# Research Utilization and Faculty Engagement in Publication: A Convergent Parallel Design Methods


## Abstract

This study  determined the extent of research utilization and faculty engagement in publication within higher education institutions. Employing a mixed-method design, the research integrates quantitative survey data from faculty members with qualitative insights gathered through in-depth interviews to provide a comprehensive understanding of research practices and motivations. Quantitative results reveal high levels of faculty involvement in research dissemination activities such as conferences and outreach programs, yet identify limited participation in peer review and mentorship roles. Qualitative findings highlight that intrinsic motivation such as personal fulfillment and contribution to knowledge—and extrinsic factors like career advancement opportunities and institutional incentives significantly influence research engagement. Institutional support mechanisms,  and adequate resources, are crucial to enhance research productivity. The implications of these findings suggest that strategic policies focusing on motivation, support, and active dissemination can foster greater research utilization and publication efforts. The study concludes that strengthening institutional frameworks and aligning faculty incentives with research goals are essential for developing a sustainable research culture. Recommendations include implementing targeted support programs, promoting research application beyond academia, and establishing clear policies to motivate faculty participation in research activities.



Keywords:

Research Utilization, Faculty Engagement, Research Publication, Institutional Support, Higher Education Development

# Introduction

## The Problem and Its Setting

Research is universally recognized as a vital driver of societal progress. It fosters innovation, informs policymaking, and leads to technological advancements that enhance the quality of life. Countries worldwide prioritize strengthening their research capabilities to ensure sustainable development and economic growth. However, despite the proliferation of research activities across the globe, a significant challenge persists in translating research findings into practical applications that benefit communities and institutions. This gap between knowledge creation and its utilization remains a critical concern that undermines the potential impact of research efforts (Sun et al., 2022).

Globally, various barriers hinder the effective dissemination and application of research findings. These include limited access to research outputs, inadequate dissemination channels, and insufficient institutional support. Many researchers face challenges related to project funding, lack of research skills, and limited motivation or incentives to engage in publishing or applying their findings. For governments and organizations, these barriers diminish the return on investments made in research activities. Addressing these issues requires a multidimensional approach that considers organizational, personal, and broader societal factors influencing research engagement (Garcia, 2024).

In developing nations, including the Philippines, the challenges become more prevalent due to resource constraints, limited research infrastructure, and socio-cultural factors that may deprioritize research activities. The Philippines, as a growing knowledge economy, recognizes the importance of advancing research capacity to compete globally and address national issues effectively. Despite efforts by government agencies and higher education institutions, research productivity remains low relative to other countries in the region. Factors contributing to this include lack of institutional policies that foster research culture, limited faculty incentives, and low awareness of research dissemination pathways (Dela Cruz & Reyes, 2023).

At the institutional level, universities serve as the primary catalysts for research development. However, many academic institutions face difficulties in cultivating a research-oriented environment. These include lack of dedicated research time for faculty, limited funding opportunities, poor collaboration networks, and inadequate mentoring systems. Understanding these barriers within specific universities is essential for developing targeted strategies that promote a vibrant research culture. University-specific studies—especially within private institutions—are vital because they illuminate contextual factors that generic national data may overlook (Martinez et al., 2022).

Most existing literature tends to focus on national trends or theoretical models without addressing the specific challenges faced by individual universities in the Philippines. Furthermore, many studies analyze research output qualitatively or quantitatively in isolation, missing the opportunity to gain a comprehensive view of the dynamics at play. There is a notable lack of integrated research that combines both perspectives—quantitative measures of research productivity and qualitative insights into faculty

perceptions and experiences. This gap underscores the need for localized, data-driven studies that can inform effective policies tailored to specific institutional contexts (Sun et al., 2022).

At Notre Dame of Dadiangas University (NDDU), the Research and Publication Center (RPC) embodies the institution's commitment to providing quality education through fostering a robust research culture that integrates research within its administrative, academic, and community engagement activities.

However, over the six-year period from 2019 to 2025, only 30 research studies have been published in national and international refereed journals out of a total of 60 faculty members involved in research activities. This low publication rate underscores ongoing challenges in translating research efforts into scholarly outputs. Interviews with faculty reveal that, while some faculty members incorporate their research findings into their teaching to enhance learning and pedagogical practices, efforts to publish and disseminate research beyond classrooms remain limited. Factors such as the perceived complexity of navigating publication processes, the lack of a strong culture of research dissemination, and concerns over workload and time constraints contribute to the limited engagement in research publication. Additionally, the absence of a broader institutional framework that incentivizes or rewards research dissemination further hampers faculty motivation to publish, reflecting a need to address these barriers to foster a more active research and publication culture at NDDU.

In light of the identified problems, this research proposal was conceptualized to comprehensively determine the extent of research utilization and the level of faculty engagement in research publication. The findings serve as basis for research

development strategies to enhance faculty participation, utilization, publication, and research productivity at NDDU.

## Literature Review

### *Research Utilization*

Research utilization elements cover stakeholder awareness, policy and practice changes, training and education, and feedback and mechanisms. Raising awareness among stakeholders about research incentives, and fundings increase the likelihood of conducting research being considered in decision making. While incorporating research evidence into policies of higher educational institutions (HEIs) quality management and practices of HEIs in teaching-learning ensure that best decisions are informed by the best available evidence, leading to more effective outcomes. Moreover, providing training and education on research findings and their application enable faculty members to integrate evidence into their work, enhancing the utilization of research. Lastly, establishing feedback loops allow for continuous improvement and adaptation of research utilization strategies based on stakeholder input and outcome assessments. Thus, when these elements are effectively implemented, they facilitate the translation of research into practical research, ultimately enhancing research utilization. This process ensures that research findings are not only disseminated but also applied to improve outcomes in various fields in the university.

### Stakeholder Awareness

Stakeholder awareness refers to faculty members' knowledge or understanding on research scheme, mechanisms, infrastructures and resources, facilities and the like.

This also covers university's provision of dissemination on research activities using digital communications (e.g. website, social media) aside from traditional notifications (e.g. paper notices in the form of memoranda, invitations and posters). The study of Mehta et al. (2017) showed that there is lack of utilization of research related infra-structure and facilities. There is also less than desirable research output in the form of poster / paper presentation in academic meets and research publications. Medical faculties in teaching profession measures the research utilization and outputs by analyzing their research presentations and publications. Out of (50) 49 (98%) were interested in research, 37 (74%) had conducted research, 21 (42%) had published their work. Eighteen (36%) faculty members were engaged on it, out of whom 12 (24%) were engaged in research as a part of their further study while only 6 (12%) were doing research for the purpose of research. All of them felt that research needed improvement. The attitude towards research is quite healthy as compared to actual practice.

In addition, strengthening individual research capacities, establishing dedicated research infrastructure and resources, and enhancing the communication and dissemination of research findings fostered a research-oriented culture and facilitate the utilization of

clinical research. Barriers to research participation, importance of mentorship in nursing research, and strategies for enhancing evidence-based practice were tackled. Understanding the factors influencing faculty awareness in research utilization is crucial for developing effective strategies that promote nurses' engagement in clinical research and ultimately improve patient care (Mbimbi et al., 2025).

Moreover, evaluating faculty's ability to use electronic resources in an educational environment is crucial for ensuring academic quality and institutional progress. Understanding faculty awareness in research utilization is essential for fostering an environment where educators can effectively leverage electronic resources to enhance teaching and research outcomes. Professional development programs for faculty, strategies for effective information literacy, and impact of electronic resources on teaching methodologies were also discussed (Chanchinmawia, et al., 2024).

Policy and Practice Changes

For policy changes, this refer to higher education institutions' (HEIs) management quality areas, which are leadership and governance, quality assurance, resource management, external relations, research and students' development and support services. While for university practices, this indicate HEIs quality standards in teaching-learning, namely: curriculum design and instructional materials development, teacher capacity, classroom management, and students' assessment and feedback. These are usually assessed by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU).

In retrospect, the changes in management strategies of European higher education institutions in response to crises, particularly focusing on the impact of the coronavirus pandemic and the war in Ukraine on the quality of education was highlighted in the study of Mialkovska, et al. (2025). The practice of online acceptance of applicants' documents and online testing becomes widespread in European HEIs. There are trends towards an increase in the importance of online marketing in HEIs. Thus, this is similar with the present study, for during covid 19, NDDU administrators

made a policy to shift teaching-learning to online using Learning Management System (LMS) created by an engineering faculty, which idea turned into faculty research and published in national refereed journal.

Sridevi (2021) emphasized the need for management educational institutions to address quality gaps such as industry-institution linkages, updated curriculum, and soft skills development to meet the futuristic demands of the industry. The study included 125 management faculties and 1200 management students through random sampling, and collected the data through survey method. In addition, the independent “t” test has been applied. The management faculties exhibit high degree of acceptance for filling the quality gaps such as research gaps, online platforms and industry and institution linkages with mean scores of 4.22, 4.20 and 4.1.4 respectively. The management students exhibit high degree of acceptance for filling the quality gaps such as online platforms, updates pedagogies and soft skills development with the respective mean scores of 3.87 and 3.82. In this existing paper, research on policy changes covered variables on HEIs quality standard in management, namely: leadership and governance, quality assurance, resource management, external relations, research and students’ development and support services. While teaching-learning areas tackled curriculum design and instructional materials development, teacher capacity, classroom management and students’ assessment feedback.

In addition, the study of Nozaleda&Calubaquib (2020) showed majority of the 104 higher education educators who are involved in research on Science, Technology, Engineering, and Mathematics (STEM) in a state university in the Philippines had more teaching loads than doing research and had less than four years of research experience

on average. Educators have started doing research after some years of teaching and they spend half of their academic experience in doing research. For a university aiming to build a strong research culture, the recommendations were to apportion more work time for conducting research in addition to teaching, and strengthen the university research support to the teachers by providing them opportunities to participate in research conferences, publish research studies, and conduct research in the university. The school has a gender-neutral participation in doing research.

Training and Education

Training and education refer to the programs and activities designed to enhance faculty members' skills and knowledge in writing and conducting research and even applying findings to real-world problems. These include training programs, educational initiatives such as mentoring and coaching and interdisciplinary collaboration, and capacity-building activities such as a workshops and seminars, peer-peer learning and online resources and tools. The study of Pierce (2000) highlighted significant gaps in information literacy among nursing faculty and students, emphasizing the need for enhanced training to effectively implement evidence-based practice. Information literacy in Nursing Education,

evidence-based practice implementation, curricular strategies for enhancing research skills were also included in the study. Understanding faculty awareness in research utilization is crucial for improving information literacy, which directly impacts the effective

implementation of evidence-based practice in nursing education.

Moreover, the study of Jeyapragash et al. (2021) indicated that lack of Technical Skills was the major barrier among the respondents to access Massive Open Online Courses (MOOCs). Motivational factors among 365 Faculty members of Engineering Colleges, the purpose and the course duration they preferred were determined. Improvement in teaching, learning, and research were the influential motivational factors they attend the said courses. Only 49.3% of them participated in MOOCs to improve teaching and learning, and 41.6% completed four weeks duration courses.

Furthermore, Celesio (2020) delved on Instructors' engagement or non-engagement in research: towards construct development employed exploratory factor analysis. The findings revealed, from 84 instructors, four (4) factors of instructors' research engagement: administrative support, recognition and promotion, motivation, and institutional requirement. It further showed instructors' non-engagement in research could be due to four (4) factors such as time constraints, lack of experience and training, financial limitation, and lack of motivation. The scales have copious sampling adequacy and a high level of reliability.

Feedback and Mechanism

Feedback and mechanisms refer to processes and systems in place to provide feedback, and participation on professorial lectures, poster exhibits and research forums of the university. While mechanisms pertain to support, guidance, and evaluation of faculty members' research studies usually by the research council.

The study of Guo et al. (2024) found out that understanding the extent of research utilization through effective feedback mechanisms is crucial for enhancing the

overall impact of Learning Resource Management System (LRMS) on student learning experiences. This confirms and expands upon existing literature by offering a detailed examination of how demographic factors influence LRMS utilization and its consequent impact on student engagement. Topics also discussed were impact of digital literacy on student engagement, role of collaborative tools in online learning, and challenges in implementing learning resource management systems.

Moreover, the exploration of the extent research utilization through feedback mechanisms is crucial for understanding how preservice teachers can effectively improve their teaching practices based on the feedback they receive. This study highlights the importance of aligning supervisory written feedback (SWF) with preservice teachers' perceptions to enhance the effectiveness of feedback in the teaching practicum context. Impact of feedback on preservice teachers' development, linguistic features of supervisory feedback, perceptions of preservice teachers regarding feedback effectiveness were also considered (Abdelhalim &Alsahil, 2025).

According to Julia, et al. (2025) the extent of research utilization is crucial for understanding how feedback mechanisms can enhance learning outcomes in online distance education. Using the right feedback strategies such as feedback timing, feedback mode, feedback target, feedback quality, and feedback quantity can improve both teaching and learning when Sakai Learning Management System (LMS) is used for distance education.

