

Performance in Scientific Publication among Faculty Members of the University of Eastern Philippines

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Abstract

This research documented the experiences of faculty members on publication in the main campus of the University of Eastern Philippines (UEP). With the use of a survey schedule and secondary data, the 131 faculty-respondents are experienced, matured individuals and are already honed on the four-fold functions of the university. A common seminar/training attended were on research writing, however, faculty members spent no significant time for reading research journals and reading journals related to Agriculture and its allied disciplines has less priority than those multi-disciplinary journals. However, papers and articles published in ISI-indexed journals, more were published in Agriculture-related journals. Faculty members must be motivated to read research/scientific journals by providing the same in the most accessible areas and the university must set standards for publication of research papers similar to that of the Commission on Higher Education (CHED) so that accreditation of this university journal will not be a problem in the future. The same move will ensure publication assistance from the commission.

I. Technical Description

Rationale

Research is one among the four-fold functions of the University. Part of this function is the completion and publication of faculty researches significantly in refereed journals or the like. This forms part of the faculty and the university's output along publication.

The UEP being on its way to having refereed journal which the university can call its own (institutional) has to document first the performance and/or experience of faculty researchers along publication. Hence, this study.

This research is certainly within the premise of the UEP with the end goal of documenting the experiences of the faculty members on publication in its main campus.

This study therefore pushes the University through the UEP Research and Development Office to come up with a Refereed Journal.

Objectives

With the desire of the University to come up with a Refereed Journal that publishes quality research findings, this study specifically:

1. determined the profile of the UEP faculty members along the following characteristics:
 - 1.1 age

- 1.2 sex
- 1.3 highest educational attainment
- 1.4 academic rank
- 1.5 present job position
- 1.6 number of years in conducting research
- 1.7 attendance in trainings and seminars
2. document the scientific journals or publications read by the faculty members according to the following:
 - 2.1 time spent in reading scientific journals or publications
 - 2.2 purpose of reading
 - 2.3 type of journal
3. determined the factors that motivated faculty members to publish and the articles and scientific papers published.
4. identified the problems/constraints encountered in publication of research output in refereed journals.
5. Proposed suggestions/recommendations to overcome problems and constraints encountered in publication.

II. Review of Literature

The Philippine higher education system is an extensive network of over 2,000 colleges and universities, public and private. Many higher education institutions in the Philippines have research journals published not adopting a refereeing system that ensured good quality papers published in these journals. Over 90% of all research papers published in these journals have dubious quality.

Scientists, scholars and academic institutions exchange thru publication of papers or articles in research journals. Part of the procedure is that, the researchers submit research outputs to the editorial board of research journals and agree to a refereeing system that examines the worth of these outputs through a mutually agreed set of criteria for evaluation and refereeing. As a matter of fact, the current system for determining the "degree of scholarship" of a researcher is based on the number of papers published in recognized, reputable and refereed journals (Thomson and Reuter, Hirsch index, ISI-indexed journals) so that even if one published several papers in obscure journals, his standing in the research journal community remains at zero. Access to globally recognized research journals, however, is severely hampered in less developed nations like the Philippines, thus, putting Filipino researchers at a disadvantage.

The disturbing observation, however, is the utter lack of quality assurance that should have accompanied the publication of research journals. The CHED- Journal Accreditation Service was then created to fill in this gap making the Philippines in equal footing with other countries. Recent estimates of the CHED placed the countrywide expenditure by colleges and universities for the publication of these journals.

Padua (2011) further reported that the profile of the journals submitted for CHED-JAS accreditation was, in 2009, 74 were multidisciplinary and only six were discipline-based; in 2010, 98 were multidisciplinary and 10 were discipline-based; and in 2011, 85 were multidisciplinary and 10 were discipline-based. The same report shows that in 2009, only 9% of the 74 multidisciplinary were CHED-JAS Accredited; 50% of the discipline-based were accredited; in 2010, 12% of the multidisciplinary journals and 60% of the discipline-based were accredited; and in 2011, 10% of the multidisciplinary journals and 60% of the discipline-based were accredited.

Part of the problems of the published journals were: on composition of the editorial board - "Members of the editorial board have not published papers in refereed journals in the last five years", on refereeing system - "Papers published are not reviewed by external experts or peers", and "List of experts submitted do not show the publication of the experts involved in the process". Other problems usually observed by the CHED-JAS were on the non-accreditation and the "Format of the journals submitted do not follow the scientific formats", and "Speeches and non-researches are included in the research journal".

