

STORIES FROM THE FIELD: HIGHER EDUCATION INSTITUTION FACULTY EMBARKING ON A RESEARCH AND PUBLICATION JOURNEY

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ABSTRACT

This study explored the faculty research engagement level in higher education institutions. The convergent parallel mixed method design was used, with surveys and interviews digging into the participants' experiences. The study included 92 permanent, full-time higher education institution faculty members for the academic year 2022-2023. Ten participants were selected through purposive sampling for the qualitative section. The study's findings revealed the amount of research engagement and demographic profiles of Registered Guidance Counselors at Higher Education Institutions. There is no significant association between the demographic variables age, gender, educational attainment, academic rank, research activity, and workload when the variables are correlated. In the qualitative section, there were six emerging themes such as in Theme 1: Acquiring research abilities through a graduate school curriculum research experience. Theme 2: Lack of time for research due to heavy teaching responsibilities. Theme 3: Strengthening the university's culture of research through the mentorship process. Theme 4: Mechanisms provided by the university for institutional research support. Theme 5: Starting from within; Intentional and deep-seated love of research and Theme 6: Bringing the Academic Research Culture into Balance: Perspectives of Higher Education Faculty. Faculty who are actively engaged in research are an asset to any organization because they bridge theory and practice, which is extremely beneficial to students. As a result, additional research may be undertaken to completely understand how Higher Education institution faculty address the lack of local knowledge about the factors of their research participation.

Keywords: faculty, higher education institution, research engagement, research, publication

INTRODUCTION

One of the main responsibilities of the faculty in higher education is to conduct research, add to the body of knowledge, and share that knowledge with the academic and learning communities

through journal publications, scholarly conferences, and other means in order to support their teaching and learning activities globally. Higher education faculty members have faced a great deal of pressure as a result of this expectation, which has increased recently due to the growing emphasis on presenting and publishing research.

Faculty members at higher education institutions have a variety of responsibilities, including conducting research and publishing their findings in respected, peer-reviewed journals. Only a small number of the university's faculties are currently interested in conducting research and publishing works (Quitoras & Abuso, 2021). Teaching and service, as well as research published in peer-reviewed journals and presentations at academic and professional conferences, are among the scholarly activities that college faculty members engage in. The administration's main objective has always been to advance knowledge in these areas. This inventive spirit also permeates student-generated research projects and classroom debates (Quitoras & Abuso, 2021).

The study by Gleeson et al. (2022) claimed that numerous educators also informed us that they lacked the knowledge and abilities needed to comprehend the research in an appropriate manner. For example, 64% of respondents expressed a lack of confidence in their ability to “analyze and interpret research,” 55% in “knowing where to find relevant research,” and 49% in their ability to “judge the quality of research”. Only a small percentage of teachers reported routinely utilizing research (37%) or university-based guidance (30%) in their practice due to time constraints and a lack of requisite skills. This may lead to universities developing methods to ensure that their professors may engage in research and publication to be relevant and responsive to the societal requirements required of a higher education institution.

Exploring the phenomenon of faculty researchers embarking on a research and publication journey will shed light on their research views and experiences. On the other hand, this study took a closer look at the factors that enable and hinder them from going into research publication, which is expected of them as higher education institution faculty employed in a university.

At a private Catholic university, faculty performance evaluations place significant emphasis on research and publication, with promotion in rank being contingent upon these activities. This aligns with the mandates of the Commission on Higher Education and accrediting bodies such as PAASCU and AUQN, which stress the importance of faculty publishing scholarly work to uphold institutional excellence. Despite these requirements, a noticeable gap persists, as some faculty members remain less engaged in research-related activities. This gap is particularly critical because faculty-led scientific studies are expected to enhance the teaching and learning process, inform curriculum development, and contribute to the university's research agenda. Addressing this issue is essential, thus the conduct of this study which findings serve as the basis for intervention programs aimed at bridging this gap.