The study of Motalebi et al. (2025) showed the interplay between faculty engagement and research utilization which is crucial for optimizing feedback mechanisms enhancing stakeholder collaboration and sustainability outcomes in

Building Information Modelling (BIM)-enabled construction projects. This emphasized the critical role of stakeholder engagement, particularly in the design and planning phases in the said construction projects, to enhance sustainability outcomes and align project deliverables with user needs and environmental goals. Stakeholder engagement in BIM, sustainability practices in construction, critical success factors in project management were also described.

Level of Faculty Engagement in Research Publication

Peer Review Process and Participation

Peer review process points to critical evaluation of a manuscript by experts in the same field to assess its validity, quality, and relevance for publication. While peer review participation encompasses a broader range of activities that involve researchers in peer review process, such as: participating as reviewers, receiving and providing feedback, engaging in discussion and debates and developing skills and expertise through peer review experiences. Hanafizaadeh& Shaikh (2021) study's major contributions were an interactive diagram that provides an overview of the journal peer-review process and identifies the common pitfalls in manuscripts, as well as a comprehensive manuscript submission checklist. This study utilizes a qualitative content analysis research method that analyze the primary data as experience collected from senior researchers, editors and associate editors. In this present study, mixed method approach specifically convergent parallel design methods will be used, and research development strategies will be proposed with the purpose to enhance research utilization and faculty engagement in publication.

According to Joanie, et al. (2025) peer review is widespread or prevalent in scientific research. However, peer review of manuscripts for journals has been widely studied, while peer review of grant applications has been relatively given less attention. In their qualitative study with 18 members of grant review panels showed significant threats to the integrity of grant peer review, which were lack of training, challenges in differentiating applications of similar strength, and the influence of reputations and relationships in the review process. This study also discussed the role of the chair in peer review, training and development for peer reviewers, equity, diversity, and inclusion in grant peer review.

Additionally, the document of Stenberg & Beare (2024) emphasized the importance of transparency and recognition in the peer review process, advocating for more collaborative practices and public examination of reviews to enhance the experiences of both writers and reviewers.

The study of Tutuncu (2024) evaluated the publication behavior of 573 chief editors managing 432 Social Sciences journals in Turkey, finding them lack of scientific leadership and qualifications. Correlation and various regression tests were utilized to identify insider publication behavior in national journals with international articles in journals indexed by the Web of Science (WOS) and Scopus. Insider publicationwere endemic which consist of 40% of all national articles while international publications were rare and concentrates on a few individuals. Editors publish 3.2 insider papers and 8.1 national papers for every SSCI articles. Only a minority consistently published in international journals; a fifth of the editors have three or more SSCI publication, and a quarter have three or more Scopus articles.

## Author Reputation

Author reputation refers to the credibility, trustworthiness and recognition that an author has established within their academic community, based on their research contribution, publication record, and other factors. The Garand et al. (2023) study mentioned that understanding the dynamics of research author reputation in research publication is crucial, as it reveals how productivity in leading journals correlates with the perceived quality of academic departments. Departments with high per faculty publication rates in 19 leading political science journals are more likely to have higher U.S. News and World Report (USNWR) ratings than those with lower publication rates. Department research productivity, reputation measures in academia, trends in political science journal publications over time were highlighted.

The study's results of Odom et al. (2020) revealed a strong relationship between the amount of attention peer-reviewed scientific research concerning physical health and activity receives through popular media and the amount of attention the same research receives from fellow scientists reflected by the number of citations in peer-reviewed scientific literature. Dynamics of research author reputation in research publication is crucial, as it directly influences how scientific work is perceived and cited in both academic and popular media. Covered topics were impact of media on scientific research, correlation between non-scientific and scientific citations, role of author and journal reputation in scientific impact.

## Research Collaboration

Research collaboration in research publication refers to the process of working together with other researchers, institutions, or organizations to produce and publish

research outputs. Exploring the level of teacher engagement in research publication through collective agency highlights the transformative potential of collaboration, emphasizing how shared goals and supportive networks can significantly enhance research outcomes. The study investigated how collective agency among university EFL teachers in a Chinese research institute enhances their research performance through collaboration, revealing its complex manifestations and the importance of shared goals and supportive networks. The role of social cognitive theory in understanding teacher agency, the impact of institutional policies on teacher collaboration, the significance of cultural context in shaping collective agency were determined (Tao & Wang, 2024).

The study of Alhusaiyan (2025) emphasized the necessity of teacher intervention and configuration in optimizing AI-supported language learning effectiveness, highlighting the importance of pedagogical integration alongside technological tools. Understanding the

level of teacher engagement in research publication in terms of research collaboration is crucial, as it directly influences the effectiveness of AI-supported language learning and the overall educational experience.

This study found that institutional support and students' time efficiency skills specifically long-term planning and time attitudes significantly impact successful e learning engagement. Understanding the level of teacher engagement in research publication

in terms of research collaboration is crucial, as it can significantly influence the effectiveness of institutional support and the overall student engagement in e learning

environments. The role of institutional support in enhancing student engagement, the importance of time management skills in academic performance, the impact of demographic characteristics on student involvement in e learning were also highlighted (Alwerthan, 2025).

Teachers' collaboration was influenced by various factors, including personal relationships, school leadership, and organizational culture, which can either support or hinder collaborative practices. Understanding the level of teacher engagement in research

publication in terms of research collaboration is crucial, as it highlights how personal relationships and school leadership can significantly impact collaborative practices among educators. Factors influencing teacher collaboration, impact of school leadership on collaboration, role of informal communication in fostering collaboration were also examined (Saks et al., 2025).

Extent of Research Utilization and Level of Faculty Engagement in Publication

Extent of research utilization and level of faculty engagement in publication vary across institutions and disciplines, and influenced by individual factors, institutional contexts and demographic characteristics. Moreover, understanding the level of faculty engagement in publication is crucial, as it directly relates to the factors influencing their research output and the overall academic productivity within various disciplines. In the study of Ling-Ling & Ching-Fan (2024) Full professors from the College of Medicine and the College of

Science achieved the highest publication impact, while associate and assistant professors in the humanities and social sciences face challenges in building publication

impact according to citation metrics. Impact of academic rank on publication output, influence of student-faculty ratios on research productivity, variability of publication impact across different academic disciplines were also analyzed.

Understanding the dynamics of college professors' research publications was crucial, as the text revealed how mobility between institutions significantly influences their research performance and collaboration opportunities. Professors transitioning from Predominantly White Institutions (PWIs) to Historically Black Colleges and Universities (HBCUs) faced a 'moving penalty' that negatively impacts their research productivity and citation impact, while those moving from HBCUs to PWIs experienced a 'moving premium' that enhances their research opportunities and high impact publications. Impact of faculty mobility on research productivity, collaboration dynamics between HBCUs and PWIs, challenges faced by HBCUs in supporting research were also evaluated (Zheng et al., 2024).

Experiences in Research Utilization and Publication

Faculty’s experiences in research utilization and publication vary widely depending on individual, institutional, and disciplinary factors. In the study of Reisel (2023) students and faculty perceived the benefits of undergraduate research experiences (UREs) differently, with students focusing more on skill development for industry careers, while faculty often expect these experiences to prepare students for graduate studies. Understanding faculty experiences in research utilization is crucial for bridging the gap between student and faculty perceptions, ultimately enhancing the effectiveness of undergraduate research experiences. These topics accentuated

student retention in STEM, professional development through research, differences in faculty and student expectations.

In addition, faculty experiences in research utilization are crucial for enhancing the effective integration of digital resources in education, which can significantly impact teaching methodologies and student learning outcomes (Jalova et al., 2023). Moreover, faculty experiences in research publication were significantly influenced by their course load, collaboration with colleagues, mentoring style, and the quality of undergraduate students they work with. The impact of institutional support on undergraduate research, role of faculty mentoring styles in research outcomes, barriers to undergraduate research participation were evaluated (Giuliano et al., 2022).

Also, the experiences of faculty in research publication were significantly enhanced through structured mentoring and peer support, which fostered confidence and success in their research endeavors. Understanding faculty experiences in research publication reveals how collaboration, mentoring, and institutional support can enhance the involvement of undergraduates in meaningful research projects. Peer support programs for underrepresented researchers, innovative apprenticeship models in clinical research, strategies for improving grantsmanship skills were discussed (James et al., 2024).

African American doctoral students at historically Black colleges and universities reported a moderately-high positive relationship with faculty and satisfaction with their doctoral programs, alongside moderate engagement with research and publications. Understanding faculty experiences in research publication is crucial for enhancing the supportive relationships that African American doctoral students have with their faculty,

ultimately fostering a more enriching academic environment. Program satisfaction, faculty-student relationship, research engagement were elaborated (Kamara, 2022).

Furthermore, the study of Sofi-Mahmudi, et al (2024) highlighted the experiences of faculty in research publication, particularly emphasizing the increasing scholarly contributions by women in dental faculties, which reflects broader trends in gender equality in academia. The results showed promise for an increasing amount of scholarly publication by women in dental faculties in Iran, which is expected to continue as barriers to their full participation are reduced. Gender equality in academic publishing, barriers to women's participation in academia, impact of specialty education on career choices were also examined. The present study examined what field of research studies for 10 years (2015-2025) were conducted by NDDU faculty members.

Contextual Factors Shaping Faculty Members' Behavior

Contextual factors play a significant role in shaping faculty behavior in research utilization and publication. These factors can be categorized into institutional, departmental, disciplinary, and personal contexts. Research-related infrastructure and facilities refer to the physical and imstitutional structures, resources, and services that support research activities. These include laboratories and testing facilities, research libraries and data archives, high performance computing infrastructure (e.g., supercomputers), research. equipment and instrumentation, collaboration spaces and meeting facilities, data management and storage systems and access to specialized databases and datasets. In the study of medical faculties in teaching profession, it measures the research utilization and outputs by analyzing their research presentations and publications. Out of (50) faculty, 49 (98%) were interested in research, 37 (74%)

had conducted research, 21 (42%) had published their work. Eighteen (36%) faculty members were engaged on it, out of whom 12 (24%) were engaged in research as a part of their further study while only 6 (12%) were doing research for the purpose of research. All of them felt that research needed improvement. The attitude towards research is quite healthy as compared to actual practice. Results show that there is lack of utilization of research related infra-structure and facilities. There is also less than desirable research output in the form of poster / paper presentation in academic meets and research publications (Mehta et al., 2017). In contrast, this existing study focused on contextual factors shaping NDDU faculty engagement in research utilization and faulty engagement in publication.

Research study of Wuttaphan (2020) explored the factors affecting faculty engagement in higher education which led to quality of faculty member's teaching, includes student in the long run and as a result, it increases university effectiveness as a whole. Five principal factors have been discovered by consisting of personal characteristics factors, management factors, organizational factors, job/task factors, and relationship factors. This can be used as a guideline and fundamental information to the top management both public and private universities in order to design suitable human resource development interventions. Moreover, consequences of faculty engagement, implications for human resource development and intensive discussion were also presented.

Furthermore, Sayeed, et al. study (2024) investigated faculty's research productivity, their perceptions of influence of factors and policy directives on their research productivity. It also analyzed the correlation between faculty's gender, level of

education, years of teaching experience and their research productivity. A questionnaire was used to collect data from 162 faculty members at four public higher education institutions (HEIs). Descriptive and multiple regression analysis were used to analyze the data. The results showed that faculty's research productivity was significantly low. Seventy six percent (76%) of the participants reported publishing 468 articles in national journals while 71% of them reported publishing 253 works in international journals since they started working as faculty. Around 82% of the participants did not publish any articles in international journals indexed in Web of Science, Scopus, or PubMed. Furthermore, 54% of the participants did not publish any articles in international journals over the one-year period (2022). The participants believed that various factors influenced their publications in international journals including lack of access to funding, journal articles and data analysis tools. The existing study is similar since it also determine faculty's research utilization, but its focus was on stakeholder awareness, policy and practice changes, training and education, and feedback and mechanisms. This also examined faculty's experiences and contextual factors that shape their behavior in research utilization and engagement in publication. Since its design was convergent parallel hybrid approach, survey questionnaires A and B, and interview guide questions were employed simultaneously in gathering the data from the four (4) departments of the university, namely, Integrated Basic Education (IBED-Lagao and Espina campuses), Junior and Senior High Schools and four (4) Colleges (CEAT, BC, CHS and CEAT).

Research award and honor in research publication recognize and celebrate outstanding contributions, achievements, and impact in research. These awards and

honors can be conferred by academic institutions, research organizations, journals, conferences and professional societies. Thus, exploring the relationship between teachers' engagement in research publication and the recognition they receive through awards and honors can provide valuable insights into the academic success and support systems that enhance student engagement. Students who had been enrolled in an honors course reported greater scholastic/faculty engagement, more use of academic/support services, and had higher college benchmark scores than their peers who had not been enrolled in an honors course. Impact of honors courses on student engagement, Use of academic support services in community colleges, Comparison of benchmark scores between honors and non-honors students were included (Korah, 2018).

Examining the engagement of teachers in research publication, particularly in the context of awards and honors, provided valuable insights into the broader implications for first generation students' academic success and their experiences in honors programs. The study highlighted the challenges faced by first generation community college students in California regarding engagement in honors programs, revealing no significant difference in engagement between those enrolled and those not enrolled. These topics were discussed engagement factors in academic achievement, barriers to honors program enrollment, and recommendations for supporting first generation students (Berg, 2020).