Considering the journals actually accredited by CHED the bulk of it came from Luzon, specifically the National Capital Region (NCR). Only two research journals from Mindanao were accredited while there were three in the Visayas. In the NCR, the accredited journals were dominated by the University of the Philippines, De La Salle University, University of Santo Tomas and the Ateneo de Manila University. The disproportionate distribution of journal submissions may also indicate that the Journal Accreditation Service of the CHED may not have been properly disseminated in the Visayas and Mindanao regions.

Another glaring observation is that, often, membership to the editorial boards of the published journals are based on positions rather expertise. Only a little less than 10% of all journal submissions have marginally satisfied the accreditation criteria by the Review Board. These findings as exemplified by Padua (2011) tend to confirm the observation that most of the research publications by higher education institutions have dubious quality because of the absence of a good refereeing system. Along these findings and observations are but solutions forwarded by the same expert along publication that, first, "It is not feasible to require all research publications of all higher education institutions to be CHED-JAS Accredited", "Ensure that CHED-JAS Accredited research journals exist by region both the multidisciplinary and discipline-based research

journals in order to assist regional researchers publish their research work in such accredited journals". Aside from these, there could be other higher steps that could be done by the higher education institutions like, "Ensuring that all CHED-JAS Level A Accredited journals be indexed by the international indexing systems like the Skopus, ISI and many others.

III. Methodology

A modified survey questionnaire was used. Such questionnaire was the result of considering a lot of researches having similar focus with the study at hand. The modification was made to satisfy the specific objectives of the study.

All regular faculty members of the main campus of the University were the respondents. The complete enumeration technique ensured accuracy and reliability of the data. However, one hundred percent retrieval was not realized.

IV. Results and Discussion

Profile of UEP Faculty

Figure 1 shows the age distribution of respondents. The data revealed that faculty members whose age ranges from 41 to 45 had the highest number getting 24 or 18.32 p% of the total. This was followed by those within the age range of 51-60. Those with age ranges of 21-25 and 26-30, had the least number of 3 or 2.29% and 6 or 4.58%, respectively.

The presented data would mean that majority of the faculty members are experienced and matured having stayed in the university for a significant number of years. This may further mean that they were already honed on the four-fold functions of the university, instruction, research, extension and production. On the other hand, having less young faculty members would imply good succession generation schemes and programs for the expertise along the forecited functions not to deteriorate

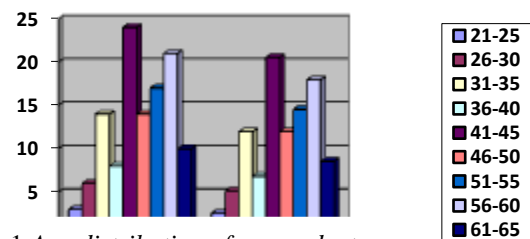


Fig.1. Age distribution of respondents

Fig.2 shows the sex distribution of the respondents. The data revealed that of the one hundred thirty-one (131) faculty members, seventy-four (74) or 56.49% were female and forty-two (42) or 32.06% were male. It can be inferred

that teaching profession is a female-oriented and dominated profession.

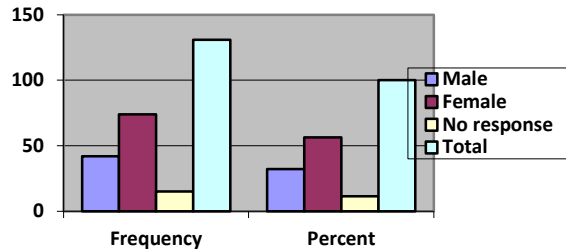


Figure 2. Sex distribution of respondents

Table 1 .presents the educational attainment of the respondents. It can be gleaned in the table that 32 or 24.43% of the faculty members were MS/MA degree holders, 30 or 22.90% with PhD units and followed by the 27 or 20.61% with PhD degrees.

An insignificant number (2 or 1.53%) of the faculty members were BS/AB which means that faculty members are geared towards their professional growth. This is being reinforced by the nine (9) faculty members who had post doctoral certificates.

