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### RESEARCH ARTICLE

## UNIVERSITY FACULTY EXPERIENCES IN RESEARCH UTILIZATION AND SCHOLARLY PUBLICATION

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### Abstract

This study explored the experiences of university faculty regarding research utilization and publication at Notre Dame of Dadiangas University in the Philippines. Utilizing a phenomenological approach, the research gathered rich qualitative data through in-depth interviews. The findings revealed that both intrinsic motivations, such as personal fulfillment and contributing to knowledge, and extrinsic factors, including career advancement opportunities and institutional incentives, play significant roles in driving faculty engagement in research. Additionally, the availability of institutional support and sufficient resources are vital for boosting research productivity. These results highlight the importance of strategic policies that emphasize motivation, support, and active dissemination to enhance research utilization and publication. The study concludes that reinforcing institutional frameworks and aligning faculty incentives with research objectives are critical for cultivating a sustainable research culture. Recommendations focus on implementing targeted support initiatives, encouraging research applications beyond academia, and establishing clear policies to incentivize faculty participation in research activities.

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### 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 was conceptualized to comprehensively describe the experiences of faculty in research utilization and publication. The findings serve as basis for research development strategies to enhance faculty participation, utilization, publication, and research productivity at NDDU.

### **Literature Review:-**

Research productivity and utilization are central to advancing academic excellence and societal development. Faculty engagement in research activities, scholarly publications, and the effective use of research findings significantly influence institutional reputation, knowledge dissemination, and community impact. Understanding the factors that motivate faculty, as well as the barriers they face, provides insights into fostering a dynamic research culture within higher education institutions.

**Faculty Research Engagement and Scholarly Productivity:**

Faculty motivation and perceptions of research support are crucial determinants of research productivity. Jasani and Mckeown (2017) highlighted that faculty perceptions of research support substantially impact their scholarly output. Institutions that provide adequate resources and positive reinforcement cultivate higher levels of engagement in research activities. Similarly, Johnson and Lee (2021) emphasized that tailored support during crises, such as pandemics, can accelerate knowledge translation, reflecting the importance of institutional responsiveness in maintaining research momentum.

Furthermore, Jeyapragash et al. (2021) found that barriers such as limited access to Massive Open Online Courses (MOOCs), inadequate digital resources, and time constraints hinder faculty's research engagement, particularly in engineering colleges. Addressing these barriers through targeted training and infrastructure enhancement is essential for fostering sustained research productivity.

**Research Incentives and Motivation:**

Research incentives, including recognition, promotions, and funding, serve as powerful extrinsic motivators. Jasani and Mckeown (2017) noted that faculty often associate career advancement with publication metrics, fostering a competitive research environment. However, this emphasis sometimes leads to quantity over quality, risking superficial scholarly outputs. Jessani et al. (2020) suggest that aligning incentives with the pursuit of impactful and high-quality research promotes a more meaningful scholarly culture.

Intrinsic motivators—such as personal fulfillment, passion for discovery, and the desire to contribute to societal well-being—also play a pivotal role. The motivational theme in the current research underscores that faculty derive a sense of achievement and recognition, which sustains long-term engagement despite challenges.

**Factors Influencing Research Utilization:**

Research utilization—the process of applying research findings to practice or policy—is vital for societal impact. Jalova et al. (2024) illustrated that utilizing digital resources enhances research dissemination in social and health sciences, underscoring the importance of technological infrastructure. Similarly, Huie et al. (2023) showed that bibliometric analyses can detect emerging trends, guiding researchers to focus on impactful areas.

Stakeholder awareness and feedback mechanisms significantly influence research utilization. The study revealed that when stakeholders are aware of research activities and findings, the likelihood of application increases. Abdelhalim and Alsahil (2015) emphasized that supervisory feedback enhances research quality, further boosting utilization.