The exploration of research in teachers' engagement in research publication in terms of research awards and honors is mirrored in the Hudsons' journey, showcasing how their dedication to diverse storytelling has garnered significant recognition and

honors in the literary world. Cheryl and Wade Hudson have made significant contributions to children's literature through their publishing company, Just Us Books, which has received numerous awards for its focus on diverse stories, including a Carle Honors award in 2022 (Sableski, 2024).

The study identified significant barriers faced by agricultural research faculty in engaging with Science Communication, emphasizing the need for institutional support and recognition to enhance their participation in public engagement activities. Understanding the barriers to teachers' engagement in research publication, particularly in terms of

recognition and support, is crucial for fostering a culture of research excellence and communication within academic institutions. Barriers to Science Communication, institutional support for faculty, training opportunities in Science Communication were also mentioned (Greig et al., 2024).

According to Friedman’ s study (2024) the role of research in teachers' engagement in research publication illuminated how recognition and awards influence professional behaviors and motivations within educational settings. A wide range of programmatic initiatives utilizing extrinsic or intrinsic motivation promote positive professionalism, with further research needed to identify best practices across medical education and practice. Incentives for professionalism, role modeling in medical education, impact of feedback on Professional Behavior were discussed.

Research Development Strategies

Research development strategies refers to the plan and approached used to enhance research capacity, productivity, and impact. These strategies can be employed

by individual researchers, research teams, institutions, or organizations to achieve their research goals. The study of Alhassan et al. (2020) recommended to advance the practice of research engagement as a transformative Continuing Professional Development (CPD) model for Omani teachers. This investigated teachers' perceptions, in a qualitative methodology with

semi-structured interviews of data collection, about the extent to which teachers engage in research, the lack of research engagement and their suggestions for increasing and sustaining their research engagement. Benefits from teacher research engagement were the advancement of pedagogy, teacher's personal growth and their professional development. Face-to-face tape-recorded interviews were conducted, then interview data was transcribed, coded thematically and inductively. Results showed that there was no consensus as to what research engagement was, yielding no generalizable or conclusive data. However, the teachers did report several personal and institutional challenges, which enriched the data on their proportions on a range of ways whereby the level of teacher research engagement could be fostered and sustained.

The study of Celesio (2020) aimed to develop constructs of instructors' engagement or non-engagement in research as basis for developing a training framework for the three functions of higher education institutions (HEIs) which are teaching, community involvement, and conducting research.

Additionally, Perez, et al. (2022) findings ensued a creation of research management plan that provides mechanisms on addressing the concerns and challenges of faculty members at Cebu Technological University (CTU)-Moalboal Campus. This study anchored on Bandura's Efficacy Theory, and used descriptive-

correlation research design, establishing significant relationship of the variables through Pearson-correlation coefficient. The results showed the profile of the instructors and their research capability is 2.89 where all 69 instructors participated. Age 0.13, gender 0.56 and number of papers completed but were not published 0.59 were not significant at 0.05 significant level. Number of years in service 0.04, number of years conducting research 0.00, number of papers published 0.00 and number of local and international conferences attended 0.02 were significant. The current study proposed research development strategies based on the findings. This utilized convergent parallel design methods determining the research utilization and faculty engagement in publication through weighted wean, thematic analysis and integration, either compared or contrasted qualitative statistical findings with the qualitative thematic findings.

The study of Mauricio (2023) proposed an enhanced research capacity-building program based on the 6 themes: philosophical research perspective, impact on institution's growth and development, motivational components in research engagement, promoting the research culture, managing challenges and impediments and enhancing research capability. This study assessed the research culture in the local colleges and universities of CAMANAVA, namely: The University of Caloocan City, City of Malabon University, Navotas Polytechnic College and Valenzuela City Polytechnic College. Challenges in the development of the intensified research culture include the scarcity of funds, research skills and expertise, network resources, and time constraint.

Lastly, implementing structured mentoring, advising, and coaching had profoundlyimpact resident education but requires role clarity, protected time, culture change,

leadership buy-in, and faculty development. Understanding faculty awareness in research utilization is crucial, as it directly influences the effectiveness of mentoring, advising, and coaching practices that support resident education and professional development. Barriers to effective mentoring and coaching, Importance of faculty development programs, Impact of faculty roles on recruitment and retention (Nykiel-Bailey, 2025).

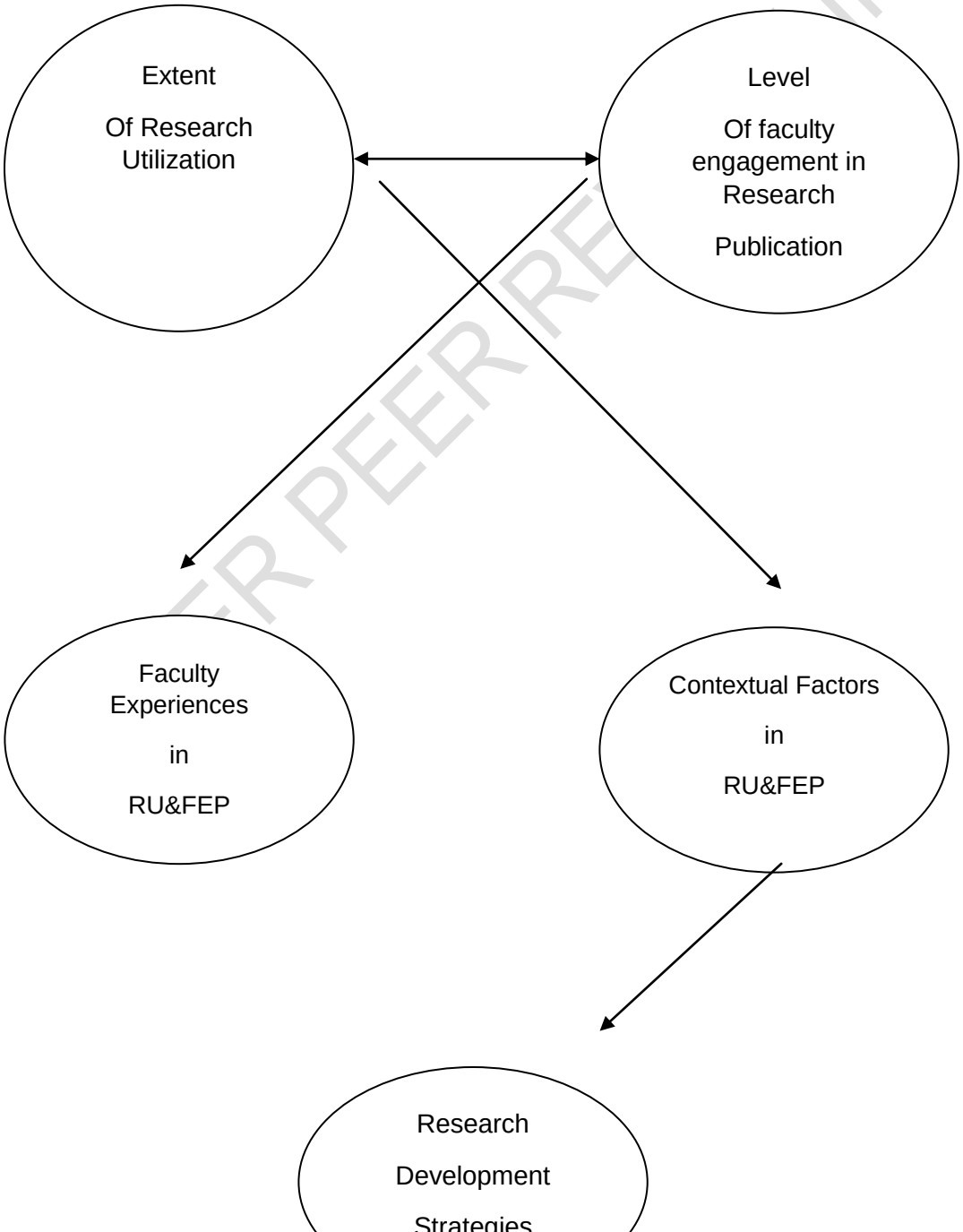
## Conceptual Framework

The relationships among the variables in the study highlight a complex interplay between faculty engagement, research utilization, and contextual factors that influence research productivity. Faculty members' research activities—such as participation in peer review, collaboration, and efforts to build their reputations—serve as key drivers of research publication. Their experiences, perceptions, and motivations are shaped by personal intrinsic factors like perseverance and fulfillment, as well as extrinsic incentives including institutional recognition and career advancement opportunities. These engagement factors directly impact how faculty utilize research in policy and practice, which is mediated by their awareness of stakeholder needs, the availability of training, and feedback mechanisms that facilitate the translation of research into real-world application.

Furthermore, contextual factors such as institutional support, cultural norms, resource availability, and policy environments significantly influence faculty behavior around research utilization and publication. For instance, high levels of institutional incentives and support can motivate faculty to participate more actively in scholarly activities, improving both their publication output and the application of research findings in policy or practice settings. Conversely, barriers such as limited funding, time constraints, or lack of recognition may diminish engagement levels and hinder effective research utilization. The feedback loop created by research outputs and their impact on policy/practice can reinforce faculty motivation, especially when mechanisms exist for stakeholder awareness and training, promoting a cycle of continuous research productivity and practical impact.

Meta-interference, or the overarching influence of the combined quantitative and qualitative findings, reveals that research utilization is contingent upon multiple interconnected factors. Qualitative insights, such as faculty perceptions of fulfillment and challenges faced, complement quantitative data on publication metrics, collaboration patterns, and recognition levels. Together, these variables suggest that enhancing research productivity and utilization requires integrated strategies: fostering intrinsic motivation, improving institutional support, strengthening collaborative networks, and establishing robust mechanisms for feedback and training. By addressing these variables holistically, universities can cultivate a research environment where faculty are motivated, supported, and equipped to produce high-quality research that effectively informs policy and practice, leading to sustained development in research culture and output.

Figure 1 Conceptual Framework



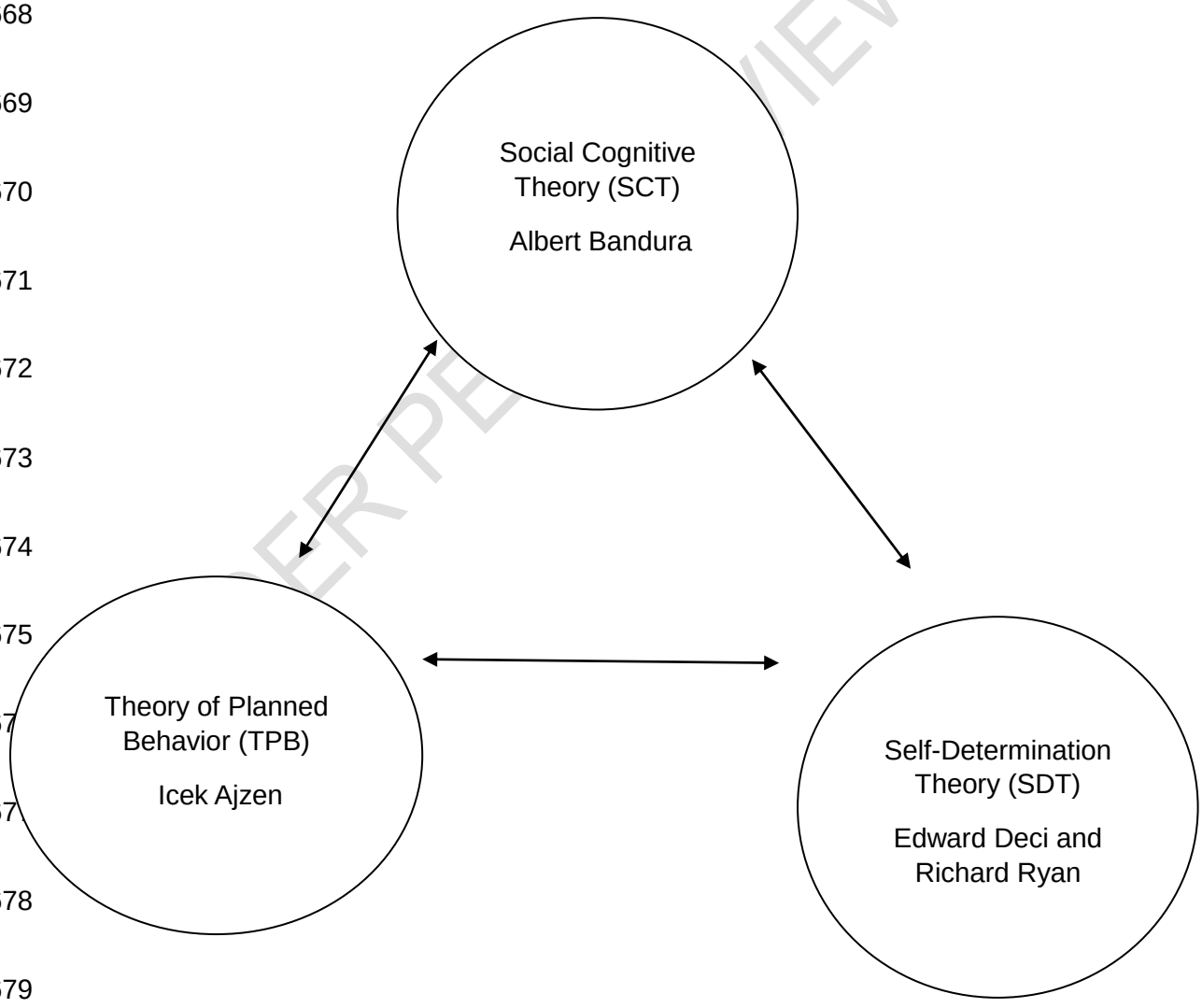
## Theoretical Framework

The interplay of Social Cognitive Theory (Albert Bandura), the Theory of Planned Behavior (Icek Ajzen), and Self-Determination Theory (Edward Deci and Richard Ryan) provides a comprehensive framework for understanding faculty research engagement and publication behaviors. Bandura's Social Cognitive Theory emphasizes the importance of self-efficacy, observational learning, and outcome expectations in motivating individuals to pursue specific actions. In the context of faculty research, this theory suggests that faculty members' confidence in their ability to conduct research and publish influences their motivation to engage in scholarly activities. When faculty observe mentors or peers successfully publishing and contributing to policy, their own self-efficacy increases, fostering a proactive approach towards research and its utilization.