Statement of the Problem

This study aims to determine the enablers and barriers of research engagement among higher education institution faculty. Further, it explored the research related experiences and engagement of faculty members in higher education institution

Theoretical Framework

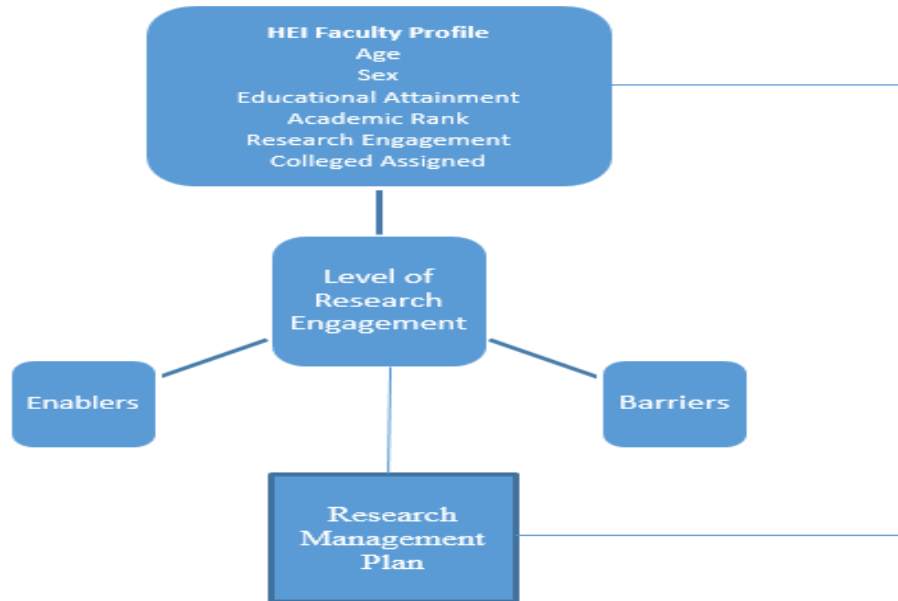
Herzberg's Motivational Theory also called "the Motivation-Hygiene Theory" posits that job satisfaction and dissatisfaction arise from the different factors. According to Herzberg (1964), motivational factors such as achievement, recognition, work itself, responsibility and growth directly correlate with job satisfaction due to individual's need for self-growth and self-actualization. In contrast, hygiene factors like lack of resources, organizational issues, rules and regulations, and the nature of clients relate to the need to avoid unpleasantness and can lead to job dissatisfaction if not addressed.

According to the conventional perspective, job satisfaction and job dissatisfaction are situated on the same continuum, and workers who have no cause for job satisfaction must be unhappy. But motivational factors are not the same as hygiene. According to Herzberg, not job discontent but a lack of job satisfaction was the opposite of job satisfaction. On the other hand, lacking job dissatisfaction is the opposite of having a bad job (Kacel et al., 2005).

Faculty members' engagement to research and publication appears to be limited, with few participating in journal submissions and peer reviews. The institutions aim to embed into its organizational culture by offering various training programs to enhance faculty research competencies. Despite barriers, some faculty members have embraced the challenge, reaping benefits such as incentives, conference participation, publication fees, and institutional funding. These efforts not only sharpen their skills but also increase their engagement and success in their disciplines. According to Irvin et al. (2007), academic motivation and engagement are crucial for increased achievement, advancement, and academic success

Figure 1

Conceptual Model



METHODOLOGY

Research Design

This study utilizes a convergent parallel design, a mixed-methods approach to gain an in-depth understanding of the faculty members' research engagement. In this design, both qualitative and quantitative components are conducted simultaneously during the same phase, with equal emphasis placed on each method. Data collection and analysis are performed separately for each component, and the findings are interpreted together to provide a comprehensive understanding (Creswell, 2017). Data generation involved in depth interviews and surveys, ensuring a robust and balanced approach to exploring the research questions.

