

Instructor's Research Capabilities in A Government University in Guangdong Province

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Abstract: This research will determine the capabilities of the instructors of Guangdong University of Science and Technology. Through research, the academic administrator and instructor enhances and develops his or her own research capability level by joining and attending different training and development- thus, her strength. This workshop session involves sampling methods for qualitative and quantitative researches. It is for the researchers to select the most appropriate number of participants. Now that the researchers know the number of participants needed, making data collection instruments and disseminating it is the following stage. The instructors' unanimous agreement on their strength in writing the concept paper reflects a shared competency that extends beyond individual capabilities. It indicates a collective proficiency in navigating the complexities of research conceptualization. The instructors' unanimous agreement on their strength in writing the data gathering procedure reflects a robust and comprehensive expertise in the research process.

Keywords: Capabilities of the Instructors; T-Test.

1. Introduction

The common understanding of the public when one teaches in the university is that such instructor is engaged in research. The extent of which greatly depends on the institution that they are in. This research will determine the capabilities of the instructors of Guangdong University of Science and Technology.

The challenge to educate the students to be inclined in doing research lies on the skills, capabilities and attitudes of instructors in doing research that would make them as their strengths as instructors. As such, to be consistent, academic administrators whose tasks is to provide avenues and monitor research activities for instructors need to be one who are the front liners in research. The Ministry of Education in China acknowledges the key role that research plays in guiding and informing policies and practice particularly in instruction. The ministry regards all instructors in the different levels of education in the country as professional learners who are open to new ideas and experiences. Instructor being a researcher is characterized as a practitioner who practices his or her work and attempts to make an impact to the students' learning. Through research, the academic administrator and instructor enhances and develops his or her own research capability level by joining and attending different training and development- thus, her strength.

2. Conceptual Framework

Research is a serious study that is done to find and get information about a subject. As educators, the instructors must conduct a research for a far-reaching benefit particularly on the teaching and learning process. Most of them suffer some stresses and anxieties in doing or conducting so. In such case, the instructors need a carefully guided lectures and workshops in conducting a research.

Next to conducting quantitative researches is conducting qualitative researches. If the quantitative researches include surveys and experimental studies, the qualitative researches involve ethnography and the ground theory related to the

research.

This workshop session involves sampling methods for qualitative and quantitative researches. It is for the researchers to select the most appropriate number of participants. Now that the researchers know the number of participants needed, making data collection instruments and disseminating it is the following stage.

Having the data collected, analysis of the data should follow. The concept is reflected in the research paradigm below:

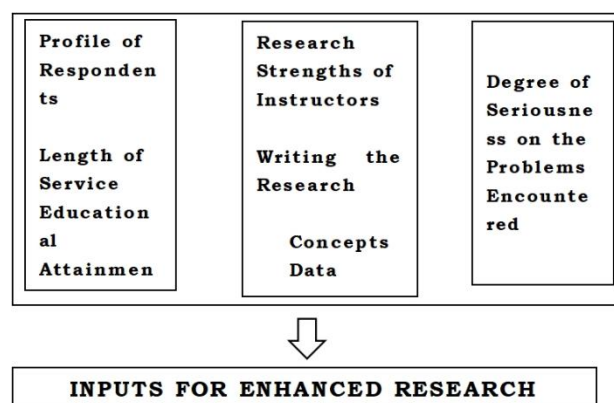


Figure 1. Research Paradigm

Looking at the paradigm, the researcher will look into the profile of the respondents in terms of length of service, educational attainment, the number of research published for the last 2 years, and the training and exposure related to research. Then the researcher will look into the research strengths of instructors in terms of writing the research concepts, data gathering procedures, selecting an appropriate inferential statistics, and developing a proposal and action research.

3. Statement of the Problem

This study will determine the strengths in research of instructors in Guangdong University of Science and Technology with the intent of enhancing the research culture

of the university through the conduct of the research activities for the instructors.

Specifically, the study seeks answers to the following questions;

What are the strengths in research of the instructors along identified areas of the research process as regard to the following?

Is there a significant difference on the research strengths areas of the instructors when the profile variables are considered?

What is the degree of seriousness on problems encountered by instructors in conducting a research?

Is there a significant difference in the degree of seriousness on problems encountered by instructors in conducting a research when their profile is taken as a test factor?

Based on the findings, what inputs can be provided for a set of activities for enhancing the research culture in the university?

4. METHODOLOGY

4.1. Research Design

Quantitative research method with descriptive-comparative research design will be adopted in this study. Specifically, the researcher will utilize a questionnaire type of descriptive research which enables the researcher to gather information from the respondents or participants without any difficult in answering the question required using a "4-point-Likert-Scale."

4.2. Research Instrument

This study will make use of the descriptive evaluative method of research with survey questionnaire as the main instrument. This study ascend a conclusion of the research by supporting evidences gathered from the questionnaire provided.