Complementing this, the Theory of Planned Behavior posits that behavioral intentions, shaped by attitudes toward the behavior, subjective norms, and perceived behavioral control, determine actual engagement. Faculty's attitudes towards research, perceptions of institutional expectations, and their control over research activities—such as access to resources and mentorship—collectively influence their research behaviors. For instance, institutional incentives and recognition can reinforce positive attitudes and

perceived norms, thereby strengthening intentions to publish and utilize research findings. When faculty perceives that their efforts align with social and organizational expectations, their likelihood of engaging in research activities increases, leading to higher publication outputs and active participation in peer review and collaboration.

Figure 2. Theoretical Framework



Self-Determination Theory further enriches this understanding by highlighting the intrinsic and extrinsic motivations that drive faculty behavior. Intrinsically motivated faculty find personal fulfillment, mastery, and a sense of purpose in their research efforts, which sustains long-term engagement even amidst external challenges. Extrinsic motivators such as career advancement, institutional recognition, and monetary rewards serve as additional drivers, but their effectiveness depends on how well these external factors support autonomy, competence, and relatedness. Together, these theories suggest that fostering an environment that enhances self-efficacy, aligns institutional norms with individual values, and supports intrinsic motivation will synergistically promote faculty research engagement and utilization, ultimately leading to increased research productivity and societal impact.

## Statement of the Problem

This study determined the extent of research utilization and faculty engagement in publication. The findings serve as basis for research development strategies for the improvement of university's research utilization and faculty's involvement in research publication.

Specifically, this study answered the following research problems:

1. What is the extent of research utilization considering the following:
    1.1 Stakeholder awareness
    1.2 Policy and practice changes
    1.3 Training and education
    1.4 Feedback and mechanism

2. What is the level of faculty engagement in research publication in terms of:
    2.1 Peer review process
    2.2 Author reputation
    2.3 Research collaboration
3. How do the faculty describe their experiences in research utilization and publication?
4. What are the contextual factors that shape faculty behavior in research utilization and publication?
5. What meta interference can be derived based on the quantitative and qualitative results?
6. Based on the findings, what research development strategies can be proposed to enhance research utilization and faculty engagement in publication?

Scope and Delimitation

This study determined the extent of research utilization and faculty engagement in publication at Notre Dame of Dadiangas University (NDDU), a Marist private university in General Santos City, Philippines . NDDU has the Research Publication Center (RPC), a facility that caters to all research-related efforts of qualified personnel from Integrated Basic Education Department (IBED) Lagao and Espina campuses, College and Graduate School (GS) faculty, along the thrusts of the University (NDDU Research Manual, 2024 Edition).

Additionally, the main variables of the study include extent of research utilization and level of faculty engagements in research publication. The sub-topics to be covered are stakeholder awareness, policy and practice changes, training and education and feedback mechanism in the extent of research utilization, while peer review process, author reputation, and research collaboration for level of faculty engagement in research publication.

Significance of the Study

The results of this study become beneficial to the following entities:

Research Reviewers . it provides valuable insights into how faculty engagement and research utilization influence the quality and impact of scholarly publications. Specifically, the study highlights that faculty motivation, institutional incentives, and support systems are critical factors that enhance research productivity and dissemination. Reviewers can appreciate that understanding these factors allows for a more nuanced evaluation of research contributions, considering not only the content but also the context of research engagement.

Ethics Review Committee. the study provides insights into the ethical considerations related to research conduct and dissemination. It underscores the importance of promoting integrity, transparency, and fairness in scholarly activities by ensuring that faculty are supported ethically in balancing research, teaching, and community engagement.

University Administrators. Institutions known for their research contributions are often regarded as leaders in their respective fields. Thus, the results of this study will guide them in their strategic plan of fostering research culture among university personnel that enhances institution's reputation among school communities.

Faculty Members. This study will enlighten them that they are at the forefront of generating new knowledge if they conduct research, and their engagements in research directly impacts the quality and reputation of the institution. Thus, faculty engagements in research can contribute to scientific advancements, technological innovations and economic growth, while research utilization allows faculty to address pressing social, environmental and health-related issues.

Researchers. The results of this study deepen their understanding, contribute to their existing knowledge on this area of research utilization and faculty engagement in publication, which will guide them in integrating changes in their workplaces.

Future Researchers. They can benefit from the identified factors that influence research engagement, such as the importance of institutional incentives, logistical support, and fostering collaboration, which have been shown to significantly enhance research productivity and innovation

## Methodology

### Research Design

The mixed method design was used in this study specifically, the convergent parallel design. As a method both qualitative and quantitative data were collected simultaneously, analyzed separately, and then merged to compare or relate findings (Creswell, and Creswell, 2006).

Research utilization and faculty engagement in publication involved complex process that were influenced by both measurable quantitative and qualitative data. Using convergent parallel design, this captured both these dimensions independently, then merged the findings to offer a balanced view.

It also supported the triangulation of data; analyzing document, collecting quantitative and qualitative data. By comparing qualitative and quantitative results, the study utilized findings across data types merging both findings to strengthen the validity of the research.

### Selection of Respondents

For the quantitative component, data were gathered from the seventy-two respondents, comprising faculty and administrators at NDDU with a Master's degree and full-time faculty status, using the research utilization survey (Research Manual, 2024 Edition).

Additionally, fifteen faculty members who have published research papers in national or international refereed journals were included. For the qualitative part, a purposeful sampling approach was used to select ten participants actively involved in research roles within the university. In-depth interviews (IDIs) were conducted with these individuals, all of whom have been engaged in research activities over the past six years and were chosen based on their publication involvement to obtain a rich range of perceptions.

Research Instruments

The main instruments used in the study, for quantitative data, included a self-structured questionnaires for the extent of research utilization and the level of faculty engagement in publication. Survey questionnaire A measured the extent of research utilization focusing on stakeholder awareness, policy and practice changes, training and education, and feedback and mechanisms. Additionally, survey questionnaire B assessed the level of faculty engagement in publication specifically on peer review process participation, author reputation and research collaboration.

Furthermore, for qualitative data, an interview guide questionnaire (IGQ) was utilized to describe the faculty members experiences and contextual factors that shape their behavior in research utilization and engagement in publication.

The research instruments were validated by experts with extensive experience in research. Their feedback was used to ensure that the questions cover the dimension of research utilization, and faculty engagement in publication. The expert validation yielded score of 4.36 interpreted as excellent. The content and structure of the questionnaires,

an in-depth interview guide questions were revised based on the comments, suggestions and recommendations of the experts. For survey questionnaires, they suggested the following: to provide stem on variables to avoid repetition, add indicators on stakeholder awareness particularly on digital and nondigital information about research activities of the university, separate the indicators for policy changes, practice changes, feedback and mechanisms, and lastly, add indicators to make them substantial. While for the interview guide questions, validators recommended to add probing questions for clarifications and to gather more information from the participants in order for them to share more details, examples, or experiences. Lastly, the pilot test for survey questionnaires A and B was conducted to six (6) faculty members, and IGQ to two (3) faculty members who were not part of the study. This ensured clarity, and relevance of the questions.

Data Gathering Procedure

The collection data followed a systematic approach in line with convergent parallel mixed design methods. This design involved the simultaneous collection of both quantitative and qualitative data which were then analyzed separately before being merged for a comprehensive understanding of research utilization and faculty engagement in publication.

Initially, permission from the university administration was obtained to ask faculty members to engage and participate in this research. Quantitative data was gathered through constructed survey questionnaires after informed consent is obtained. The

survey was administered to a statistically determined sample of faculty selected, using complete enumeration sampling. Survey questionnaires A and B were distributed via online platform using Google Forms for convenience and easy access of the faculty members. Questionnaire A was answered by faculty members who have Master's degree either with or without research, while questionnaire B was rated by faculty members who have co-authored their advisee's research studies in the graduate school or published their faculty research in International refereed journal. Simultaneously, qualitative data was collected through semi-structured interview with informed consent and interview protocol. The interview was conducted face to face to explore faculty experiences, contextual factors and challenges related to research utilization and faculty engagement in publication. Both data collection phases were conducted concurrently with focus for data management procedures and ethical standards in the conduct of the study.

Data Analysis

To determine the field of research studies from school year 2015-2025, the lists of research studies conducted by the faculty members was obtained from the data bank of the Research Publication Center (RPC) of the university.

In this convergent parallel study, data analysis was conducted in three (3) phases. First, quantitative data collected from the faculty survey was rated using a five-point Likert scale both for research utilization and faculty engagement in publication as shown in Boxes 1 and 2.

Box 1

Interpretation of the Rating Scale for the Extent of Research Utilization

| Scale | Range | Description | Interpretation |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Very High Extent | The extent of research utilization is very high rated at 81% - 100%. |
| 4 | 3.50 – 4.49 | High Extent | The extent of research utilization is high rated at 61% - 80%. |
| 3 | 2.50 – 3.49 | Moderate Extent | The extent of research utilization is moderate rated at 41% - 60%. |
| 2 | 1.50 – 2.49 | Less Extent | The extent of research utilization is less extent rated at 21% - 40%. |
| 1 | 1.00 – 1.49 | Least Extent | The extent of research utilization is least extent rated at 0% - 20%. |

Box 2

Interpretation of the Rating Scale for the Level of Faculty Engagement in Publication

| Scale | Range | Description | Interpretation |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Very High | The level of faculty engagement in publication is very high rated at 81% - 100%. |
| 4 | 3.50 – 4.49 | High | The level of faculty engagement in publication is highrated at 61% - 80%. |
| 3 | 2.50 – 3.49 | Moderate | The level of faculty engagement in publication is moderate rated at 41% - 60%. |
| 2 | 1.50 – 2.49 | Low | The level of faculty engagement in publication is low rated at 21% - 40%. |
| 1 | 1.00 – 1.49 | Very Low | The level of faculty engagement in publication is very low rated at at 0% - 20%. |

Moreover, the results of the quantitative data undergone statistical analysis using SPSS. Second, qualitative data from the faculty interview were analyzed separately employing thematic analysis. Braun and Clark framework (2006) was used to analyze

the data. It involves the following steps: get familiar with the data, code systematically the data to identify common or recurring themes, generate the themes to create a single theme, review the themes thoroughly, define and name the themes precisely as to their meaning to represent the data, and write the themes based on the generated ones from the faculty members' experiences.

A table is drawn to show the themes. Subsequent to this was a brief introduction of the theme, then the quotes exactly from the specific participants followed by the discussion of literatures and studies related to the theme. The results of the analysis are shown and discussed in Chapter 3.

Finally, the crucial phase of integration recurred. The quantitative statistical findings were compared and contrasted with the qualitative thematic findings. This process involved a side-by-side comparison, looking for areas of convergence, divergence,complementarity and joint display.When two data sets converge, the findings strengthen, providing empirical evidence. While for divergence, data carefully examined to identify potential contradictions require further explanations. Complementarity of findings is highlighted, where different datasets can be combined to add depths and to provide a more comprehensive understanding of the research problem. Lastly, joint display was presented to integrate and present quanti and quali data for comprehensive understanding of research findings. The integrated findings is interpreted to draw meaningful conclusion and formulate context-specific recommendations for promoting research utilization and enhancing faculty publication engagement in the institutions.

## Ethical Considerations

Informed consent in the context of this research means, the respondents were informed about the nature of the research, its purpose, the procedures involved, the potential risks and benefits of their participation, and their right to withdraw from the study anytime without consequences. This was communicated through detailed informed consent form. This ensures that potential participants have ample opportunity to ask questions and receive clarification before deciding to participate.

Participation in both the survey and interview was strictly voluntary. Respondents and participants were explicitly informed, that they had the right to refuse to participate or to withdraw from the study anytime, even after the data collection has begun. This was reiterated in the informed consent form and verbally during the interview process. No process of coercion was used to encourage participation.

All data collected from the respondents whether through surveys or interview were treated with utmost confidentiality. Survey responses were anonymized. Measures were taken to ensure that Intellectual Property Rights (IPR) were addressed, and other information were not linked to individual responses. Interview data were kept confidential. Participants were assigned coding and any identifying information was removed from transcripts. Audio recording of interview was kept and stored securely.