Participants

The participants of the study were the full-time permanent higher education institution faculty who had served the university for at least five years and had research experience doing research and/or published articles in local, national, or international peer-reviewed academic journals. Those faculty members whose tenure falls below five years of service to the institution were part of the study. A total of 92 faculty participated in the study. Ten faculty members participated in an in-

depth interview discussing their experiences with research engagement; these included five high scorers and five low scorers from the research engagement survey. Purposive sampling was utilized to create a sample that can be reasonably assumed to be representative of the population.

Data Collection

Permission to conduct the study was first obtained from the school administration. Following approval, the university's faculty members were invited to complete the survey at their discretion. Out of the ninety-two faculty members who completed the survey, ten were selected for in-depth interviews based on their survey scores, specifically targeting the five highest and five lowest scorers.

The interviews were conducted in a quiet, distraction-free environment to ensure the participants could fully concentrate. Each interview lasted between one and one and a half hours to ensure depth and saturation. The interviews were then transcribed and subjected to member verification. Following verification, the transcripts were analyzed using Creswell's six procedural steps for analyzing lived experience.

Instrument

A four-part survey questionnaire was used in data generation. Block I covers the Demographic Profile; Block II addresses Enablers with 15 items; Block III focuses on Barriers with 15 items; Block IV evaluates the Level of Engagement with 10 items; and Block V examines Institutional Support with 15 items. This instrument were validated by a pool of experts using the Good and Scates Evaluation Form and for reliability to check the internal consistency Cronbach alpha was used which has .89 internal consistency score which is considered highly reliable. These statements in the survey were culled out in the literature reviews and related studies. On the other, an interview protocol was used to gather qualitative data and were scrutinized by three panels of experts in the field of education, psychology, and social science for face and content validation. The overarching question was "How was your research and publication experience in the school? And probing questions like "What enables/hinders you to engage research activities? Faculty who belong to the five highest and lowest scores in the survey were invited for the qualitative part of the paper for interview.

RESULTS AND DISCUSSIONS

Quantitative Results

The quantitative part of the study investigated the enablers and barriers of higher education faculty research engagement. Furthermore, it includes the institutional interventions made by the university to assist faculty in increasing their research engagement.

Table 1 depicted the enablers of research and publication engagement of the HEI faculty. “Presence of publication workshops and training” (f=85, 91.4%) ranked first; “Personal development of the self” (f=84, 90.3%) ranked second; “Prestige and recognition from publishing in the academic journal” (f=80, 86.0%) ranked third; “Research mentoring process is available” (f=78, 83.9%) ranked fourth; and “Research cost is provided by the school” (f=77, 82.8%) ranked fifth. This implies that equipping the faculty with publication workshops and training complements and supplements both their personal and professional enhancement of the self. Having their works published in academic journals may bolster their sense of ownership and self-esteem as recognized. Professional research coaching from the research authorities of the institution may also provide them with the needed knowledge, skills, and attitude as well as inspire them in advancing their research aspirations. With the financial cost of research being shared by the institution itself may at best serve as a compelling force in pursuit of a mindful research undertaking.

The study conducted by Perez & Minyamin (2022) revealed that the research culture of higher education was enhanced by the support and direction provided to faculty members during the completion and publication of their works. In addition, Tarrayo et al. (2021) identified as enabling factors in institutional research practices "collaboration and mentoring, availability of research load in research centers, and opportunities to attend research events."

Heng et al. (2020) identified several key institutional factors commonly investigated in research. These include the availability of resources and funds, institutional orientation, research policies, institutional culture, reward and incentive systems, leadership styles, and the presence of leading researchers.