TABLE I.
Educational Attainment Distribution of Respondents

Educational Attainment	Frequency	Percent
BS/AB	2	1.53
BS/AB with MA/MS Units	26	19.85
MS/MA	32	24.43
MS/MA with PhD Units	30	22.90
PhD	27	20.61
Post Doctoral	9	6.87
No answer	5	3.82
Total	131	100

Table 2. shows the academic rank of respondents. A greater number (56 or 42.75%) of the faculty members belong to an “Instructor” level. On the other hand, 37 or 28.24% were “Assistant Professors”, twenty-six (26) or 19.85% were “Associate Professors”, and 3 or 2.29% were “Professors”. Nine (9) did not identify themselves in terms of academic rank.

The data means that a majority of the faculty members have low level academic rank.

TABLE II.
Academic Rank of Respondents

Academic Rank	Frequency	Percent
Instructor	56	42.75
Assistant Professor	37	28.24
Associate Professor	26	19.85
Professor	3	2.29
No response	9	6.87
Total	131	100

Parallel to what had been presented in Table 3. is the data on the present position of faculty members. A greater number were classroom teachers (65 or 49.62%). All others were distributed to the position department chair,

college coordinator, dean, director and vice president while 48 or 36.64% did not respond. Those who did not respond were expected to be classroom teachers, too.

Evidently, in an academic institution just like the University of Eastern Philippines a greater majority are really into instruction.

TABLE III.
Present Position of Respondents in the University

Present Position in the University	Frequency	Percent
Classroom Instructor	65	49.62
Department Chair	8	6.11
Coordinator (College)	3	2.29
Director	4	3.05
Dean	2	1.53
Vice President	1	.76
No response	48	36.64
Total	131	100

As presented in Table 4., the majority of the faculty members did not engage into research. A few number of faculty members, 16 or 12.21% and 10 or 7.63%, respectively have 1-5 and 6-10 years engagement with research. This means that their focus is on instruction, leaving behind the other functions.

TABLE IV.
Number of Years Engagement in Research

Number of Years in Engaging in Research	Frequency	Percent
0	19	14.50
1-5	16	12.21
6-10	10	7.63
11-15	4	3.05
16-20	2	1.53
21-25	2	1.53
No answer	78	59.54
Total	131	100

In terms of seminars and trainings related to research attended by the faculty members, 58 or 44.39% did not attend any seminar while 47 or 35.88% attended seminars on capability building specifically on research writing. Only a few attended seminars on writing scientific paper for publication, publication, patenting and copywriting and nobody attended a seminar on commercialization of technology.

This finding is on top of the various research related activities conducted by the university. This further means that even if the university has given the faculty members opportunities to attend the same, still many do not have the heart into it.

TABLE V.
Research Related Seminars/Trainings

Research Related Seminars/Trainings	Frequency	Percent
Capability building on Research Writing	47	35.88
Writing Scientific paper for Peer-reviewed publication	3	2.29
Publication	3	2.29
Patenting/Copyright	1	0.76
Technology Development	1	0.76

Commercialization	0	0
None	26	19.85
No answer	32	24.43
Total	131	100

Considering the number of hours spent for reading journals, 60 out of 131 or 45.80% spent 1 to 3 hours, 36 or 27.48% spent less than an hour, and 10 or 7.63% spent 4-6 hours. Others have no time, and/or just read during their vacant time. The non-response would simply mean no time at all for reading journals.

TABLE VI.
Average Number of Hours Spent in Reading Journals Each Week

Average Number of Hours per Week	Frequency	Percent
Less than hour	36	27.48
1-3 hours	60	45.80
4-6 hours	10	7.63
7-9 hours	2	1.53
Sometimes	1	.76
Vacant Time	1	.76
No response	21	16.03
Total	131	100

As reflected in Table 7.,there is only one significant purpose why faculty members read journals and that is “to gain insights/information and updates”. Less attention was given “for theory verification, designing modules, and for research purposes”. This may mean that faculty members read for information sake, not for in-depth research-based purpose.

TABLEVII.
Purpose of Reading Journal

Purpose of Reading Journal	Rank
To gain insight/info & updates	104
No response	19
To know the status of research conducted	5
For theories verification	1
For designing a module	1
For research purposes	1

Research journals being read by faculty members were categorized into multi-disciplinary or non-Agriculture based and discipline-based or Agriculture and allied discipline fields related. Almost all of the journals read were multidisciplinary (102 journals) leaving only fifty-four (54) journals which were discipline-based or Agriculture and allied fields related journals.

