukashenko singles out the executive and scientific research competencies, which constitute the essence of research competence.

The highest weighted mean of 2.71 indicates that the respondents knew about population samples and how to compute sample size. This result denotes that the faculty members and non-teaching personnel of the College of Hospitality Management of the University of Cebu-Banilad reported acceptable knowledge of sample size calculation like Z-score, Slovin's formula, and others and when it is most applicable.

Moreover, the weighted mean of 2.70 indicates the respondents' competencies in writing and reviewing related literature. This information shows that both groups of University employees in the College of Hospitality Management can search for relevant literature from various sources when they write research reports.

Table 3. Research Capabilities of Teaching and Non-Teaching Personnel (n=25)

Indicators	Weighted Mean	Interpretation
I know well the nature of educational research.	2.63	Capable
I can understand the language of research.	2.63	Capable
I am familiar with the different research authors.	2.63	Capable
I know how to make a research titles.	2.67	Capable
I know how to write an introduction to an article.	2.61	Capable
I know how to look for literature studies.	2.66	Capable
I know how to write and review related literatures.	2.70	Capable
I know how to formulate research questions.	2.63	Capable
I know how to set parameters of the study.	2.63	Capable
I know how to make conceptual and theoretical frameworks.	2.63	Capable
I can decide what appropriate research design.	2.63	Capable
I know the kind of sampling technique I need to utilize.	2.60	Capable
I know about population and computing sample size.	2.73	Capable
I can identify a particular statistical tool to be used in my study.	2.50	Less Capable
I know how to validate an instrument.	2.67	Capable
I know how to sustain trustworthiness of the data gathered.	2.58	Less Capable
I know how to conduct interview.	2.70	Capable
I know the ethical considerations in conducting research.	2.65	Capable
I know how to analyze results.	2.10	Less Capable
I know how to read tables and other graphical representations.	2.50	Capable
I know how to use software in analyzing the data.	2.67	Capable
I know how to corroborate the results.	2.69	Capable
I know how to make conclusions.	2.70	Capable
I know to how to do in-text citation	2.60	Less Capable
I know how to paraphrase and summarize.	2.61	Capable
I know how to use APA 7th Edition in doing citation.	2.60	Less Capable
I know how to make my paper publishable.	2.30	Less Capable
I know how to scrutinize journals.	2.30	Less Capable
I know how to present my paper in the international conferences.	2.30	Less Capable
I am good in making the abstract of the study.	2.30	Less Capable
Aggregated Mean	**2.51**	**Less Capable**

Legend: 1.00-1.80(Not Capable), 1.81-2.60(Less Capable), 2.61-3.2(Capable), 3.21-4.00 (Very Capable).

Also, the weighted mean of 2.70 indicates that the respondents divulged capabilities when conducting interviews to collect data. This result shows that both groups of respondents had an acceptable degree of knowledge on face-to-face interviews, focus group discussions with the target participants, or information wherein the proceedings will be audio or video-recorded and transcribed for analysis.

Likewise, the weighted mean of 2.70 indicates that the respondents often disclosed competencies in formulating conclusions. This result means the teachers and non-teaching respondents reported that they possessed abilities in writing the conclusions of the research paper based on the statement of the problem or the study's objectives.

On the other hand, the weighted mean of 2.10 indicates that the respondents disclosed that they possessed lesser capabilities in analyzing results. This result denotes that the respondents needed the assistance of a statistician in treating the numerical data or an expert in thematic analysis.

The aggregate mean of 2.51 indicates that the respondents had fewer capabilities in research. These results denote that both the teaching and non-teaching employees assigned at the College of Hospitality of the University of Cebu-Banilad need more intensive training relating to the various research designs and their applicability to research objectives and methods to capacitate them to produce quality research outputs.

Sayano et al. (2022) opined that the University of Cebu-Main teaching and non-teaching personnel's overall research capabilities were moderate. The top research capabilities or competencies of both groups of

university personnel are more in the initial research phase. At the same time, they need more training and exposure to the statistical aspect of research and preparing the final report in publishable articles.
Kapur (2020) disclosed that the non-teaching staff must have research skills to identify departments' problems, provide solutions, and offer effective organizational functioning. However, the non-teaching personnel of the University of Cebu-Banilad disclosed that they had fewer training needs in publishing research papers (Mamacos et al., 2022).

This result relates to the existing employee policy that the non-teaching personnel or staff of the University of Cebu is not required to publish their research papers, nor is it needed for promotions as Carter and Auletter (2016) explained that publication might be reserved for the teaching personnel and administrators. In addition, honing and practicing what is being learned is very meaningful in developing new skills and capacity in the research endeavor (Foster et al., 2003). Further, Van Eekelen (2006) explained that the will to learn by the teaching and non-teaching staff is significant in acquiring new skills and being proactive in exploring beyond measures.

VI. CONCLUSIONS

The faculty members and the non-teaching personnel of the College of Hospitality Management of the University of Cebu-Banilad were still on the verge of building their careers in the academe. Hence, they have yet to harness their research competencies since it is a requirement, especially for the teaching force. Hence, they self-reported lesser capability in producing research output, papers, books, and manuscripts that supplement the teaching materials in their courses. It can be inferred that they experienced challenges in publishing their paper in externally peer-reviewed journals, let alone ISI or Scopus-indexed journals.

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