**Institutional Strategies to Enhance Research Engagement:**

Implementing comprehensive strategies can promote faculty research engagement. Davis and Lord (2021) suggested building research capacity through strategic collaborations, mentorship, and training programs. Jadhav et al. (2024) emphasized that bibliometric analyses help identify publishing trends, guiding institutional policies to support productive research environments.

Encouraging interdisciplinary collaboration fosters holistic insights, which can lead to innovative research outputs. Organizing workshops on grant writing, peer review, and dissemination also equips faculty with skills necessary for sustained engagement. Ample protected research time and flexible schedules reduce administrative burdens and allow faculty to focus on high-quality research activities. The literature indicates that fostering a supportive research culture, emphasizing both intrinsic and extrinsic motivators, sustains engagement over the long term.

**Barriers and Challenges in Research Engagement:**

Despite the recognized importance of research, faculty face several barriers. Challenges include limited resources, administrative overload, and a lack of institutional support. Additionally, the pressure to meet publication quotas can lead to compromised research quality, as noted by the theme surrounding metrics over meaningful contributions. The peer review process itself is under threat, with threats to quality and peer review integrity identified as areas needing reform to maintain research standards.

**Research Dissemination and Academic Culture:**

Effective dissemination practices reinforce the impact of research activities. Faculty participation in peer review processes, author reputation, and research collaboration are key factors influencing dissemination. Promoting a culture that values dissemination, open access, and community engagement enhances research visibility and societal benefits. The perceptions of faculty about the importance of dissemination and the incentives tied to it greatly influence their engagement levels. Creating recognition programs and platforms for sharing research outcomes at institutional and community levels can foster a vibrant research culture.

**Impact on University Reputation and Community Development:**

Research engagement significantly enhances institutional reputation. Active faculty participation in research builds a university's prestige in academic circles and among the community. The study by Jefferson et al. (2024) suggests that high-impact research contributes to societal development, aligning with the university's strategic goals. Community engagement, through community-supported agriculture or social health projects, demonstrates the application of research for societal benefit. This bidirectional relationship strengthens community trust and creates real-world impacts.

The literature highlights that faculty research engagement and utilization are complex phenomena influenced by institutional support, motivation, resources, and external incentives. While barriers persist, strategic interventions—such as targeted training, collaborative opportunities, and incentivization—can foster a robust research culture. Future research should continue exploring innovative approaches to overcoming challenges and enhancing the societal impact of academic research.

**Faculty Experiences:-**

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 institutional 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 infrastructure 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 faculty 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 mean, 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 profoundly impact 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).

### **Theoretical Framework:-**

The interplay of Social Cognitive Theory of Albert Bandura (1986), the Theory of Planned Behavior of Icek Ajzen (1991), and Self-Determination Theory of Edward Deci and Richard Ryan (1985) 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.