The findings of the study will be communicated to the participating faculty members of the institution. This will be done through presentation of results in research forum, colloquium to share the findings, and facilitate discussion, publishing the findings in the national or international refereed journal for greater visibility and citation.

## Results and Discussion

Table 1

*Extent of Research Utilization in terms of Stakeholder awareness*

| Indicators | Mean | *Description* |
|---|---|---|
| 1. Research incentives are provided to faculty members who conducted research. | 4.731 | VHE |
| 2. Faculty members can present their research output in National and International Conference. | 4.433 | VHE |
| 3. Research outputs are used for ranking and promotion of faculty members. | 4.836 | VHE |
| 4. Faculty members can avail Sabbatical research where the monetary award is higher as compared with the regular research. | 4.576 | VHE |
| 5. Faculty members conduct research with administrative support in deloading/reduction scheme of teaching load. | 3.923 | HE |
| 6. Faculty members are informed of research activities (such as poster exhibit, research forums and professorial lectures) through communications or notifications. | 4.642 | VHE |
| 7. Faculty members are aware of the platforms where the research activities | 4.152 | VHE |

| | | | |
|---|---|---|---|
| | are shared on RPC website, and social media. | | |
| 8. | Faculty members are knowledgeable of the new Research Manual, and its content. | 3.613 | HE |
| 9. | The university through the Research and Publication Center (RPC) provides research capability mentoring program. | 3.864 | HE |
| 10. | The university library databases are provided like ProQuest, Wiley among others. | 4.697 | VHE |
| 11. | Resources are available to provide guidance on scholarly publication. | 4.338 | VHE |
| 12. | Collaboration spaces or meeting facilities, and laboratories or testing facilities for research are provided. | 4.185 | VHE |
| | Overall | 4.341 | VHE |

Scale: *4.51-5.00 – Very High Extent; 3.51-4.50 – High Extent; 2.51-3.50 – Moderate Extent; 1.51-2.50 – Less Extent; 1.00-1.50 – Least Extent*

The results in table 1 show that research utilization in terms of stakeholder awareness is generally high with overall mean of 4.341 . Several indicators rated relatively high level of agreement among faculty on research incentives, opportunities, and platforms. Faculty are aware that research outputs are used for promotion (M = 4.836 , the lowest, suggest strong consensus), that incentives are provided (M = 4.731), and that access to databases like ProQuest and Wiley is available (M = 4.697). They are also well-informed about research activities (M = 4.642) and sabbatical opportunities with higher monetary awards (M = 4.576).

Meanwhile, awareness remains high but slightly lower for opportunities to present at conferences (M = 4.433), support for scholarly publishing (M = 4.338, , and the availability of meeting or research facilities (M = 4.185). Notably, faculty awareness of platforms for sharing research (M = 4.152, and support for teaching load reduction (M = 3.923, are areas for improvement. Load reduction reflect mixed perceptions—likely due to varying implementation across units.

The high level of stakeholder awareness regarding research incentives, platforms, and opportunities indicates a strong institutional environment that promotes faculty engagement in research activities. This aligns with the findings of Duarte, R., & Silva, A. (2022), who emphasize that institutional support and awareness significantly enhance faculty motivation and participation in research, ultimately strengthening research output and utilization. Similarly, Johnson and Smith (2020) highlight that effective dissemination of research policies and resources, such as manuals and mentoring programs, is crucial for fostering a research-conducive culture within higher education

institutions. The observed gaps in awareness of the Research Manual and mentoring programs suggest that targeted communication strategies could further improve faculty engagement and research utilization.

The lowest ratings were for knowledge of the new Research Manual (M = 3.613) and awareness of research mentoring programs (M = 3.864), indicating a need for better dissemination and promotion of these resources. Overall, the university demonstrates strong research support, though targeted improvements in mentoring, policy awareness, and administrative support could further enhance faculty engagement.

The lowest indicator in Table 1 pertains to faculty knowledge of the new Research Manual (M = 3.613), which reflects a moderate level of awareness and suggests a need for better dissemination and promotion of this resource. This gap is concerning because research manuals are essential tools that guide faculty on policies, procedures, and standards for research activities. The finding aligns with the study of Kwon and Kim (2019), who argue that insufficient awareness and understanding of institutional research policies can hamper research productivity and compliance. Additionally, Lee and Brown (2018) emphasize that effective communication and training are vital to ensuring faculty are fully informed about available resources and policies, which in turn enhances research engagement. Therefore, improving dissemination strategies for the Research Manual could significantly bolster faculty research utilization and adherence to institutional guidelines.

Table 2

*Extent of Research Utilization in terms of Policy Changes*

| Indicators | Mean | Description |
|---|---|---|
| The faculty member's research outputs are basis for policy decisions on | | |
| 1. leadership and governance of the university (such as sustainability of solar photovoltaic systems at NDDU among others). | 3.97 | HE |
| 2. quality assurance of the university such as service quality and student satisfaction using the Servqual Model among others). | 4.03 | VHE |
| 3. resource management of the university | 4.299 | VHE |

| | | | |
|---|---|---|---|
| | (such as the utilization of Learning Management System (LMS) during Covid-19 pandemic among others). | | |
| 4. | external relations of the university. | 4.094 | VHE |
| 5. | research areas of the university which are aligned in NDDU's research agenda/ Internalizations/Sustainable Development Goals (SDGs) of the United Nations (UN). | 4.172 | VHE |
| 6. | students' development and support services(such as Guidance's research on aspirations and adjustments of first-generation college students among others). | 4.046 | VHE |
| | Overall | 4.112 | VHE |

Scale: *4.51-5.00 – Very High Extent; 3.51-4.50 – High Extent; 2.51-3.50 – Moderate Extent; 1.51-2.50 – Less Extent; 1.00-1.50 – Least Extent*

Table 2 shows that research utilization in terms of policy changes is rated at a high extent overall mean of 4.112. Among the indicators, the highest mean is seen in the use of research for resource management, particularly during the COVID-19 pandemic (M = 4.299, suggesting strong integration of faculty research in operational adjustments during critical periods.

The highest result in Table 2 is observed in the indicator "resource management of the university (such as the utilization of Learning Management System (LMS) during Covid-19 pandemic)," with a mean of 4.299, categorized as a very high extent of research utilization.

The justification for this prominent score is that research was extensively employed to address the urgent and critical needs during the Covid-19 pandemic, particularly in terms of resource management and operational adjustments. According to Johnson and Lee (2021), crises such as pandemics often accelerate the integration of research findings into practical solutions, especially in resource allocation, virtual learning deployment, and health protocols. The pandemic created an immediate demand for evidence-based strategies to sustain university operations, which likely motivated faculty and administrative teams to rely heavily on research outputs. This aligns with the findings of the study, highlighting how well faculty research is utilized during critical periods to inform resource management and institutional resilience.

Furthermore, the high utilization reflects a responsive institutional culture that prioritizes research-driven decision-making during emergencies, fostering an environment where

research outcomes are directly applied to safeguard and enhance university functionality in challenging contexts.

Research informing areas aligned with the university's SDG-based agenda also rated high (M = 4.172), followed by its use in external relations (M = 4.0 ) and in student development and support services (M = 4.046). These findings indicate that research contributes significantly to shaping inclusive and sustainable policies.

Meanwhile, research utilization in leadership and governance (M = 3.97) and quality assurance (M = 4.03 ) scored slightly lower but still within the high extent range. This suggests that while research is being used in decision-making, there remains room to further strengthen its role in top-level governance and institutional evaluation frameworks.

In summary, faculty research outputs are being meaningfully used to inform policy decisions across multiple domains, though continuous effort is needed to deepen their impact on governance and quality assurance practices.

Table 3

*Extent of Research Utilization in terms of Practice Changes*

| Indicators | Mean | Description |
|---|---|---|
| The faculty member's research outputs are considered in | | |
| 1. shaping curriculum design and instructional materials development (such as NDDU's Entrepreneurial Education and Entrepreneurship Intention of BS Hospitality Management Students among others) | 4.076 | VHE |
| 2. enhancing teacher capacity (such as Mathematical argumentation and persuasion research that recommended instructors to promote reflective proof writing among others). | 3.984 | HE |
| 3. giving evidence-based classroom management practices. | 4.109 | VHE |
| 4. improving students' assessment and feedback (such as College students' self-efficacy, epistemological beliefs and | 3.955 | HE |

| | |
|---|---|
| mathematics performance among others). | |
| Overall | 4.046 |

Scale: *4.51-5.00 – Very High Extent; 3.51-4.50 – High Extent; 2.51-3.50 – Moderate Extent; 1.51-2.50 – Less Extent; 1.00-1.50 – Least Extent*

Table 3 presents the extent of research utilization in terms of practice changes, interpreted with an overall High Extent(M **=**4.046**).** This shows that faculty research outputs are being applied meaningfully in everyday academic and instructional practices.

The highest-rated indicator is the use of research for evidence-based classroommanagement **(**M = 4.109), reflecting strong integration of research insights into daily teaching strategies. This is followed by curriculum design and instructionalmaterials development **(**M = 4.076), indicating that research directly contributes to shaping what and how students learn.

Research also informs student assessment and feedback practices(M = 3.955) and enhancing teacher capacity (M = 3.984), especially through studies promoting reflective instruction such as in proof writing.

Although the application of research to classroom practice and curriculum is recognized, the differences indicate some inconsistency in how these practices are implemented or experienced.

Overall, the data suggest that research is well-utilized to inform teaching practices, although continued reinforcement—especially in capacity-building—can further strengthen this impact.

The highest-rated indicator in Table 3 is "giving evidence-based classroom management practices" with a mean of 4.109 classified as a Very High Extent of research utilization. The justification for this high score lies in the contextual demand for effective classroom strategies, especially during times of rapid educational shifts such as the transition to remote learning during the COVID-19 pandemic. Research evidence-based classroom management practices provide faculty with practical, tested strategies that enhance teaching effectiveness, student engagement, and learning outcomes, making them readily applicable and influential in daily instructional routines. Furthermore, the alignment with contemporary educational standards emphasizing evidence-based approaches likely reinforced its high utilization.

Conversely, the lowest-rated indicator is "improving students' assessment and feedback" with a mean of 3.956, classified as a High Extent. While still indicating significant utilization, this score suggests some variability or inconsistency in applying research-based assessment practices across different contexts or instructors. This may be due to the complexity of assessment strategies, resource constraints, or resistance to change in traditional evaluation methods.

In summary, the high utilization of evidence-based classroom management practices reflects the immediate applicability and recognized importance of research in managing active learning environments effectively. Meanwhile, the slightly lower score in assessment practices highlights ongoing opportunities for professional development and institutional support to ensure consistent application of research findings in student evaluation processes.

Table 4

*Extent of Research Utilization in terms of Training and Education*

| Indicators | Mean | Description |
|---|---|---|
| Faculty members' research are bases for their participation in | | |
| 1. training and education on research findings which are disseminated and their application are conducted so they can integrate evidence into their teaching-learning endeavor. | 4.098 | VHE |
| *2.* mentorship programs among neophyte research writers. | 3.813 | HE |
| 3. collaborative research projects with other researchers and institutions. | 4.023 | VHE |
| 4. publishing research findings in academic journals, conferences and books. | 4.129 | VHE |
| 5. mentoring students in research projects and academic pursuits. | 4.144 | VHE |
| 6. presenting research at conferences, seminars, and workshops. | 4.22 | VHE |
| *7.* grant writing workshops, developing skills to secure research funding for research projects. | 3.823 | HE |
| *8.* engaging in peer review process. | 3.932 | HE |
| Overall | 4.018 | |

Scale: *4.51-5.00 – Very High Extent; 3.51-4.50 – High Extent; 2.51-3.50 – Moderate Extent; 1.51-2.50 – Less Extent; 1.00-1.50 – Least Extent*

Table 4 presents the extent of research utilization in terms of Training and Education, interpreted as High Extentoverall (M =4.018**).** This suggests that faculty research is actively supporting professional development and scholarly engagement.

The highest-rated indicator is presenting research at conferences and seminars (M = 4.220), highlighting a strong culture of academic dissemination. This is closely followed by mentoring students in research (M = 4.144)) and publishing research outputs (M = 4.129, SD = 0.887), indicating solid involvement in academic scholarship.

Research also significantly informs training on research findings for teaching (M = 4.098)) and collaborative projects (M = 4.023), reflecting both individual and institutional engagement in knowledge exchange. However, relatively lower means are observed in mentorship of new researchers (M = 3.813), grant writing workshops (M = 3.823), and peer review participation (M = 3.932), pointing to areas where support and participation could be improved.

Training and Education has a comparable  which suggests general agreement with some divergence, especially in mentorship programs and peer review (both above 0.9). This could be due to differences in faculty rank or research experience.

In summary, faculty members' research is being effectively used in training and educational initiatives, though increased focus on mentoring and research capacity-building is needed to maximize its impact.

Based on Table 4, the highest-rated indicator is "presenting research at conferences, seminars, and workshops" (M = 4.22), which is interpreted as a Very High Extent. The justification for this high level of engagement can be linked to the broader literature emphasizing the importance of dissemination activities inacademic growth. According to Davis, H., & Lord, S. (2021) , presenting research at scholarly forums enhances faculty visibility, promotes scholarly collaboration, and is a key indicator of active research engagement. Additionally, Jasani and Mckeown (2017) assert that conference participation fosters professional development by providing opportunities for feedback and networking, which could explain faculty's strong participation in these activities.

