

DETERRENTS TO RESEARCH PURSUITS OF UNIVERSITY FACULTY IN NORTHERN PHILIPPINES: RESEARCH MANAGEMENT STRATEGY

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ABSTRACT

This research study examines the elements that prevent faculty members from participating in research at a university in the Northern Philippines. Employing a cross-sectional quantitative research design, data was collected from 90 full-time and part-time faculty members through the 30-items Revised-Attitude Towards Research (R-ATR) scale. The findings indicate that both personal and professional spheres are likely to limit involvement in research with means from personal at (M=4.99) and professional (M=4.92) being on the higher sides. While research is appreciated, there are still issues such as lack of time, overload with many subjects, few or no benefits and inadequate research skills. Demographic variables associated with faculty members did not indicate any considerable differences in deterrent factors meaning that these barriers cut across a majority of people. The following study points out the need for research productivity enhancing processes such as research competitions and low lecturing loads as well as training and development for the establishment of a robust research culture in the faculty.

Keywords: Research Pursuits, Research Management, Deterrents

INTRODUCTION

One of the core functions of a Higher Education Institution (HEI) is research along with instruction and extension. Across the globe, research is reported as one of the parameters of success in higher education institutions (Gomes-Marín et al, 2022). When a certain HEI has evident research outcomes, the quality of instruction is justified and the potential for sustainability of community services (extensions) gets high. The research pursuits are integral to the advancement of knowledge, innovation, and societal progress. They encompass a systematic investigation aimed at discovering, interpreting, and applying new information. However, despite the inherent value of research, various deterrents can hinder or impede the pursuit of these endeavors. Understanding these deterrents is crucial for researchers and policymakers to address and overcome challenges in the research landscape. Research is instrumental in transforming society. It has expanded into the education setting, and much has been written about the

importance of action research in teacher education according to Farin, et al (2021). The Commission of Higher Education (CHED) conducted a survey in order to find out the status of research capability among the college instructors in select areas in Luzon, Philippines. It was revealed that research was given poor priority and limited funding among other activities in the Higher Educational Institutions (HEIs) (Perez et al , 2022). The research capability among the faculty members may develop over time as it is a skill that needs constant practice (Caingcoy et al, 2020). Despite faculty members' reluctance to research, the Commission on Higher Education (CHED) in the Philippines has severely compelled HEIs to yield research outputs. CHED's research advocacy is best expressed in Memorandum Order No. 46 Series of 2012, Article V, which mandates universities to contribute to nation-building by delivering highly specialized educational experiences for professionals in many technical and discipline areas, as well as emphasizing the development of new information and skills through research and development.

1.1 Literature Review

Under CHED Memorandum Order No. 17 series of 2012 and Section 8 of Republic Act (RA) No. 7722, it is mandated that the Commission on Higher Education (CHED) be responsible for the development of research functions of HEIs in the Philippines. CHED is also charged with facilitating collaboration and expertise sharing between and among higher education institutions (HEIs), research agencies/organizations, and individual scientists and researchers, all of which are considered critical mechanisms for promoting and developing research capability and increasing research productivity.

According to Perez et al (2022), the determinants that correlate to the capability of the teacher to do research were skills in developing an action plan and mentoring, the quantifiable data as to their completed study, attitude, and how motivated they are circulating at a different magnitude. With the aid of transcripts from the respondents, the researcher narrows the lens and focused on the motivation of the teachers, their productivity in terms of making research, and most importantly their age for they found out that age determines the capacity of a teacher to conduct research.

Varied approaches are needed to build and develop a research culture. Studies have shown that in a high functioning institution, “autonomy and egalitarianism, along with a strong cultural ethos supporting achievement and individualism” are present stated by Villocino et al (2019). 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 (Chen, 2024). In addition, Instructors from colleges and universities must build and improve their research competencies in order to provide research outcomes. They cannot, however, do so on their own, the university and the research office must collaborate to enable instructors to learn and develop information, skills, values, and positive attitudes that will benefit all researchers (Pabilando et al, 2022). To some extent, several researches claimed deterrents to research pursuits (Perez, et al, 2022, Kazoka et al, 2020 & Caingcoy et al, 2020). It has been identified that one of the primary deterrents to research pursuits is financial limitations. Conducting research often requires funding for equipment, materials, personnel, and other resources. Lack of

adequate funding can constrain the scope and quality of research projects, leading to difficulties in conducting comprehensive studies.

Furthermore, research endeavours demand significant time investments, from project planning and data collection to analysis and dissemination of findings. Balancing research activities with other responsibilities such as teaching, administrative duties, or personal commitments can be challenging, limiting the amount of time researchers can dedicate to their projects. Moreover, an access to specialized facilities, equipment, datasets, or research participants can be another deterrent. Limited access to essential resources may hinder researchers' ability to conduct experiments, gather data, or validate hypotheses effectively.

METHODS

1.1 Research Design

A cross-sectional quantitative research design was utilized to this study.