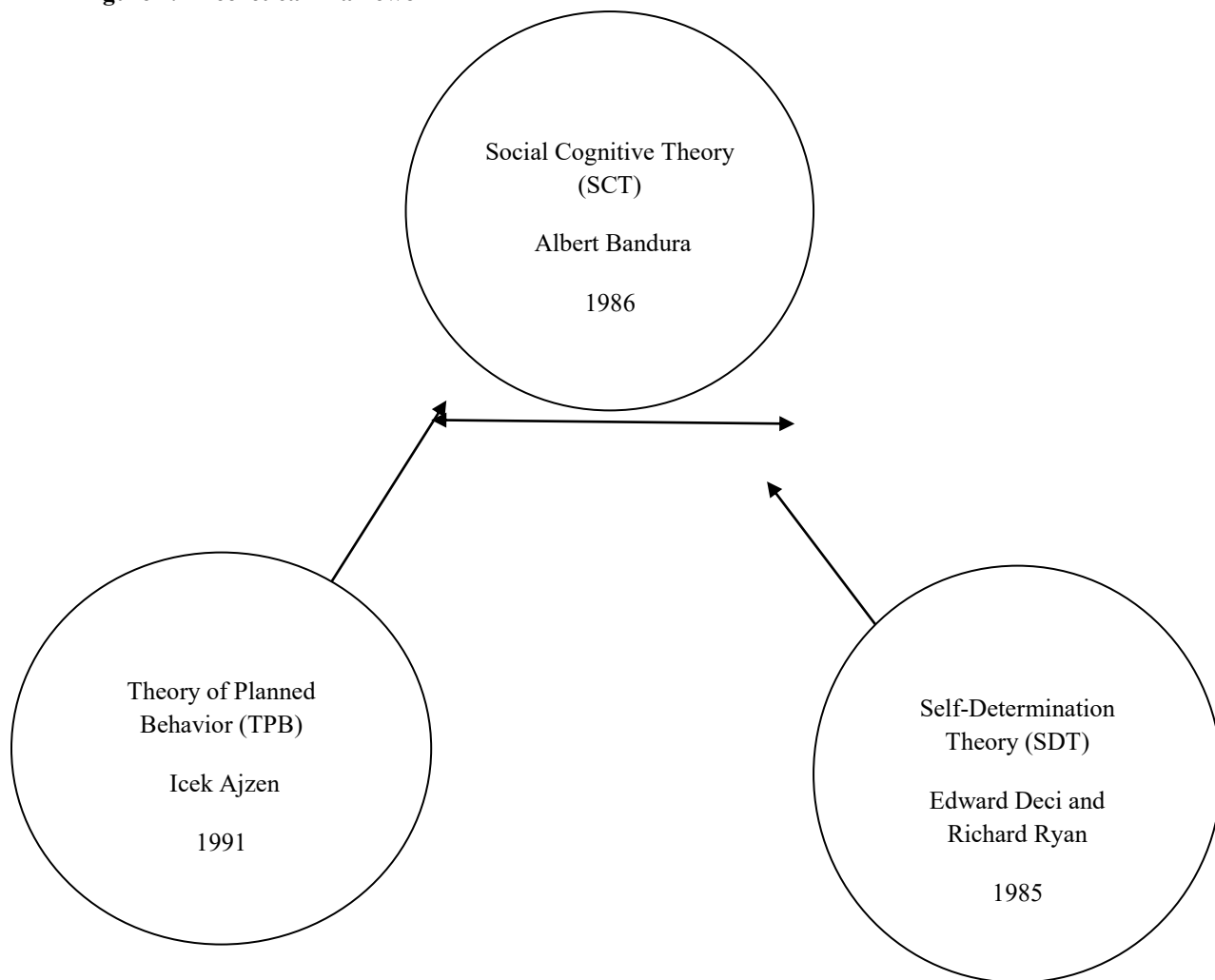
In the context of faculty research, this theory suggests that faculty members' confidence in their ability to conduct research and publish influences their motivation to engage in scholarly activities. When faculty observe mentors or peers successfully publishing and contributing to policy, their own 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:**

The study explored the faculty experiences in research utilization and publication which serve as basis for research development strategies for the improvement of university's research utilization and faculty's involvement in research publication.

1. How do the faculty describe their experiences in research utilization and publication?
2. What are the contextual factors that shape faculty behavior in research utilization and publication?
3. Based on the findings, what research development strategies can be proposed to enhance research utilization and faculty engagement in publication?



**Scope and Delimitation:**

The scope of the study centers on exploring faculty experiences in research utilization and publication at Notre Dame of Dadiangas University (NDDU), a Marist private university located in General Santos City, Philippines. The study specifically targets faculty members across various departments, including the Integrated Basic Education Department (IBED) at Lagao and Espina campuses, as well as the College and Graduate School faculty.

Participation was purposely sampled to ensure inclusion of faculty members actively engaged in research. Additionally, the study focused on the internal and institutional factors influencing research productivity, such as motivation, time management, and institutional policies.