Table 1

Top Five (5) Enablers of the Research Engagement

Rank	Item	Enabler	
		f	(%)
1	Presence of publication workshops and training	85	91.4%
2	Personal development of the self	84	90.3%
3	Prestige and recognition from publishing in the academic journal	80	86.0%
4	The research mentoring process is available	78	83.9%
5	Research cost is provided by the school	77	82.8%

Table 2 demonstrated the top barriers to research and publication engagement of HEI faculty. “Faculty laziness” (f=80, 86.0%) ranked first; “Lack of interest (f=76, 81.7%) ranked second; “No access to academic journals” (f=73, 78.5%) ranked third; both “Online library resources are not available and Limited support from the university” (72,77.4%) ranked 4.5; and “Lack of familiarity with research methods” (f=69, 74.2%) ranked sixth. This implies that HEI faculty are most likely to be lazy enough and lack the interest to go out of their comfort zones

doing extra tasks and endeavors to enhance their full potential in research as well as contributing to the institutional development of the academe. There may be limited access to academic journals, online library resources as well as limited support for the administration (Alcazaren & Barandino, 2022).

Personal development can lead to professional advancement, improved opportunities to learn new skills and techniques, and obtaining professional knowledge which can then be the goal of the faculty to increase research productivity. The study was supported, however, by the findings of Mbaleka (2015), in Qitoras & Abuso (2021), with indicated that institutional support deficiency, faculty laziness, and lack of interest were regarded as significant obstacles preventing faculty members from engaging in research and publishing their findings (Dugas et al., 2018). Moreover, other factors included fear of rejection, lack of funding, and lack of experience with publication (Tarrayo et al., 2021). However, problems such as heavy workloads and proficiency in the production and utilization of research (Alcazaren & Barandino, 2022). On the other hand, the research practices of the faculty were highlighted in the study by Tarrayo et al. (2021) through regular readings of research articles and their engagement with the language and content of research. As a result, Jessani et al. (2020) demonstrated that financial assistance, professional recognition, academic advancement, and capacity building are regarded as academic incentives that may strengthen the faculty members of HEIs' devotion to research and publication engagement.

Table 2

Top Five (5) Barriers to Research Engagement

Rank	Item	Barrier	
1	Faculty laziness	80	86.0%
2	Lack of interest	76	81.7%
3	No access to academic journals	73	78.5%
4.5	Online library resources are not available	72	77.4%
4.5	Limited support from the university	72	77.4%
6	Lack of familiarity with research methods	69	74.2%

Table 3 indicated both the enablers and barriers of research and publication engagement of the HEI faculty. These statements hereunder were considered as both enablers and barriers. “No research, no overload policy” (f=34, 36.6%) ranked first; “Passionate about research and academic writing” (f=31, 33.3%) ranked second; “The teaching load is overwhelming” (f=24, 25.8%) ranked third; “To help in the University rankings (f=23, 24.7%) ranked fourth; and “The research topic is not aligned with the institutional agenda” (f=22, 23.7%) which means that the faculty research topic is not within the scope of the institutional research agenda and ranked fifth which faculty may have proposed a topic not at the helm of the university’s research agenda. This implies that the “No research, no overload policy” may distress the faculty more or some may be motivated.

Though HEI faculty have the love to do academic writing and research, but they're probably too busy teaching to devote much time to research. Furthermore, even though research projects

can aid in a university's accreditation, they can also put a great deal of work on faculty members. In order to align objectives, it is generally appropriate to be aware of the academic community's institutional agenda. As a result, the research conducted by Ambong et al., (2020) emphasized that the high teaching loads (Tarrayo et al., 2022) and ancillaries assigned to the faculty may be the cause of their low research productivity.

Table 3

Top 5 as both the Enablers and Barriers of Research Engagement of HEI Faculty

Rank	Item	Both	
		F	%
1	No research, No overload policy	34	36.6%
2	Passionate about research and academic writing	31	33.3%
3	The teaching load is overwhelming	24	25.8%
4	To help in the University rankings	23	24.7%
5	The research topic is not aligned with the institutional agenda	22	23.7%

Table 4 indicated the institutional support accorded by the administration to the research and publication engagement of the HEI faculty. Item 1 (Mean=3.52; SD=.583) “Presence of research-related training/webinars” and Item 15 (Mean=3.28; SD=.665) “Availability of research forums and colloquium” were Completely Observed as institutional support accorded by the administration to the research and publication engagement of the HEI faculty. This implies that the institution provides research-related training/webinars as well as research for and colloquium to pave the gateways of research undertakings and publication enlightening and motivating the faculty to engage in research work.