1.2 Setting and Participants

This study was conducted at a Catholic University in Santiago City. The University of La Salette is a premier Higher Education Institution that managed by the Missionaries of La Salette that providing quality education with its excellence. The participants of the study were the full time and part time faculty employed during the 2nd semester 2023-2024. There were 70 full-time faculty and 20 part-time faculty that consented to participate in this study.

1.3 Instrument

This study used a 30 item questions Revised-Attitude Towards Research (R-ATR) Scale. Using Cronbach's coefficient alpha shows the reliability of very good to excellent ($\alpha=0.90$). To answer, the survey used 7 point scale.

Scale	Range	Interpretation
1	1.00-1.85	Never
2	1.86-2.71	Rarely
3	2.72-3.57	Sometimes
4	3.58-4.43	Often
5	4.44-5.29	Very Often
6	5.30-6.15	Almost Always
7	6.16-7.00	Always

RESULTS

Profile of the Respondents

Table 1. Distribution of Respondents According to Their Demographic Profile

Status	F	%
Full Time Faculty	70	77.8
Part Time Faculty	20	22.2
Age	F	%

21 - 30 years old	43	47.8
31 - 40 years old	25	27.8
41 - 50 years old	11	12.2
51 - 60 years old	9	10.0
61 years old and above	2	2.2
Sex	F	%
Female	54	60.0
Male	36	40.0
Department	f	%
College of Arts and Sciences	26	28.9
College of Business Education	10	11.1
College of Engineering and Architecture	17	18.9
College of Information Technology	3	3.3
College of Medicine and Allied Medical Programs	10	11.1
College of Accountancy	1	1.1
College of Criminology	2	2.2
College of Nursing, Public Health and Midwifery	12	13.3
College of Teaching Education	9	10.0

Table 1 shows the distribution of respondents according to the demographic profile of the faculty such as employment status, age, sex and department they are assigned. It can be gleaned that most of them were full-time employees (77.8%). Also, the age bracket of 21-30 years old has the highest counts of 43 (47.8%); on the other hand, the age bracket with the lowest count of 2 with 2.2% is 61 years old and above. This exemplifies that the respondents are dominantly by young faculty members. Moreover, 60% were female and 40% were male. In terms of the department they are assigned, it was presented that majority were from the College of Arts and Sciences (28.9%).

Deterrents of Research Pursuits

Table 2. Deterrent in Research Pursuits of Faculty in terms of Personal Factor

Factors	M	INTERPRETATION
Personal	4.99	Very Often
Professional	4.92	Very Often
Overall Mean	4.96	Very Often

As a gleaned, table 2 revealed the factors that are deterrents to research pursuits of the faculty of University of La Salette. Both Factors, personal and professional scored above 4.99 interpreted as Very often. Under personal factors, most employees agreed that research is very valuable (M=5.72) and they see that, as research-oriented thinking employees plays an important role in their daily life (M=5.56), also, most of the faculty says that they were very interested in conducting research (M= 5.50). On the other hand, for professional factors, the highest statements were “Research is connected to my field of study” (M=5.74) then “research should be taught to all students” (M=5.46) and they see that “research is useful to every professional” (M=5.44).

Table 3. Difference on the deterrent factors when grouped according to the demographic profile of the respondents

	Profile	M	SD	T	df	p-value
Deterrent Factors Personal and Professional	Full-Time	4.93	0.45	-0.736	88	0.464
	Part-time	4.92	0.50			
	21 - 30 years old	4.95	0.41	4	0.458	0.767
	31 - 40 years old	4.99	0.49			
	41 - 50 years old	4.94	0.68			
	51 - 60 years old	4.97	0.32			
	61 years old and above	4.53	0.04			
	Male	4.99	0.45	0.890	88	0.376
	Female	4.90	0.47			
	CAS	4.94	0.36			
	CBE	4.86	0.47			
	CEA	4.96	0.46			
	CIT	4.89	0.63	8	0.622	0.757
	CMAMP	5.20	0.36			
COC	4.68	1.00				
CONPHM	5.00	0.62				
CTEAS	4.87	0.46				

Note: COA was excluded from the analysis due to its sample size.

The table 4 shows the test of difference for the deterrent factors in research pursuits of the employees of University of La Salette when grouped according to profile. It revealed that there has no significant difference whether they are full time or part time, any of the age brackets, male or female and what department they are working with. It shows that the p-value of the variable is more than 0.05 level of significance thus, the null hypothesis must be accepted.

Table 4. Barriers and Hindrances in doing research of the faculty

Reasons	F	%
Time	23	25.6
Subject loads	14	15.6
Motivation (Incentives)	32	35.6
Lack of Knowledge	5	5.6

The table 4 shows the barriers and hindrances identified by the faculty members categorized thematically. Most of the them stated that motivation is a big factor that contribute in doing research (35.6%) despite of the provided incentive stated in the research operation manual of the school, there are still faculty who are not satisfied with this. Second is time, 25.6% of the respondents says that time is valuable in making research, hence due to teaching overloads of the faculty (15.6%) that there is a connection between the two, a faculty may have lack of time in doing research since they prepare much of the their time with their teaching subjects.

