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Research Competency of Nursing Faculty in Tagum City: Basis for a Research Capacity Building Program Enhancement

Lilian P. Sian[1], Dr. Joel John A. Dela Merced[2]
https://orcid.org/0009-0000-4660-0958[1], https://orcid.org/0000-0002-1459-5274[2]
St. Bernadette of Lourdes College[1,2]
liliansian@gmail.com[1] jdelamerced@sblc.edu.ph [2]

ABSTRACT

This quantitative descriptive-comparative-correlational study examined the research competency of nursing faculty in a selected private nursing school in Tagum City and determined the organizational and team barriers associated with it. Total population sampling was used, and 63 valid responses were analyzed. The study employed the Research Competencies Scale by Swank and Lambie (2016) and researcher-made questionnaires on organizational and team barriers. Data were treated using frequency, percentage, weighted mean, standard deviation, Pearson correlation, t-test, and one-way ANOVA at the 0.05 level of significance. Findings showed that organizational barriers and team barriers were both low, while faculty research competency was competent. Research ethics and professional conduct obtained the highest competency mean, whereas quantitative research design and analysis obtained the lowest. Organizational and team barriers had significant moderate negative relationships with research competency. Significant differences were found by age and tenure, but not by sex or teaching assignment. An enhanced research capacity-building program is recommended to improve quantitative research, research writing, mentoring, collaboration, and publication support.

Keywords: *Research competency, nursing faculty, organizational barriers, team barriers, research capacity-building program*

INTRODUCTION

Research competency is essential among nursing faculty because it supports evidence-based instruction, research productivity, and the improvement of nursing education. Faculty members in higher education institutions are expected not only to teach but also to conduct, present, and publish research. However, nursing educators may face barriers such as limited funding, inadequate research resources, insufficient mentoring, heavy workloads, weak collaboration, and limited publication support. These concerns may affect their confidence and productivity in research despite institutional efforts to promote a research culture.

Statement of the Problem

This study determined the research competency of nursing faculty in Tagum City. Specifically, it described the respondents' demographic profile; assessed the level of organizational barriers, team barriers, and research competency; tested the relationship between research competency and the two barrier variables; determined differences in research competency according to age, sex, tenure, and teaching assignment; and used the findings as a basis for an enhanced research capacity-building program.

Scope and Delimitations

The study was limited to nursing faculty members from a selected private nursing school in Tagum City. It focused on organizational barriers, team barriers, and research competency. The results may guide faculty development, but they may not fully represent nursing faculty in other institutions or regions. The study also did not evaluate the actual implementation or long-term effectiveness of the proposed program enhancement.

Review of Related Literature

Related studies show that faculty research engagement is affected by institutional resources, administrative support, mentoring, time, incentives, and collaboration. Alotaibi (2023) and Abesia (2025) emphasized that a lack of time, funding, training, and organizational support can prevent nursing faculty from conducting and publishing research. Martinez and Salgado (2026) also stressed that nursing education requires faculty who can integrate research into teaching and practice, while Ahmed et al. (2024) recommended workshops, database training, and mentoring to address research knowledge gaps.

In the Philippine context, faculty research culture remains shaped by institutional expectations, available support, and opportunities for capability-building. Booc (2023) found that organizational research culture influences college instructors' attitudes, skills, and self-efficacy toward academic research. These findings support the need to examine research competency together with organizational and team barriers so that faculty development activities are based on actual needs rather than general assumptions.

Theoretical Framework

The study was anchored in the Research Capacity Building Framework, Competency-Based Theory, and Social Cognitive Theory. These perspectives explain that research competence develops through individual knowledge and skills, but is strengthened or weakened by environmental support, including resources, leadership, mentoring, collaboration, and professional development opportunities.

Conceptual Framework

The framework assumes that organizational barriers and team barriers influence the research competency of nursing faculty. Organizational barriers include research resources, leadership support and policies, and opportunities for research planning and dissemination. Team barriers include mentorship and guidance, research collaboration, and staff involvement and incentives. Research competency includes qualitative and quantitative research design and analysis, ethics, writing and dissemination, literature review, conceptual foundations, and sampling procedures.

METHODOLOGY

This study used a quantitative descriptive-comparative-correlational design. The descriptive part presented the profile, barriers, and competency levels of respondents. The correlational part tested the relationship between research competency and organizational and

team barriers. The comparative part examined whether research competency differed across selected demographic variables.

Research Design

The design was appropriate because the study measured existing conditions without manipulating the research setting and analyzed relationships and group differences through statistical procedures. It allowed the researcher to describe the level of research competency, determine the extent of organizational and team barriers, and identify whether significant relationships and differences existed among the study variables.

Research Steps

The researcher secured institutional permission, informed the participants about the study's purpose and ethical safeguards, administered the survey instruments, checked and coded the responses, and analyzed the data in accordance with the statement of the problem. The findings were then used as bases for recommending an enhanced research capacity-building program for nursing faculty.