The research conducted by Ambong et al. (2020) confirmed that faculty members are encouraged to present their research findings in local, regional, national, and international forums by institutional support. The faculty researchers were granted financial considerations for the aforementioned publications and outputs. Similarly, the administration allowed their outputs to be published in journals that they were referred to.

Similarly, research from Malaysia has confirmed that working together at both the national and international levels can lead to improved access to resources, the development of research abilities, and the production of skilled writers (Jeyaraj, 2021). Furthermore, research publications and presentations have been regarded as a crucial component of the evaluation process for faculty advancement (Tarrayo et al., 2021)

Table 4*Institutional Support given by the University*

	Mean	SD	Interp.
Presence of research related training/webinars	3.52	.583	Completely Observed
Availability of research consultants	3.08	.726	Mostly Observed
Senior faculty researcher doing mentoring activities	2.96	.779	Mostly Observed
Cash incentives for research and publications	3.20	.731	Mostly Observed
Attendance at the conferences	3.05	.757	Mostly Observed
Availability of funds and grants	3.13	.726	Mostly Observed
Research scholarship and fellowship	2.78	.735	Mostly Observed
Presence of administration support	3.19	.696	Mostly Observed
Assist in the curriculum review and instructions	3.05	.665	Mostly Observed
Assist in policy development of the university	2.92	.797	Mostly Observed
Dynamic university research culture	3.05	.649	Mostly Observed
Active senior faculty researchers and academic leaders	2.94	.719	Mostly Observed
The prestige of the institutional journal	3.05	.632	Mostly Observed
Listed in the globally accepted research database	2.63	.749	Mostly Observed
Availability of research forums and colloquium	3.28	.665	Completely Observed
Overall Mean	3.06	.487	Mostly Observed

Qualitative Results

This part of the study explored the research-related experiences of the faculty in higher education institution. The following themes were culled out from the interview transcript:

Theme 1: Acquiring research abilities through a graduate school curriculum research experience

Graduate students can develop their research skills in undergraduate and master's programs, depending on their degree requirements. However, there is a lack of clarity or consistency regarding the definition of a research skill and the components that are exercised, taught, and assessed. Using the findings of an environmental scan and a literature search, a comprehensive list of research skills that can be applied to different programs and disciplines was developed in order to address this ambiguity. Despite the lack of published studies directly comparing research skills in thesis and non-thesis programs, the specific skills described in each program type were

comparable (Vieno et al., 2022). The professors in higher education may fulfill their roles in addition to their teaching and extension activities through research and publication. They can only use research to support an evidence-based teaching approach to teaching and learning.

Colen shared that “*Yes, the postgraduate even in masters or doctoral research is a requirement so I think we cannot escape from it. It also helps me sharpen my edge in doing research, it helps me a lot from concepts to actual doing of it*”. This may imply that most requirements in higher education, particularly at the graduate level, have to do with research because it calls for more complex and critical thinking abilities.

Academic research is crucial in graduate school since it frequently serves as the final project or paper presented to demonstrate a candidate's thorough comprehension of a topic within a graduate program. Many graduate students prioritize improving their research abilities. Strong research abilities are essential for both performing research and expanding your intellectual and academic horizons. Herzberg theory emphasized that individuals are motivated by variables such as identifying and meeting their own wants and aspirations, as well as the goals they seek to achieve these desires.

Theme 2: Lack of time for research due to heavy teaching responsibilities

The lack of time is one of the most stated barriers to faculty growth. The demands on faculty members' time, such as those from teaching, research, administration, service, and personal obligations, are frequently numerous and conflicting. It can be challenging and stressful to find the time to participate in faculty development activities such as workshops, courses, mentoring, or peer observation. The academic calendar and faculty workload may not work well with the sustained and ongoing participation that is frequently required for faculty development.