DISCUSSION

Demographic Profile of Respondents

The table 1 presented the demographic characteristics of the respondents revealing that majority of respondents were fulltime faculty (77.8%) and were mostly female (60%). Younger faculty, particularly the age range between 21-30 years (47.8%) was noted as the largest age group. In a related study, Ahmad and Nadeem (2019) established that younger and more early-career faculty members are joining academia more often particularly in institutions tasked with teaching. This distribution of demographics is likely to have an effect on the research output of such institutions, as illustrated by Zhao et al. (2021), who argue that younger faculty members, though energetic and full of potential, are often prevented from engaging in any meaningful research due to the interplay of teaching, the need to learn research skills and few active research opportunities. In addition with this, the higher female faculty percentage is consistent with the observations made by Silva et al. (2020) who state that there is an increasing number of women in academics, especially in teaching positions. Such an increase in female faculties may alter the research climate, since as Gupta and Singh (2021) note, many of these faculties are often burdened with more teaching positions than their male counterparts, therefore offering little to no time for conducting research.

Deterrents to Research Pursuits

In Table 2, the researchers looked into the personal factors as well as the professional barriers to research, where high mean scores have been recorded in both cases ($M=4.99$, $M=4.92$). Similar to the findings of Gupta et al. (2021), who state that personal and professional barriers which include lack of time and institutional support tend to demotivate faculty from conducting research. In general, faculty members attach significance to research as necessary ($M=5.72$) and applicable to their area of specialization ($M=5.74$). This implies that research is spurred by internal incentive. Nevertheless, these factors have external limitation, consistent with the study of Brown et al. (2022) where it was established that although research is appreciated by the faculties, they are thwarted due to other professional settings that lack adequate facilities and support.

Test of Difference in Research Barriers by Demographic Profile

The data provided in Table 3 shows that deterrents do not differ significantly depending on the demographics considered (for example full-time/part-time, age, gender). Accordingly, studies by Kim and Roberts (2020) and Zhu and Wang (2021) found no differences having to do with the demographics of the participants and the research barriers encountered. The evidence suggests that faculty in any demographic category have the same difficulties when it comes to doing research. Nonetheless, some literature claims that early-career and part-time faculty tend to experience some unique difficulties, such as the lack of proper research infrastructure and support systems, which are not the case for Chang et al. (2023) .

Challenges in Research

Table 4 indicates the major constraints, with the most common challenge written in this study as to motivation (incentive) 35.6%, time limitation 25.6%, subject burdens 14.6%, and lack of knowledge 5.6% being the less common challenge or barriers. This is consistent with recent studies that have focused on the impact of incentives on faculty research. For example, Henson et al. (2021) showed that a higher proportion of the faculty does research in colleges and universities that give them grants and awards. Similarly, however, the issue of time limitation was flagged as a major challenge, with Xie and Zhang (2020) stating that excessive teaching loads come at the expense of research productivity.

The research study by Jones and Bailey (2022) supports the findings regarding the influence of subject loads asserting that professors with many courses load tend to have lower research productivity as a result of limited time and effort. In addition, despite a smaller percentage of respondents in this study reporting lack of knowledge, a body of related literature, for example Tang and Feng (2023), suggests that skill deficits, especially in advanced research methods, can also be an obstacle, especially for young scholars.

CONCLUSION

A conclusion has been drawn from the result of the study that it revealed the number of the faculty members' hindrances to research activities centered mainly on time management, lack of motivation (mostly related to the absence of rewards), and teaching workloads. For any faculty member understanding the importance of researching and attaching relevance to it, individual and societal constraints hindering research efforts are evident. This is irrespective of such factors as being male or female, being old or young, being employed full time or part time. Such trends indicate that there might be a need for providing more institutional support that focuses mainly on offering more benefits and aid in time management in order to improve research output and participation among faculty.

RECOMMENDATION

In order to eliminate the challenges faced by faculty members in conducting research, some of the following measures could be put in place by the University. First, it is important to introduce programs that will raise their interest, like research grants, awards, and performance-based bonuses, since this will create a sense of belonging among the faculty members and even encourage them to be focused on research activities as they will be appreciated for their work. On top of that, the teaching responsibilities of some of the faculty members who actively engage in research can be reduced to manage their commitments. More flexible teaching arrangements or reduced subject loads during the research period would allow faculty members to concentrate more on their research activities without affecting teaching standards.

Moreover, training and development seminars focusing on some of the complex research skills can also be useful especially for younger faculty members who may face such a challenge. These will be motivated by the need for additional support during the research activities to help New Faculty overcome those barriers. Another suggestion includes improving the research services that are available to faculty members by adding such things as research assistants, statistical

consulting, and added library services for the procurement of research materials, which would reduce practical issues and enhance the process of research. The last one is to promote the cross-cutting over departmental collaboration in research which is bound to promote creativity as well as sharing of resources, whereby faculty members will work in ways that will develop their skills and enhance research output. The adoption of such strategies would increase the cohesive support in the institution that eases common constraints, to the advantage of the academic staff while encouraging the practice of research in the institution.

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