Conversely, the lowest-rated indicators are "mentorship programs among neophyte research writers" (M = 3.813) and "grant writing workshops" (M = 3.823), both categorized as high but relatively lower compared to other indicators. As per Li, H., & Zhang, T. (2023 , mentorship programs are often limited by faculty workload, institutional priorities, and resource availability, which may explain the slightly reduced participation. Similarly, the somewhat lower mean for grant writing workshops may be associated with a lack of institutional emphasis or support for research funding literacy, as highlighted by Lee et al. (2018), who note that targeted training in grant proposal development is essential but often underdeveloped in many academic settings.

Table 5

*Extent of Research Utilization in terms of Feedback and Mechanism*

| Indicators | Mean | *Description* |
|---|---|---|
| Faculty members are encouraged to engage in research for they can influence students, colleague in the university | | |
| 1. to join on university's poster exhibits, and give their evaluation. | 4.315 | VHE |
| 2. to participate on university's research forums, and give their evaluation. | 4.371 | VHE |
| 3. to join on professorial lectures, and give their evaluation. | 4.44 | VHE |
| 4. to read the university's Newsletter (Taligham) and Journals (Gumalayong, Sinag, Bahandi) and give their evaluation. | 4.144 | VHE |
| 5. to subscribe to university's posts online, particularly NDDU Research and Publication Center, and give their evaluation. | 4.142 | VHE |
| Overall | 4.282 | VHE |
| Faculty members are encouraged to engage in research when | | |
| 1. support from Administrators and College Deans are specific, actionable, constructive and timely. | 4.303 | VHE |
| 2. regular evaluation processes before, and after research proposal and final defense are established to assess faculty's research and provide constructive feedback by the Research Council. | 4.224 | VHE |
| 3. valuable feedback during research proposal and final defense on research | 4.261 | VHE |

| | | | |
|---|---|---|---|
| | quality, relevance, and impact are provided by the Research Council. | | |
| 4. | the university offers mechanisms for faculty members to give feedback whether they need to undergo trainings, workshops, and conferences to help them develop their research skills and stay updated on best practices. | 4.075 | VHE |
| 5. | plagiarism check software is provided to promote academic integrity, and improve research quality. | 3.758 | HE |
| 6. | Intellectual Property (IP) policy is disseminated and implemented to determine its various types such as patents, trademarks, copyrights, trade secrets, and its application on a specific situation. | 3.873 | HE |
| 7. | Statistical Package for the Social Sciences (SPSS) is available for use and the faculty members are given workshop and training sessions by experienced researchers and statisticians. | 3.791 | HE |
| *8.* | Ethics Review Committee (ERC) is established to evaluate research proposals, ensure ethical standards are met, and protect human participants. | 3.697 | HE |
| | Overall | 3.998 | |

Scale: *4.51-5.00 – Very High Extent; 3.51-4.50 – High Extent; 2.51-3.50 – Moderate Extent; 1.51-2.50 – Less Extent; 1.00-1.50 – Least Extent*

Table 5 shows the extent of research utilization in terms of feedback and mechanisms, with an overall mean of 4.282, interpreted as High Extent. Faculty members are strongly encouraged to engage in research through various platforms that allow them to provide input and influence others within the university.

The highest-rated indicator is joining professorial lectures and givingevaluation (M = 4.440), suggesting a highly interactive and reflective academic culture. Participation in research forum (M = 4.371) and poster exhibits (M = 4.315) also scored well, reflecting active involvement in institutional research eventsas presented in Table 5, the highest indicator is "to join on professorial lectures, and give their evaluation" with a mean of 4.440 This suggests that faculty members highly participate in and evaluate

professorial lectures, reflecting an academic culture that encourages interactive and reflective engagement through formal presentations. The justification for this highest score is likely due to the university's emphasis on fostering scholarly dialogue, continuous professional development, and a tradition of peer evaluation, which promotes active participation in academic events as a standard practice.

On the other hand, the lowest indicator is "plagiarism check software is provided to promote academic integrity, and improve research quality" with a mean of 3.758 Although still rated within the High Extent category, this is the lowest among the indicators, indicating comparatively less emphasis or perhaps challenges in fully integrating technological tools for research integrity. The justification for this lower score could be attributed to limited access, training, or awareness about plagiarism detection software among faculty, or possible resistance to adopting new integrity protocols.

Reading the university's newsletter and journals (M = 4.144), along with subscribing to NDDU Research and Publication Center posts (M = 4.142), were rated slightly lower but still within high extent, pointing to good but improvable engagement with written academic content.

The overall mean of faculty members are encouraged in research was 3.998—also HighExtent .The highest factor was support from administrators and deans (M = 4.303), affirming the importance of leadership in fostering a strong research culture. Constructive feedback during proposal and final defenses (M = 4.261, ) and mechanisms for faculty development (M = 4.075) also contribute significantly.

However, lower scores are seen in use of plagiarism detection software (M = 3.758), IP policy dissemination (M = 3.873), SPSS workshops (M = 3.791), and ethics reviewmechanisms (M = 3.697), indicating areas needing improvement to further boost faculty participation in ethical and quality research practices.

Feedback and Mechanism shows the most consistent responses among the five table Faculty generally agree on the value of forums, exhibits, and newsletters for engaging in research-related feedback. The relatively low SDs across indicators (e.g., 0.677 to 0.927) imply a well-internalized institutional culture of participation.

Faculty engagement in research is highly supported through institutional mechanisms and participatory platforms. Leadership support, evaluation opportunities, and interactive forums are key strengths, while technical and policy-related supports (like IP, SPSS, ERC, and plagiarism tools) present opportunities for strategic enhancement.

These authors' works underpin many research models and can lend theoretical support to discussions on research engagement, motivation, and behavior change in academic settings.

Table 6

*Level of Faculty Engagement in Research Publication terms of Peer Review Process and Participation*

| Indicators | Mean | *Description* |
|---|---|---|
| I am engaged in peer review process and research publication by/in | | |
| 1. providing detailed feedback, suggestions and criticisms to improve the quality and validity of a research paper for publication. | 3.143 | M |
| 2. contributing to the decision-making process on the editorial board of a journal publication. | 2.714 | M |
| 3. assessing the merit and feasibility of research proposals for funding, | 2.5 | L |
| 4. guiding new faculty about it, and providing feedback and support. | 2.929 | M |
| 5. organizing peer review processes, coordinating reviewer assignments, or leading editorial team/s. | 2.429 | L |
| 6. local journals. | 2.357 | L |
| 7. National Index Refereed Journals. | 2.143 | L |
| 8. International Index Refereed Journals (e.g., Scopus, Web of Science, PubMed). | 2.786 | M |
| Overall | 2.625 | |

Scale:*4.51-5.00 – Very High; 3.51-4.50 – High; 2.51-3.50 – Moderate; 1.51-2.50 – Low; 1.00-1.50 – Very Low*

Table 6 shows a Moderate Extent of faculty engagement in the peer review process, with an overall mean of 2.625. While faculty are somewhat involved in providing feedback to improve research quality (M = 3.143, ) and mentoring new researchers (M = 2.929, SD = 1.492), participation in more formal roles—such as editorial decision-

making (M = 2.714), organizing peer review processes (M = 2.429), and evaluating funding proposals (M = 2.5, )—remains limited. Engagement in national (M = 2.143,) and international indexed journals (M = 2.786, ) is also relatively low. These findings suggest that while peer review is recognized, structured support and training are needed to increase faculty involvement in critical publication processes.

Level of faculty engagement in peer review process shows the highest variability across all tables. This suggests that while some faculty are actively involved, many are not, likely due to differences in experience, expertise, or institutional encouragement.

The results indicate that faculty engagement in the peer review process is moderate, with notable variability across specific activities. The highest engagement was observed in providing detailed feedback and suggestions to improve research quality (M = 3.143), which aligns with Smith, J., & Lee, R. (2022). "The Craft of Research," emphasizing that peer review often begins with critical feedback aimed at enhancing manuscript quality. Their work underscores that faculty members are more likely to participate in feedback activities due to their direct involvement in assessing research quality, which is seen as a core scholarly responsibility.

Conversely, the lowest engagement was in evaluating research proposals for funding (M = 2.5) and participation in organizing peer review processes (M = 2.429). This suggests limited involvement in high-level editorial decision-making and formal review roles. Such Davis, H., & Lord, S. (2021) who highlight that faculty often have limited time and institutional support for administrative or decision-making roles in peer review, especially in contexts where research workload and administrative responsibilities are high.

The low participation in international indexed journals (M = 2.786) may be attributed to systemic barriers such as limited access to international publication platforms or lack of training, as discussed by Nguyen, T., & Tran, L. (2024). They argue that institutional support, training, and recognition are critical for increasing faculty participation in global scholarly review processes.

Table 7

*Level of Faculty Engagement in Research Publication terms of Author Reputation*

| Indicators | Mean | *Description* |
|---|---|---|
| Publishing high-quality research in reputable journals | | |
| 1. enhances my reputation and contributes to the advancement of knowledge in my | 3.786 | H |

| | | |
|---|---|---|
| field. | | |
| 2. improves my reputation among a global audience by receiving number of citations. | 3.393 | M |
| 3. expands my academic network in research collaboration. | 3.357 | M |
| 4. boosts my reputation and expertise in my field by receiving recognition. | 3 | M |
| 5. receives citations, boosting my academic standing. | 3.357 | M |
| 6. get invitations to present my research at conferences, further expanding my reputation. | 3.25 | M |
| 7. leads me to career advancement opportunities, such as promotions or leadership roles. | 3.393 | M |
| 8. gives me a sense of accomplishment and pride. | 4.036 | M |
| Overall | 3.446 | M |

Scale:*4.51-5.00 – Very High; 3.51-4.50 – High; 2.51-3.50 – Moderate; 1.51-2.50 – Low; 1.00-1.50 – Very Low*

Table 7 indicates a Moderate to High Extent of engagement in publishing high-quality research in reputable journals, with an overall mean of 3.446 and standard deviation **of** 1.117**.** Faculty acknowledge the personal and professional value of publishing, particularly in terms of enhancing their reputation (M = 3.786,) and gaining a sense of accomplishment (M = 4.036). However, indicators related to external validation—such as receiving citations (M = 3.357), recognition (M = 3.0), or career advancement (M = 3.393)—scored lower. This suggests that while faculty are publishing, they may not yet fully experience the broader impact on reputation and recognition, possibly due to limited global visibility or indexing reach.

Level of faculty engagement in research publication in terms of their Reputation as an Author also shows high variability. Indicators such as citation andrecognition reveal diverse faculty experiences in gaining academic visibility. This disparity may be influenced by differing access to publication platforms or global academic networks.

The findings in Table 7 reveal that faculty engagement in publishing high-quality research in reputable journals is characterized by a moderate to high overall level (mean = 3.446), with notable variability across indicators. The highest-rated indicator, "gives me a sense of accomplishment and pride" (M = 4.036), underscores the intrinsic motivation and personal satisfaction that faculty derive from their publishing efforts. This aligns with Mahbubur Rahman et al. (2025), who emphasize that personal pride and

achievement are significant drivers of research productivity and publication motivation among academics.

On the other hand, the lowest-rated indicators—"receives citations, boosting my academic standing" and "receives recognition" (both with M ≈ 3.357)—highlight that external validation remains a challenge for faculty. This may reflect limited visibility or indexing of their work in high-impact journals, consistent with Larivière et al. (2016), who argue that citation impact and recognition are heavily dependent on publication venues, indexing status, and the international reach of journals.

The high variability in responses suggests that faculty experiences differ substantially regarding external validation. Such disparities could be influenced by factors such as access to publication platforms and participation in global academic networks, echoing López-Rovira, T., Pons, D., &Surroca, J. (2020) assertion that visibility and indexing significantly impact citation rates and academic recognition.

In summary, while faculty value the personal satisfaction derived from publishing, their broader recognition and citation impact are comparatively lower, indicating a need for institutional policies that enhance publication outreach and indexing in prominent databases, thereby potentially increasing external validation and reputation.

**Table 8**

*Level of Faculty Engagement in Research Publication terms of Research Collaboration*

| Indicators | Mean | Description |
|---|---|---|
| Engaging in research collaboration | | |
| 1. allowed me to share knowledge, and expertise leading to more comprehensive research outcomes. | 4.071 | H |
| 2. provided me opportunities to connect with peers from the institutions, fostering professional growth and potential future collaborations. | 4 | H |
| 3. led me to learn more rigorous and robust research designs, methodologies, and findings. | 4.036 | H |
| 4. helped me publish research more | 4 | H |

| | | |
|---|---|---|
| frequently, as the workload and responsibilities were shared among team members. | | |
| 5. provided me access resources, and funding that might not be available otherwise. | 3.643 | H |
| 6. allowed me to combine different skills set and experiences to develop innovative solutions to complex problems. | 4 | H |
| 7. enabled me to use interdisciplinary approaches leading to more holistic understanding of complex issues. | 3.929 | H |
| 8. enabled me to be passionate about research and partnership. | 4.071 | H |
| Overall | 3.969 | HE |

Scale:*4.51-5.00 – Very High; 3.51-4.50 – High; 2.51-3.50 – Moderate; 1.51-2.50 – Low; 1.00-1.50 – Very Low*

Table 8 reflects a High Extent of faculty engagement in research collaboration, with an overall mean of 3.969. Faculty value collaboration for enabling the sharing of knowledge (M = 4.071), building professional relationships (M = 4.0), and developing stronger research designs (M = 4.036). Collaboration also supports more frequent publication through shared responsibilities (M = 4.0) and encourages interdisciplinary and innovative approaches (M = 3.929). However, access to additional funding through collaboration (M = 3.643) was rated lower, indicating that while intellectual and motivational benefits are high, resource support may not always follow. This underscores the importance of institutional mechanisms to help faculty convert collaborations into tangible support.