Many faculty members in this study by Nejatizadeh et al. (2016) identified the biggest personal restriction as being the lack of time due to academic work, clinical work, and administrative responsibilities. The largest barrier, according to academics from Hamedan and Arak Universities who took part in related studies, was a shortage of time and funding for clinical services, teaching, and instruction.

Consequently, Axel conceded, “*Another is the preparation for our teaching load we have 4 preps and the least is 3 preps because of limited full-time faculty*”. Since it is a small college, it is also expected of the faculty that they participate in several committees and perform some auxiliary work in addition to teaching.

Theme 3: Strengthening the university's culture of research through the mentorship process

All seasoned researchers may have a professional opportunity to mentor a less-experienced researcher. The mentor's main objective is to make the incoming faculty member an autonomous researcher. Sharing expertise and abilities, supervising the mentee's work, assisting the mentee in

connecting with other researchers, and other duties are all part of mentoring. In return, the mentee gives the mentor work hours and a new viewpoint in addition to actively participating in their own learning, development, and growth.

In Robnett et al. (2018) study, a mentoring relationship arises when an experienced person (the mentor) consents to guide and support a less experienced person (the protégé). It's almost a given that mentor-mentee relationships can have a big impact on the protégés involved. Reviews of the literature and meta-analyses have shown that mentoring has been linked to a variety of protégé outcomes, from self-reported well-being to quantifiable performance indicators.

Flora shared, *“It was also hard I’m very blessed because my research adviser was quite helpful and she was strict she was really strict but then I was able to learn from her and the thing that would always enter my mind is that you really have to do it, if you want to finish your it you have to really push yourself how to finished research.”* The research mentors will ultimately serve as they compass as they set out on this intellectual voyage and can be of great assistance to them in their research endeavors, particularly if they are not quite familiar with the procedures.

Theme 4: Mechanisms provided by the university for institutional research support

Resources are necessary to support faculty development. Higher education faculty may have access to and be proficient users of current, dependable, and potent support programs from colleagues and administration to carry out their roles as researchers. They must also be aware of the resources, pedagogies, and technologies at their disposal for their studies.

In addition to that Axel pointed out, *“My enthusiasm for research comes back because I saw that my colleagues, the old timers especially in our college wherein engaging in research and then organizing research forums with Center for Research and Engagement, well I saw a key figures and develops my motivation for research.”* Giving faculty members the chance to present their research findings in a public setting could help the administration develop data-driven policies that will benefit not just the faculty but the entire academic community.

In-depth, continuous research and morale are important sources of information for policy responses to health, economic, and political crises. Research also has a big impact on conversations about the truth. For individual scholars, research productivity is not only vital for professional advancement but also provides solace and rejuvenation amidst increasing personal strain and workload. A vibrant academic community supports faculty retention at a time when a growing number of academics are considering leaving the field (Westfall & Polanichka, 2022).

Theme 5: Starting from within; Intentional and deep-seated love of research

As academic researchers, they made use of the skills and information they had acquired through study and investigation. Because their motivation comes from within, they were able to write

reports, books, or book chapters on their area of expertise with the intention of having them published in respectable, peer-reviewed journals.

Consequently, Flora stressed, *“Motivated intrinsically, that is the fulfillment I get. I want to learn a lot of things because I still want to understand how research can be very beautiful”*. I am inspired and passionate to learn more when it comes to research.” Persevering faculty researchers are driven to push the boundaries of knowledge, investigate novel concepts, ask probing questions, and find answers by an unquenchable curiosity. It is what motivates them to delve further into a subject and to keep looking until they find something genuinely innovative.

According to Smith's (2018) study, teacher-researchers are aware that they are continuously collecting and evaluating data to guide their lesson planning, teaching, and evaluation. Teachers who love research have helped colleagues create new, confident identities by becoming researchers. More colleagues must benefit from this in order for them to become even more skilled teacher-researchers.