**Significance of the Study:****The results of this study would benefit the following:**

**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 study utilized a phenomenological research design, to explore faculty experiences in research utilization and publication. Phenomenology, as an interpretive approach, seeks to capture the essence of participants' subjective perspectives and the meanings they ascribe to their experiences . In the context of phenomenological research design, Creswell (2013) describes phenomenology as an approach that aims to understand and interpret the lived experiences of individuals to uncover the essence of a phenomenon. . The qualitative nature allows for rich, detailed descriptions and an authentic portrayal of faculty experiences. This design is particularly suitable because it centers on understanding complex personal and institutional factors shaping research behaviors, providing nuanced insights that quantitative methods might overlook.

**Selection of Participants:**

Participants were selected through purposeful sampling to include faculty members actively involved in research activities . The criteria involved faculty who had engaged in research dissemination, such as conference presentations, and publication. The researcher aimed for a sample size sufficient to achieve depth and data saturation, typically involving 10 participants. The selection process prioritized faculty with varying lengths of

service, academic ranks, and prior research experience to capture a comprehensive range of experiences. This approach ensures the richness of qualitative data, allowing for an in-depth exploration of the phenomenon.

**Research Instruments:**

Data collection employed in-depth, semi-structured interview guides tailored to probe participants' personal experiences, motivations, institutional support, and perceived barriers to research engagement. The interview questions were developed based on existing literature and refined through pilot testing to ensure clarity and relevance. These instruments allowed flexibility for participants to elaborate on their narratives, fostering comprehensive understanding. The researcher also used probing questions to delve deeper into specific themes as they emerged during interviews. To enhance reliability, interview protocols were standardized, and prompts were aligned with the study's objectives. All interviews were audio-recorded with participants' consent and transcribed verbatim for subsequent analysis.

**Data Gathering Procedure:**

Data collection involved conducting face-to-face, tape-recorded interviews with selected faculty members. Prior to the interviews, participants received detailed information about the study's purpose, procedures, and their rights, including voluntary participation and confidentiality, as part of the informed consent process. The researcher scheduled interviews at mutually convenient times and locations conducive to open discussion. Each interview lasted approximately 45-60 minutes. During the sessions, the researcher employed active listening and probing techniques to elicit rich narratives. After each interview, data were transcribed, anonymized by removing identifying information, and stored securely to protect confidentiality. The researcher ensured ethical adherence by maintaining transparency, voluntary participation, and confidentiality throughout the process.

**Data Analysis:**

The qualitative data analysis employed the six-phase thematic analysis framework proposed by Braun and Clarke (2006). Initially, the researchers familiarized themselves with the transcripts by repetitive reading to gain a comprehensive understanding of the data. Next, initial codes were generated systematically across the dataset, highlighting significant features related to research engagement and perceptions. These codes were then collated into potential themes, representing patterns in the data. The researcher reviewed and refined these themes for internal coherence and consistency with the coded data, ensuring they accurately captured participants' experiences. Themes were then defined and named, providing clear narratives that describe the core patterns. This approach facilitated an organized yet flexible analysis suitable for understanding complex phenomenological data, ultimately revealing themes that encapsulate faculty experiences in research utilization and publication.

**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 was 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 were communicated to the participating faculty members of the institution. This was 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:-**

### **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, I’m 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, it takes 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.

**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 Experience 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 journal and 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, “kanang dapat my announcement pagandahan yung awareness program na a tay research” "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.

**Conclusions:-**

Based on the findings, the following conclusions are drawn.

Financial incentives serve as a primary motivator for faculty research engagement.

Research output is critically linked to faculty career advancement, including ranking and promotion.

Institutional support, including logistical resources and ethical safeguards, plays a vital role in enabling faculty research activities.

Combining intrinsic motivation, such as passion for inquiry, with extrinsic incentives and comprehensive institutional backing, optimizes faculty research engagement and productivity.

**Recommendations**

Based on the 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.

**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 .

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