On the other hand, a greater number of respondents did not read any journal. This could only mean that research specifically on publication is not really given much emphasis. The same finding might be because of the observations of Padua that in 2009 to 2011, there were 257 multidisciplinary journals which were submitted for CHED-JAS Accreditation, and only 26 were discipline-based.

Scientific Paper Publication

Considering the existing data on scientific paper publication in refereed journals, in 2010 only five (5)

papers/articles were published; in 2011, 9 papers/articles and 7 in 2012. The papers/articles were published in discipline based journals. The papers were along agriculture, fisheries, veterinary medicine, environmental science and other two journals were on Psychology and Chemistry.

Almost all colleges of the university have its own research journal that caters the publication of both the students’ and faculty researches. However, none among these journals was CHED-JAS Accredited and the university has no refereed journal up to the present.

TABLE VIII.
Type of Research Journals Read

Research Journals	Frequency
Multidisciplinary (non-Agriculture)	102
Discipline-Based (Agriculture and allied disciplines related)	54

Table 9. shows the different factors that encourage the faculty members to publish. As revealed in the data, the first five factors were for promotion purposes, for monetary reward, to give information others/peers, for self motivation, for prestige/self fulfillment. On the other hand, the least were, for accreditation, easy compliance in publication, no so much protocol to follow, to aid in problem.

Looking closely at the respondents’ reasons, they seem to be more favorable on their personal benefit.

TABLE IX.
Factors that Encourage Researchers to Publish

Factor	Rank
For promotion purposes	1
No response	2
For monetary reward	3
To give information others/peers	4
For self motivation	5
For prestige/self fulfillment	6
Extrinsic & intrinsic motivation	7
Time	8
Less teaching load	9
For Accreditation	10
Easy compliance in publication	12
No so much protocol to follow	12
To aid in problem	12

In terms of the problems related to publication, the most observed ones were time constraints, financial problem, low quality research output, don’t have enough knowledge, lack of support, UEP has no refereed journal of its own, and there is a need to have a co-author who has already a good track record in publishing articles in refereed journals.

Observations would drive to saying that the last problem is much on the availability of those who have track record already for faculty members to partner with.

TABLE X.
Problems/Constraints Encountered in Publication

Problems/Constraints Encountered in Publication	Rank
No response	1



Time constraints	2
Financial problem	3
Low quality research output	4
Don't have enough knowledge	5
Lack of support	6
UEP has no refereed journal of its own	7.5
There is a need to have a co-author who has already a good track record in publishing article refereed journal	7.5

To increase the meager number of faculty members engaging in research publication, Table 11 presents some suggestions and recommendations. On top of these were financial support, conduct seminar/workshop on how to publish papers/articles in refereed journals, reduced load, requirement for every faculty member, allot time for research per week.

The least that were suggested were full support from the university, creation of a body that accepts & facilitates publication, requirement for releasing the research honorarium, requirement for graduation for graduate student.

These all mean that there is a need for faculty members and the university to make moves to motivate faculty members and strengthen publication of research output.

TABLE XI.
Proposed Suggestions/Recommendations

<i>Suggestions/Recommendations</i>	<i>Rank</i>
No response	1
Financial support	2
Conduct seminar/workshop on how to publishable papers	3
Reduce load	4
Requirement for every faculty member	5
Allot time for research per week	6
Have more linkages to other agencies	7
Established/revive the local scientific journal	8
Full support from the university	10.5
Create a body that accepts & facilitates publication	10.5
Requirement for releasing the research honorarium	10.5
Requirement for graduation for graduate students	10.5

V. Conclusions

1. Majority of the faculty members are experienced, matured individuals and are already honed on the four-fold functions of the university, especially instruction.
2. Faculty members spent no significant time for reading research journals.
3. An insignificant few of the faculty members attended seminars and trainings on publication.
4. Reading journals related to agriculture has less priority than multi-disciplinary journals among faculty members.
5. More papers or articles were published in Agriculture-related ISI-indexed journals.

VI. Recommendations

1. Faculty members must be motivated to read research/scientific journals by providing the same in the most accessible areas like the faculty room.
2. The conduct seminar/workshop on how to publish articles and research papers refereed journals.
3. The university must set standards for publication of research papers similar to that of the CHED so that accreditation of this university journal will not be a problem in the future. The same move will ensure publication assistance from the commission.
4. There is a need for the university to design seminars and trainings along publication.
5. Motivate faculty members to read research journal for them to get a handle on the nitty-gritty of research publication.

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About Author :



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