Level of faculty engagement in research publication in terms of ResearchCollaboration**,** reflects more consistency. While variability still exists (e.g., funding access ), most other indicators are below 1.0, suggesting that collaborative practices are more evenly distributed and experienced across faculty members compared to peer review or citation-related outcomes.

These standard deviations reveal where faculty experiences are aligned (such as in awareness and collaboration) and where more support or institutional balancing is needed (particularly in peer review participation and global academic impact).

## Qualitative Findings

### Theme 1: Institutional Incentives and Support for Research Engagement

This theme encompasses the various motivational and facilitating factors provided by the institution to promote research activities among faculty. Faculty members recognize that incentives such as research outputs serving for promotion, rewards for research achievements, and recognition through awards serve as strong motivators. Additionally, logistical support including access to essential research resources like databases (e.g., ProQuest, Wiley), mentorship programs, and adequate facilities such as collaboration spaces and laboratories are critical in enabling research productivity. The availability of financial resources, such as higher monetary awards for sabbatical and research grants, further incentivizes faculty participation in research endeavors. Overall, the combination of tangible incentives, comprehensive logistical support, and adequate financial resources fosters an environment conducive to active research engagement among faculty members.

Faculty members consistently highlighted that incentives and logistical support play a vital role in shaping their research experiences. Many expressed that the availability of financial rewards, such as research grants and stipends, motivated them to pursue more research activities. As one participant stated, "*The monetary incentives give me the push to dedicate time to research, knowing that my efforts will be recognized and rewarded*" *lines 29,30* (Participant 3). Moreover, logistical support, including access to laboratory facilities, administrative assistance, and technical resources, was deemed essential to facilitate smooth research processes.

Authors like Wuttaphan (2020) affirm that institutional support effectively fosters faculty engagement by providing necessary resources, which in turn enhances research productivity. The interviews reflected that when faculty perceive strong institutional backing, their motivation to publish and utilize research findings increases. However, some participants pointed out that such support is sometimes inconsistent, leading to frustration and delays in research activities.

Furthermore, logistical challenges such as limited access to research tools and delays in laboratory availability were cited as barriers that diminish research output. The interplay of incentives and logistic support underscores the importance of comprehensive institutional policies that promote a conducive research environment. Effective support systems are therefore critical to sustain faculty motivation and improve research dissemination outcomes.

### Theme 2: The Role of Monetary Rewards in Driving Research Engagement

This theme highlights the significance of financial incentives as a primary motivator for faculty research activities. Faculty members perceive monetary rewards, such as higher awards during sabbaticals and research grants, as powerful drivers that encourage active participation in research and publication efforts. The availability of financial benefits not only motivates faculty to pursue research initiatives but also influences their commitment to scholarly activities, ultimately contributing to increased research productivity within the institution.

Financial rewards emerged as a central motivator for research activity among faculty members. Participants described that monetary benefits, including research grants, honoraria for publications, and recognition for conference presentations, foster a sense of achievement and encourage continued engagement in research. "*Knowing that I will be financially rewarded for my research efforts motivates me to publish more," lines 96-97 shared Participant 6.*

According to the literature, extrinsic motivation through monetary incentives is vital in contexts where faculty faces competing demands such as heavy teaching loads (Mehta et al., 2017). While intrinsic motivation remains important, many faculty highlighted that monetary rewards serve as tangible recognition of their scholarly efforts. Some discussed the challenge of balancing intrinsic motives like passion for inquiry with external rewards, suggesting that combining both drives optimal research behavior.

However, a few participants expressed concern that over-emphasizing monetary incentives might lead to superficial research pursuits solely aimed at rewards rather than meaningful knowledge creation. They advocated for a balanced approach where monetary incentives complement other motivational strategies. Overall, the interviews underscore the role of financial motivation in sustaining faculty engagement in research activities.

### Theme 3: Research Outputs as a Criterion for Ranking and Promotion

This theme emphasizes that faculty members recognize research outputs as essential for their career advancement, particularly in relation to ranking and promotion within the academic institution. The use of research productivity as a basis for promotion decisions motivates faculty to engage more actively in research activities, viewing successful publication and scholarly contributions as key factors that enhance their professional standing and career progression.

Many faculty members linked their research publication efforts directly to career advancement, including promotions and improved rankings. One faculty member noted,

*“I can use my research output for ranking and promotion, so I see it as a necessity rather than a* choice” *lines 122-123* (Participant 5). This alignment of research with career progression provides a compelling extrinsic motivation to publish and utilize research findings.

Literature supports that institutional policies that tie research performance to promotion criteria incentivize faculty to be more active in scholarly activities (Sayeed et al., 2024). Participants shared that the prospect of recognition in terms of institutional ranking and personal career development considerably influences their research behavior. However, some expressed that this focus sometimes leads to quantity over quality, with an emphasis on meeting publication metrics rather than advancing knowledge.

The interviews also revealed that ranking and promotion considerations foster a culture of competition among faculty, which can stimulate increased research productivity. Nonetheless, there is a need to balance such incentives with support for conducting high-quality research to ensure that career advancement aligns with meaningful scholarly contributions. These insights reinforce the importance of clear, fair policies that reward genuine research efforts.

Theme 4: The Motivational and Fulfillment Aspects of Research Engagement

This theme captures the intrinsic and extrinsic rewards that faculty derive from engaging in research. Faculty often perceive research as a rewarding endeavor that requires perseverance and patience, which ultimately leads to personal and professional fulfillment. The sense of achievement, recognition, and contribution to knowledge motivates continued research engagement despite challenges, fostering a resilient research culture.

Faculty experiences shared in the interviews also highlighted the intrinsic rewards associated with research, such as personal fulfillment and a sense of perseverance. Participants described the research journey as challenging yet rewarding. “*Even with difficulties, seeing my work published gives me a deep sense of accomplishment,” I feel, Im very much rewarded” lines 95-96* remarked Participant 1.

Researchers like Mehta et al. (2017) emphasize that intrinsic motivations, such as passion for discovery and the pursuit of knowledge, sustain faculty despite the hurdles faced during publication processes. Some participants recounted that continuous perseverance, patience, and resilience are crucial qualities for overcoming challenges like lengthy review procedures and rejection from journals. One respondent noted,

actually, *ittakes  a lot of perseverance to publish , but finally, the acceptance was a great boost"lines 41-42  (Participant 8).*

This theme underscores that apart from external rewards, internal motivators significantly influence faculty engagement. The sense of fulfillment derived from overcoming obstacles and contributing to their field acts as a powerful driver for sustained research efforts. Cultivating such intrinsic motivation can bolster long-term research productivity and resilience among faculty members.

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Theme 5: The crucial role of Effective Time Management in Research Engagement

This theme emphasizes the importance of managing time effectively for successful research participation. Faculty members recognize that balancing research activities with teaching, administrative duties, and personal life requires strategic planning and discipline. Proper time management enables researchers to allocate sufficient periods for data collection, analysis, and writing, thereby enhancing productivity and sustaining motivation,.

Time constraints emerged as a significant barrier in faculty research experiences. Many interviewees emphasized that heavy teaching loads and administrative duties leave limited time for research activities. Participant 2 stated, "*Balancing teaching, administrative tasks, and research is challenging; I often work late into the night to finish my manuscripts."lines 31-32*

The literature corroborates that inadequate time allocation hampers research productivity, especially in institutions where research is not prioritized as part of faculty responsibilities. According to Wuttaphan (2020), effective time management strategies and institutional support in reducing non-research duties can improve research output. Participants suggested that dedicated research hours and flexible schedules could alleviate time-related pressures.

Some faculty also highlighted that better planning and delegation could help optimize their research activities. The need for institutional policies that recognize research as a priority and provide protected time for scholarly work is evident. Without effective time management, sustaining high levels of research utilization and publication becomes increasingly difficult.

Theme 6:  Application of Research Outcomes in Educational Practice and Community Engagement"

Many faculty participants expressed that applying research findings in their teaching and community engagement enhances the relevance and impact of their work. One participant shared, "*One of the research, I have conducted is on the health practices , the result was cascaded to LGU in Sarangani" lines 47-49* (Participant 8). Others emphasized that research outcomes have practical implications, benefiting local communities and stakeholders.

Authors like Nykiel-Bailey (2025) highlight that integrating research into teaching not only enriches learning experiences but also fosters a research-informed culture among students. Faculty respondents also noted that disseminating research findings within the community through forums or outreach programs enhances their visibility and societal impact.

However, some acknowledged limited opportunities or institutional encouragement to utilize research outputs beyond academic publications. Bridging the gap between research and community application remains a challenge, suggesting the need for policies that promote community outreach and active dissemination of research results.

Theme 7: Intrinsic and Extrinsic Motivation

Participants underscored the importance of both intrinsic and extrinsic motivators in shaping their research engagement. Intrinsically, many felt passionate about advancing their field and contributing to societal development. Participant 9 remarked, *I really love research since high school, "The joy of discovery and making a difference keeps me going." lines 16-17.*

Extrinsic motivators, such as recognition, awards, and career advancement, also significantly influence behavior. Some expressed that external validation through publication and conferences provided credibility and encouraged continued effort. Literature by Sayeed et al. (2024) suggests that a combination of these motivations yields sustained research productivity.

The interviews reflect that while intrinsic motivation fosters genuine interest and perseverance, extrinsic rewards accelerate engagement, particularly in navigating publication challenges. An optimal motivational balance can thus promote sustained and meaningful research activity among faculty members.

Theme 8 : Challenging Experiences During the Publication Process"

This theme encapsulates the various difficulties and obstacles that faculty members encounter when attempting to publish their research work. Its significance includes highlighting the hurdles faced, such as methodological revisions, peer review barriers, rejection, publication delays, and resource constraints, which can impact faculty motivation and research productivity. Recognizing these challenges is essential for developing support mechanisms, training, and institutional policies that facilitate smoother publication experiences, ultimately encouraging more active engagement in scholarly dissemination.

Research publication was described as a challenging journey, often marked by lengthy review processes, rejection, and the need for revisions. Participant 7 shared*, One of the challenges is the high cost of paying the publication especially the scopus index journaland maybe rejection, but they push me to improve my work"* lines 38-40" (Participant 9). Many recounted multiple submissions before acceptance, which required patience and resilience.

Authors such as Mehta et al. (2017) note that the peer review process can be both a barrier and a learning opportunity. Faculty participants viewed these experiences as integral to professional growth, emphasizing perseverance and the importance of constructive feedback. Despite difficulties, many expressed that successful publication provided a sense of achievement and validation.

The interviews also revealed that institutional support, such as mentorship and writing workshops, could ease these challenges. Understanding these difficulties underscores the need for policies that offer guidance and facilitate smoother publication pathways to maintain motivation and research progress.

Theme 9: Research Dissemination Program for Faculty

The existence of structured research dissemination programs was acknowledged as beneficial, yet varied in implementation. Participants noted that organized colloquia, workshops, and seminars helped share research findings, foster collaboration, and motivate further research. One faculty member shared, " *kanangdapat my announcement pagandahanyung awareness program na a tayresearch" "That there should be an announcement to improve the presentation of our awareness program that includes our research," lines 215-221.* Participant 4.

Research by Nykiel-Bailey (2025) emphasizes that active dissemination initiatives are crucial in translating research into practice and enhancing faculty engagement. The interviews revealed that some faculty expressed a desire for more systematic

dissemination programs, including international conferences and publications, to increase visibility.

Additionally, faculty suggested integrating dissemination activities into institutional policies, providing incentives for participation, and establishing dedicated funds. Effective dissemination fosters academic recognition and societal impact, reinforcing the value of research efforts.

### Theme 10: Impact of Teaching Loads

High teaching loads were frequently cited as a hindrance to research productivity. Faculty members felt that substantial instructional commitments limited the time and energy available for research pursuits. Participant 10 remarked, *"My heavy teaching schedule leaves little room for research, which affects my output"* (Participant 10).Literature supports that heavy teaching responsibilities often reduce faculty members' capacity to engage in research activities. For instance, Reyes et al. (2023) revealed that increased teaching loads significantly diminish research output and engagement, as faculty are constrained by time and resource limitations imposed by their instructional duties.

### Integration of Quantitative and Qualitative Findings

The purpose of this section is to explore and interpret the patterns, themes, and discrepancies that emerge when synthesizing the quantitative and qualitative data collected in this study. Meta-interference — the process of examining how various data streams converge, diverge, and complement each other — provides a comprehensive understanding of the phenomena under investigation: the extent of research utilization and faculty engagement in research publication at Notre Dame of Dadiangas University (NDDU).