4.3. Population

The instructors of Guangdong University of Science and Technology, China are the respondents of this research. Since the study will be directed on the research strengths of instructors, the population consists of instructors. There are about 476 instructors fulltime in the university.

4.4. Sampling Technique

The population survey of this study will be considered to ensure the reliability and the purpose of the research. The collection of data was done with the assurance that the respondents are available. They will be carefully chosen as far as the information and data that we gathered from them was useful in accordance with our research study.

4.5. Data Gathering Procedure

The researcher will ask the permission from the office of the academic administrators concerned of the school before facilitating the survey. The said tool in collecting information can also be done while participating in some activities that are related to the study that one is conducting. The questionnaires will be given by the researcher to further get the other information that the researchers needed to complete the study.

5. Statistical Treatment of Data

The results to be shown by the instruments of the study will

be quantitatively tabulated. Computation will be done to see the general level of the average of all the population of every participating group in each item considered.

Weighted Mean. For the status of the strengths in research of the instructors in terms of writing concepts of research, data gathering procedures, selecting appropriate statistic treatment and developing research proposal. Lastly problems encountered in research by the respective respondents.

Table 1. Statistical form

Scale	Range	Descriptive Meaning	Symb ol	Interpretation
4	3.51-4.00	Strongly Agree	SA	Very High Level of Strength (VHLS)/ Very Serious (VS)
3	2.51-3.50	Agree	A	High Level of Strength (HLS)/ Serious (S)
2	1.51-2.50	Disagree	D	Low Level of Strength (MLS)/ Less Serious (LS)
1	1.00-1.50	Strongly Disagree	SD	Very Low Level of Strength (LLS)/ Not a Problem (NP)

t-Test. This measured the significant difference between the research strengths of the respondents

Analysis of variance (ANOVA) is a collection of statistical models and their associated estimation procedures (such as the "variation" among and between groups) used to analyze the differences among group means in a sample. This study will employ ANOVA to determine the significant differences in the research strengths of the respondents when grouped according to profile.

6. RESULTS

Table 2. Frequency Distribution of the Teacher Respondents' Profile

Profile	Frequency	Percentage
Years of Service		
Less than 6 years	12	5.6%
6 - 10 years	66	31%
11 - 15 years	99	46.5%
More than 15 years	36	16.9%
Total	213	100%
Educational Attainment		
Bachelor' s Degree	11	5.2%
Master' s Degree	133	62.4%
Doctorate degree	69	32.4%
Total	213	100%
Published Papers		
Less than 3 Papers	19	8.9%
3-5 Papers	100	46.9%
More than 5 Papers	94	44.1%
Total	213	100%

This illustrates that:

The period of time that the teacher has spent being a teacher is considerable regarding their other qualifications.

The teacher respondents are professionally prepared and qualified to hold their current positions as they currently meet the basic educational requirement.

The teacher respondents are actively engaged in research work which can greatly contribute to the wealth of knowledge for education.

7. Conclusion

The demographic profile of the teacher respondents revealed that the majority of the teacher respondents have been teaching for 11 to 15 years, are holders of a master's degree, and have successfully published 3 to 5 papers.

The instructors' unanimous agreement on their strength in writing the concept paper reflects a shared competency that extends beyond individual capabilities. It indicates a collective proficiency in navigating the complexities of research conceptualization. This high level of strength suggests a robust foundation for the subsequent phases of the research process, emphasizing the instructors' ability to articulate, plan, and integrate key elements essential for a successful research endeavor.

The instructors' unanimous agreement on their strength in writing the data gathering procedure reflects a robust and comprehensive expertise in the research process. This shared proficiency indicates a nuanced understanding of the connections between theoretical frameworks and practical implementation, highlighting a collective commitment to methodological excellence. The high level of strength demonstrated in this area enhances the instructors' ability to conduct rigorous and credible research across various identified areas of the research process.

8. Recommendations

Teachers engaging in research should begin by clearly defining their research goals and priorities. This involves identifying specific areas of interest, formulating focused research questions, and aligning these inquiries with both personal and institutional objectives.

Given the challenges often associated with time constraints, teachers should prioritize the development of effective time management strategies.

Teachers are encouraged to foster a collaborative research culture within their academic environment. Establishing networks with colleagues, seeking mentorship opportunities, and engaging in collaborative research endeavors can provide valuable support and resources.

Teachers should actively seek and leverage institutional support for their research endeavors.

Continuous professional development is crucial for teachers conducting research. Staying abreast of the latest

developments in their field, attending conferences, and participating in workshops enhance their research skills and knowledge.

Emphasis should be placed on comprehensive proposal development. Teachers should dedicate sufficient time to crafting well-defined research proposals that align with institutional priorities.

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