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

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	✓			
Techn. Quality		✓		
Clarity		✓		
Significance	✓			

Reviewer Name: Dr Abdul Hameed Shah

Reviewer's Comment for Publication.

This paper addresses the critical issue of research utilization and faculty engagement in publication within higher education institutions, using a convergent parallel mixed-methods design. The study is well-justified, with a clear focus on the gap between research generation and its practical application, particularly in the Philippine context where institutional and cultural challenges persist. The abstract concisely summarizes the key findings and recommendations, emphasizing both intrinsic and extrinsic motivational factors for faculty engagement. The introduction is comprehensive, situating the problem within local and global perspectives, and providing a strong rationale for the study at Notre Dame of Dadiangas University (NDDU). The literature review is thorough and covers multiple dimensions—stakeholder awareness, policy and practice changes, training and education, feedback mechanisms, peer review, author reputation, and research collaboration—drawing on diverse, recent sources. This breadth strengthens the study's theoretical foundation. However, while the review provides an impressive range of studies, at times it reads more like a compilation than a critical synthesis, making it harder to identify the direct research gap that the present study fills.

The study's design, which integrates quantitative and qualitative data, is appropriate for capturing both measurable outcomes and nuanced perceptions. By highlighting institutional barriers such as limited incentives, lack of

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mentoring, and workload constraints, the paper makes a valuable contribution to understanding the systemic challenges that inhibit research productivity. The findings' implications for policy and institutional strategy are strong, especially the call to align faculty incentives with research goals and to strengthen support structures. Nevertheless, the paper could be improved by presenting a more detailed methodological section (e.g., sampling procedures, data analysis steps for both quantitative and qualitative strands) to enhance rigor and replicability. Similarly, while the literature review is rich, some sections appear lengthy and could be better streamlined to foreground the study's unique contribution. Overall, this paper makes an important contribution by combining empirical data with actionable recommendations, and it provides a strong foundation for institutional reforms aimed at cultivating a sustainable research culture.