Utilizing a convergent parallel mixed-methods design, the study captures both the measurable and experiential dimensions of faculty research practices. Quantitative data offer statistical evidence regarding perceptions, behaviors, and institutional support structures, while qualitative narratives contextualize these findings, providing nuanced insights into personal experiences, contextual barriers, and institutional culture.

### Convergence and Divergence of Findings:

#### Institutional Support and Resources

One of the most significant areas of convergence is observed in the perception of institutional support mechanisms, including incentives and access to research resources. Quantitative data consistently reflect high ratings for the availability of resources such as research incentives (Mean = 4.731), access to databases (Mean = 4.697), and opportunities for presenting research outputs (Mean = 4.433). These measures, classified as "Very High" or "High," suggest that faculty perceive the university's support infrastructure as quite robust.

Qualitative narratives reinforce this perception by faculty members acknowledging the availability of these resources as facilitating their research activities. For example, faculty expressed appreciation for the research incentives provided and highlighted the importance of access to scientific databases like ProQuest, Wiley, and others, which they utilize for their studies and publications. Many reported actively leveraging these supports to complete research projects, enhance their manuscript quality, and prepare for conference presentations.

Recognition and Dissemination Opportunities

Another convergence occurs around opportunities for presentation and publication. Quantitative findings  show faculty's high engagement motivators include conference presentation and publication in refereed journals. Qualitative data further emphasize this, with faculty describing conference participation as a major goal for visibility and academic growth.

Faculty narratives underscore an intrinsic motivation to contribute to scholarly discourse, with some mentioning that these dissemination activities not only fulfill personal or professional aspirations but also elevate the university's research profile. The alignment between perceived support and individual motivation reflects a positive institutional culture that fosters research dissemination.

Faculty Perception of Research Climate

Overall, the convergent findings suggest that the current research climate at NDDU is perceived as conducive by faculty, with accessible resources, institutional incentives, and dissemination avenues. This confluence indicates a strong foundation for sustained research engagement if supports are maintained and further enhanced through targeted interventions.

Discrepancies Between Policy and Practice

Despite the positive perceptions, divergence emerges in the translation of institutional policies into consistent faculty practice. Quantitative data depict faculty as highly

perceiving institutional support (e.g., access to databases, incentives). Still, qualitative interviews reveal faculty often encounter challenges such as limited mentorship, insufficient collaboration opportunities, that inhibit or delay research activities.

For instance, faculty described difficulties in accessing research funding or logistical support needed to participate in national and international conferences despite availability of opportunities and institutional encouragement. Other comments pointed to the lack of structured mentorship programs, which would assist early-career researchers in navigating the publication process or research project management.

This divergence indicates that while institutional policies are viewed positively, the practical implementation—such as mentorship, timely funding, or collaborative platforms—may not consistently meet faculty needs. This disconnect can be attributed to gaps between policy formulation and its actual application, institutional resource allocation, or faculty awareness and utilization of available supports.

Perceived Versus Actual Engagement in Research

Quantitative data suggest a high rate of faculty engagement in research activities, with some faculty actively participating in publications and conference presentations. However, qualitative insights reveal that some faculty perceive engagement as somewhat superficial or constrained by external factors, like limited publication acceptance due to high competition or language barriers.

A few faculty expressed concerns that institutional incentives, though generous on paper, might not sufficiently motivate research productivity due to competing responsibilities or perceived undervaluation of research compared to teaching duties. Certain faculty members also expressed frustration over the slow peer review process, which hampers timely dissemination.

These divergences highlight the importance of contextual factors influencing faculty motivation and capacity, which may not be fully captured through quantitative measurement alone. This indicates  that perceptions of engagement and actual research productivity, while correlated, are affected by external pressures and institutional culture that require careful attention.

Complementarity of Quantitative and Qualitative Data:

These themes complement and deepen the quantitative findings regarding research activity levels. While the survey indicates high engagement and support, qualitative

narratives clarify that certain systemic barriers persist, limiting the full realization of research potential.

### Contextualizing Institutional Support

The qualitative data also elucidate contextual factors shaping faculty behavior, such as cultural attitudes toward research, academic traditions, and peer influences. For example, some faculty expressed that research is considered secondary to teaching, which impacts motivation and prioritization.

Furthermore, qualitative insights reveal that faculty who have experienced successful research endeavors often cite peer support, mentorship, and institutional recognition as critical success factors, aligning with the quantitative emphasis on incentives and access to resources.

### Enhancing Policy Development and Implementation

This complementarity suggests that institutional policies need to be more than well-designed—they require effective implementation that considers faculty experiences. For example, faculty suggestions for establishing mentorship programs or collaborative research platforms are actionable insights that quantitative data alone cannot specify.

Integrating faculty narratives into policy dialogue can foster more responsive and context-sensitive strategies, thus enhancing research culture and productivity.

## Implications

### Contextual Factors and Institutional Culture

The divergence and complementarity between datasets demonstrate that research utilization and faculty engagement are influenced by multiple intersecting factors, including institutional culture, individual motivation, resource availability, and external research environment.

Quantitative data suggest a generally positive perception of institutional support, but qualitative narratives reveal nuanced challenges that can undermine research productivity. For instance, if mentorship and collaborative opportunities are lacking, even well-resourced faculty may struggle to progress in their research careers.

### Addressing Barriers Through Targeted Interventions

Findings point to concrete ways to enhance research engagement: establishing mentorship structures, providing targeted research training, reducing administrative barriers, and fostering a collaborative culture. These interventions can bridge the gap between policy intentions and practice.

Moreover, the importance of recognizing diverse faculty needs—such as language training, publication support, and financial assistance—becomes evident through qualitative insights. Addressing these issues holistically can yield more equitable research opportunities.

## Strengthening the Research Ecosystem

The evidence underscores that research initiatives should not be isolated efforts but part of an integrated ecosystem that nurtures faculty throughout their research journey, from capacity building to dissemination. Institutional policies should align more closely with practical needs identified by faculty, utilizing feedback mechanisms that actively incorporate qualitative insights.

## Limitations

While the integration of data provides valuable insights, the divergence between perceptions and practices indicates areas for further exploration. Larger-scale studies could examine whether these patterns hold across disciplines or faculty ranks. Longitudinal research could determine how institutional interventions influence research behavior over time.

Additional focus groups or participatory action research involving faculty could facilitate more nuanced understanding and co-creation of solutions, fostering a research-supportive culture that directly addresses faculty needs.

## Conclusions

The meta-interference analysis reveals a nuanced landscape of research utilization and faculty engagement at NDDU. While the findings exhibit notable convergence—particularly in perceived support, resource availability, and dissemination opportunities—they also expose divergences that point to implementation gaps and contextual barriers.

The complementarity between quantitative and qualitative data underscores the importance of adopting an integrated approach to understanding complex research

behaviors. Institutional policies, while well-intentioned, must be attuned to ground realities and faculty experiences to be truly effective.

In summay, the convergence confirms that the university has a promising foundation, but the divergences and nuanced insights highlight the need for targeted, context-sensitive strategies to foster a vibrant and sustainable research culture. These strategies should prioritize mentorship, resource optimization, collaborative networks, and ongoing feedback mechanisms to realize the full potential of faculty research endeavors.

Joint Display of Quantitative and Qualitative Findings on Research Utilization and Faculty Engagement in Publication

| Research Aspect | Quantitative Findings | Qualitative Insights | Interpretation / Integration |
|---|---|---|---|
| Institutional Incentives | Mean = 4.731 (SD = 0.539) — *Very High* extent of research incentives provided | Faculty described incentives as motivating, though some expressed a desire for more consistent recognition and tangible rewards. | Quantitative data confirm a high level of institutional support; qualitative data suggest that while incentives are generally motivating, enhancing recognition could further boost engagement. |
| Conference Presentations | Mean = 4.433 (SD = 0.821) — *Very High* opportunity for faculty to present research | Faculty appreciated conference opportunities, citing them as vital for visibility and professional growth. Some indicated barriers like funding limitations. | The high mean score aligns with faculty perceptions that conference presentation opportunities are supportive, but qualitative feedback reveals areas for infrastructure improvement (e.g., funding). |
| Research Funding and Resources | Not explicitly measured quantitatively but inferred from high scores in related | Faculty reported challenges in accessing research grants and limited institutional research | Quantitative scores suggest perceived support; qualitative data highlight resource limitations as barriers, |

| Research Aspect | Quantitative Findings | Qualitative Insights | Interpretation / Integration |
|---|---|---|---|
| | indicators | funds, affecting their research output. | emphasizing the need for institutional investment. |
| Faculty Engagement in Publication | Overall high engagement levels in publishing, with specific participation in peer review and collaboration | Faculty expressed enthusiasm about publication but reported challenges such as publication costs, language barriers, and the need for mentorship. | The overall positive quantitative engagement aligns with faculty motivation, but qualitative insights identify specific support mechanisms (mentorship, language editing) needed to increase publication rates. |
| Research Culture and Environment | Not directly measured but implied through indicators and scores | Faculty highlighted the importance of a collaborative research environment, peer review quality, and institutional research culture. | Although scores indicate a supportive environment, faculty perceptions emphasize ongoing cultural and infrastructural enhancements to sustain research vitality. |

## Conclusions

The integration of quantitative and qualitative data in this study provided a holistic view of research utilization and faculty engagement. Quantitative findings demonstrated a high level of perceived research utilization, supported by qualitative insights revealing faculty motivations and contextual factors influencing research behaviors.

The convergence between datasets strengthened the validity of the results, while divergences—such as discrepancies between perceived support and actual research output—highlighted areas needing further attention. The mixed-method approach effectively illuminated both measurable trends and intricate contextual realities, offering a robust foundation for policy and strategic planning.

## Recommendations

Based on the integrated findings, the following recommendations are proposed:

Enhance Incentive Structures: Continue and expand research incentives and opportunities for faculty to present research at national and international forums.

Strengthen Faculty Training: Develop tailored training programs to address identified barriers, such as research methodology and manuscript writing skills.

Improve Feedback and Support Mechanisms: Establish structured feedback channels and mentorship programs to sustain research motivation and output.

Promote Collaborative Research: Encourage interdisciplinary and industry-academia collaboration to diversify research fields and increase publication opportunities.

Conduct Further Longitudinal Studies: To assess the impact of interventions over time on research utilization and faculty publication engagement.

**Proposed Research Development Strategies**

Strengthen Institutional Incentives and Support: Enhance institutional policies that recognize research achievements, including promotion criteria, awards, and visible recognition, to motivate faculty engagement in research activities , .

Promote Collaborative and Interdisciplinary Research: Encourage faculty collaborations across disciplines to foster holistic insights, improve research productivity, and boost publication frequency, supported by evidence on interdisciplinary research benefits .

Provide Targeted Training and Capacity-Building: Offer workshops and training programs in grant writing, peer review, and research dissemination to build skills essential for publication and active research participation , .

Implement Effective Time Management Programs: Develop institutional policies that allocate protected research time, reduce administrative burdens, and promote flexible schedules to address time constraints faced by faculty , .

Enhance Research Dissemination and Community Engagement: Facilitate platforms for faculty to share research findings with wider audiences, including community outreach programs and forums, to increase research visibility and societal impact .

Foster a Supportive Research Culture: Cultivate intrinsic motivation by emphasizing the fulfillment derived from discovery and contribution to knowledge, alongside extrinsic rewards, to sustain long-term engagement .

Improve Mentorship and Peer Review Participation: Develop mentorship programs and recognize faculty involvement in peer review activities to expand research capacity and contribution to scholarly dissemination .

| Content | Objectives | Persons Involved | Success Indicators |
|---|---|---|---|
| Strengthen Institutional Incentives | Increase motivation through recognition, awards, and promotion criteria | University administration, HR, Department heads | Higher number of research outputs; increased faculty motivation and recognition awards granted |
| Promote Collaborative and Interdisciplinary Research | Foster cross-disciplinary collaboration for innovative research and publication | Faculty members, Department Chairs, Research Offices | Growth in interdisciplinary projects; increased joint publications; diversity of research topics |
| Provide Targeted Training and Capacity-Building | Enhance skills in grant writing, peer review, dissemination | Research Development Units, Senior Faculty, External Experts | Participation rates in training programs; number of successful grant proposals submitted; improved publication quality |
| Implement Effective Time Management Programs | Allocate protected research time; reduce administrative load | Faculty, Department Chairs, Human Resources | Increased research hours; reduction in workload-related frustrations; higher publication rates |
| Enhance Research Dissemination and Community Engagement | Broaden research impact through forums, community outreach | Faculty, Public Relations, Community Partners | Number of dissemination events; citations and media coverage; community feedback on research relevance |
| Foster a Supportive Research Culture | Cultivate intrinsic motivation through recognition of effort and | Faculty, Department Heads, Mentors | Improved faculty survey scores on motivation; increased perseverance in research challenges |

| Content | Objectives | Persons Involved | Success Indicators |
|---|---|---|---|
| | perseverance | | |
| Improve Mentorship and Peer Review Participation | Expand faculty involvement in peer review and mentorship activities | Senior Researchers, Research Office, Faculty Development Units | Number of faculty engaged in peer review; mentorship program participation rates; peer review contributions in journals |

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