Data Collection and Sample Selection

Total population sampling was used because the accessible population was limited. The respondents were registered nurses employed as nursing faculty in the selected private nursing school, actively teaching nursing students, with at least one year of teaching experience, and willing to participate. A total of 63 valid responses were analyzed.

Data Analysis Methods

Frequency and percentage were used to describe the demographic profile. The weighted mean and standard deviation were used to determine the levels of organizational barriers, team barriers, and research competency. Pearson product-moment correlation tested significant relationships. Independent-samples t-test and one-way ANOVA tested significant differences at the 0.05 level of significance.

Research Hypotheses and Validation

The study tested whether research competency had significant relationships with organizational and team barriers and whether competency differed significantly by age, sex, tenure, and teaching assignment. The Research Competencies Scale was adopted from Swank and Lambie (2016), and the researcher-developed questionnaires on organizational and team barriers were validated for clarity, relevance, and appropriateness.

Study Limitations and Ethical Considerations

The study was limited by the number of eligible faculty members in the selected institution. Ethical principles of autonomy, beneficence, non-maleficence, justice, confidentiality, privacy, fidelity, and veracity were observed. Participation was voluntary, and personal identifiers were protected in accordance with the Data Privacy Act of 2012.

RESULTS AND DISCUSSION

SOP 1. What is the demographic profile of the nursing faculty?

Most respondents were 21 to 30 years old, female, and had one to five years of tenure. Theory/classroom and clinical/RLE assignments were nearly balanced. Most had a college-level educational background, had attended research-related training within the previous six months, but more than half had no published research. This shows that many respondents were early-career faculty with training exposure but limited publication output.

SOP 2. What is the level of organizational barriers to research competency?

Organizational barriers were low overall (WM = 2.22). Research resources availability ranked highest (WM = 2.34), followed by research planning and dissemination opportunities (WM = 2.18), and leadership support and policies (WM = 2.13). Although barriers were low, funding, databases, software, infrastructure, and dissemination support remained areas for improvement.

SOP 3. What is the level of team barriers to research competency?

Team barriers were also low overall (WM = 2.11). Mentorship and guidance ranked highest (WM = 2.16), followed by research collaboration (WM = 2.11) and staff involvement and incentives (WM = 2.07). These findings suggest a generally favorable team environment, but more structured mentoring, clearer research roles, workload support, and incentives are still needed.

SOP 4. What is the level of research competency among nursing faculty?

The respondents demonstrated a competent level of research competency overall (WM = 3.73). Research ethics and professional conduct ranked first (WM = 3.93), followed by literature review and conceptual foundations (WM = 3.75), research writing and dissemination (WM = 3.71), qualitative research design and analysis (WM = 3.70), sampling procedures (WM = 3.67), and quantitative research design and analysis (WM = 3.66). Quantitative research therefore became the priority area for development.

SOP 5. Is there a significant relationship between research competency and organizational and team barriers?

Organizational barriers had a statistically significant moderate negative relationship with research competency ($r = -0.556$, $p < .001$). Team barriers also had a statistically significant moderate negative relationship with research competency ($r = -0.562$, $p < .001$). Thus, as barriers increased, research competency tended to decrease. This confirms that faculty research capacity depends not only on individual skills but also on institutional and team support.

SOP 6. Is there a significant difference in research competency according to demographic profile?

Research competency significantly differed according to age ($F = 25.043$, $p < .001$) and tenure ($F = 6.796$, $p = .002$). However, it did not significantly differ according to sex ($t = 0.696$,

p = .489) and teaching assignment (F = 1.316, p = .277). Capacity-building may therefore be inclusive for all faculty, while considering career stage and length of teaching experience.

SUMMARY

The study found that the respondents were mostly young, female, early-career nursing faculty, and many had recent research training but limited publication output. Organizational and team barriers were low, yet research resources and mentorship remained the most noticeable concerns. Nursing faculty were competent in research, with ethics as the strongest area and quantitative research design and analysis as the weakest. Organizational and team barriers were significantly and negatively related to research competency. Significant differences were found according to age and tenure, while sex and teaching assignment showed no significant differences.

CONCLUSIONS

- Nursing faculty members generally possess competent research skills, but publication output remains limited.
- Organizational and team barriers are low, but research resources, mentorship, collaboration, workload support, and incentives still require improvement.
- Higher organizational and team barriers are associated with lower research competency.
- Age and tenure should be considered in designing faculty research development activities.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are suggested:

- Conduct regular workshops on quantitative research design, statistics, psychometrics, sampling, and interpretation of quantitative results.
- Establish writing clinics, publication mentoring, APA style training, journal selection guidance, and dissemination support.
- Improve access to research funds, updated databases, software, internet connectivity, statistical consultation, and publication assistance.
- Strengthen mentor-mentee systems, interdisciplinary research teams, workload support, incentives, and regular monitoring of faculty research progress.

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AI DECLARATION STATEMENT

AI-supported tools were used to assist with grammar checking and structural refinement in the preparation of this article. No AI tools were used to collect, analyze, or interpret the data. All authors are credited for their academic contributions.

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