Theme 6: Bringing the University Research Culture into Balance: Perspectives from Higher Education Institution Faculty

Faculty in higher education may adapt to numerous changes and innovations, and the research culture should include all our research communities' norms, expectations, and behaviors. Research methodology and dissemination are influenced, as are the career trajectories of researchers.

Ravena stressed, *“The manual of operations in the research office should be present especially when the guidelines are not so clear so we have the reference to look if everything seems to be confusing.”* The manual's main goal is to increase research's effectiveness. This handbook will create a basic model of a research management system by outlining the different roles of the university's research unit and providing procedural details about research operations.

The Philippines needs to increase its capacity for conducting research and producing research reports to increase productivity. Higher education institutions, however, are searching for methods to generate high-caliber research for worldwide publication and citation because of the increasing pressure to meet international standards for universities (Mirasol & Inovejas, 2017). The maturity of the research culture can be determined by examining the research outputs.

Integration of Quantitative and Qualitative Data

Based on the Herzberg theory, individuals are driven by variables such as identifying and satisfying their own wants and aspirations, as well as the objectives they set to achieve these desires. Motivational factors, such as a sense of success and obligation, are designed to inspire and engage workers. Salaries and working circumstances are two examples of hygiene variables that employees must consider in order to be content at work. Data demonstrated that the two variables of theory are expressly articulated by their personal attitude as well as the type of assistance provided by the university, which prompted faculty to engage in research.

The study sought to determine the research engagement of Higher Education Institution Faculty. Anchored on the Herzberg's Motivational Theory, study employed a convergent parallel mixed method methodology to produce and analyze data.

Most women who work as teachers are typically employed by higher education institutions. These women are typically between the ages of 48 and 60, have completed their doctorates, and have worked at the university for 11 to 20 years as revealed by the demographic profiles of the Higher Education Institutions Faculty. In correlating the variables, there is no significant relationship found between the demographic variables age, sex, educational attainment, academic rank, research engagement, and workload. Because they participate in the research activities, it appears that the availability of research and publication workshops and seminars, as well as conducting research for one's own personal growth, are the motivators. It has more to do with their innate curiosity and drive for study.

There were HEI faculty due to their lack of interest in the subject and the fact that some of them will be retiring in a few years, they are reluctant to commit to conducting research because of the demands of their enormous workload. Finally, if the universities offer their faculty members appropriate research training and support, they will be able to increase their involvement in research. Another alternative that the university may implement is a faculty researcher track, which is designed for professors who are passionate about scientific and academic writing and want to pursue publication possibilities.

The following were the recommended strategies to have better research and publication engagement. However, the suggestions provided might enable the HEI Faculty to reach their full potential when conducting research. To help HEI Faculty visualize the development of research abilities at the program level, they could consider implementing curriculum mapping to incorporate research skills into various program components. Curriculum mapping illustrates the connections and points where various program characteristics and goals interact. It is possible to visualize the connections between lessons, tests, and outcomes in this process. It is advised that faculty programs incorporate research teaching earlier and more gradually.

HEI may increase the amount of grant aid and outside funding that is sought after rather than depending solely on the university's meager financial resources. This will allow all faculty members to confidently declare that they are receiving full support for their research-related endeavors, which ultimately serve the university's own interests and prestige.

The university should prioritize providing research capacity-building programs for its institutional members, while also focusing on a particular discipline. This is because the faculty may become interested in the subject matter since it is their area of expertise and they can apply a more specialized approach than a generalist one.

Faculty members will be able to collaborate and work with experienced faculty researchers in the university if the research mentoring program is implemented to promote research partnership within the HEI faculty. Doing this will help to inspire tenured and junior faculty members, and senior faculty researchers will receive financial compensation for their efforts by providing a developmental mentorship approach program.

The HEI Faculty academic's triple role of teaching and learning, community extension services, and research and publication may be a challenge to sustain. By implementing research grants, promotions based on research, and other academic evaluations where research is routinely monitored, rewarded, and shared with the relevant communities, universities offer a variety of incentives to foster a research culture. Future research can delve more on the other factors that may affect the research engagement for the higher education institution faculty.

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