

## Research Culture of Faculty in Higher Education Institution



Maria Cristina Lalaine M. Nerona<sup>1</sup>, Michelle G. Quijano<sup>2</sup>

<sup>1,2</sup> Isabela State University

**ABSTRACT:** The purpose of this study was to determine the research culture among faculty members of Isabela State University which was also the population of this research. Total Enumeration sampling was used to determine the respondents among the different programs. A five-point Likert Scale was used and the instruments was validated by experienced professors in the field. As to the profile, majority of the respondents are from the college of education with the age bracket of 26 to 30, female, permanent faculty and has been in the service for 5 years and below. Accordingly, most of them are instructor with master's degree and doctoral units, and equivalent teaching units of above 24. The study also shows that 61.31% of the respondents presented their paper for the last five years in the international, national and local conferences and categorize as technical, technological, social and educational. Faculty rarely involve in research work and activities. The perceived level of competence in research writing for faculty is good based on the overall mean. The level of involvement of faculty researchers and its profile particularly in educational status and highest educational attainment has significant relationship using Chi Square as the statistical tool. As to the significant relationship of faculty involvement in research and extent of Organization Support to faculty researchers shows significant relationship this means that the Administration should fully support any research activities of faculty members.

**KEYWORDS:** Research Work, Quantitative, Perception, Social Research, Implementation.

### INTRODUCTION

Research is essential to life, we could not enjoy things at the present without research. Life becomes better and pleasurable because of research. Life becomes easier, works become faster, new products, technologies are introduce, things keep changing because of research. Along this development, we cannot deny that the primary role of research is to enable man to have a better life (Ariola, 2006). Research becomes so important in human development and it plays an important role in each every human being. (Zarah Weiss 2019) mention the importance of research like building knowledge and facilitating learning. It is a process of collecting and analyzing information about problem on hand in order to gain understanding of a certain problem.

Thus, research is everyone's business. But in academic context, research is not that simple. Research becomes academic term that attach to the meaning of education. Research is to carefully analyze the problem or to do the detailed study of the specific problem by the use of scientific method. University role has dramatically changed, and now these institutions as great contributor to public knowledge, a machine that would speed up economy, and as a frontier of knowledge in the scientific and technological sphere. Now universities and colleges and colleges conveys their missions in line with these roles (Geiger, 1986). Creamer (1998) has noted that faculty's involvement in research activities and publishing can be taken as index of institutional status. An increase in research publication has become a guarantee for prestige and an important factor for institutional ranking (Olsen, 1994). Faculties' annual research production is not only used as criteria for teacher's promotion but also lifts university's reputation and rank.

The Philippine Commission on Higher Education mandates the interplay of the three functions of an institution (CHED, 2009). It includes instruction, research, and community extension. Pursuant to CHED Therefore, the role of the faculty members in the Higher Educations (HEI) includes teaching, generating, and disseminating knowledge through journal publication and community extension programs (Salazar, 2007). Through the accreditation process leveling of the university/ college is rated higher based by on the standards of the accreditation bodies which are higher than those set the commission of Higher Education (CHED) and other appropriate agencies like Professional Regulation Commission (PRC). Research plays an important role in university/college accreditation. Fairweather (2002) emphasized that most faculty members are expected to be productive in research, teaching, and service.

## Research Culture of Faculty in Higher Education Institution

Sansone and Harackiewicz (2000) stated Maslow and Herzberg's motivational theory as the basis of the study. According to this theory, when an individual do not fulfill their perceived need, they would look for alternatives way to satisfy the needs. The social environment can impinge such needs and or development to the social facilitation of learning. Teachers may have some individual needs that need to be met to motivate them to conduct research.

Faculty encountered these challenges such as lack of funding, limited resources found in the library, inadequate time, and lack of organizational support. Institutions, may it be public or private institutions are increasingly concerned in gathering feedback mechanisms regarding the delivery of their services to their clients. One of the most notable entities that are largely interested in accumulating responses from their clients is universities. The size and multifaceted nature of universities today all for quick and productive technique for delivery of quality education that includes research capability engagement of faculty set forth by their vision and mission. That's why in this context the researchers came out of this study.

### OBJECTIVE

This research work aims to determine the research culture among faculty of Isabela State Campus.

Specifically, it sought to answer the following questions:

1. What is the Profile of the respondents in terms of:
  - A.
    - 1.1 Age
    - 1.2 Sex
    - 1.3 Employment Status
    - 1.4 Number of Years of Teaching
    - 1.5 Academic Rank
    - 1.6 Highest Educational Attainment
    - 1.7 Teaching Load
    - 1.8 College/Program
  - B.
    - 1.1 Number of research completed/accomplished.
    - 1.2 Type of research conducted/completed.
    - 1.3 Number of research outputs presented in conferences.
    - 1.4 Number of research outputs copyrighted.
    - 1.5 Number of research outputs patented.
2. What is the level of faculty involvement in research?
3. Is there a significant relationship between the level of faculty involvement in research and their profile?
4. What is the extent of organizational support to faculty researchers provided by the administration?
5. What is the respondents' perceived level of competency in research writing, particularly in terms of writing the following parts:
  - a. Title
  - b. Abstract
  - c. Introduction
  - d. Statement of the problem
  - e. RRL
  - f. Significance of the Study
  - g. Data Gathering Instrument
  - h. Data Gathering Method
  - i. Statistical Treatment
  - j. Presentation of Data/Discussion
  - k. Writing a Summary, Conclusion and Recommendation
6. Is there is a significant relationship between the faculty involvement in research and the extent of organizational support to faculty researchers provided by the administration?

### SIGNIFICANCE OF THE STUDY

The result of the study would provide information and could be a help to the following.

## Research Culture of Faculty in Higher Education Institution

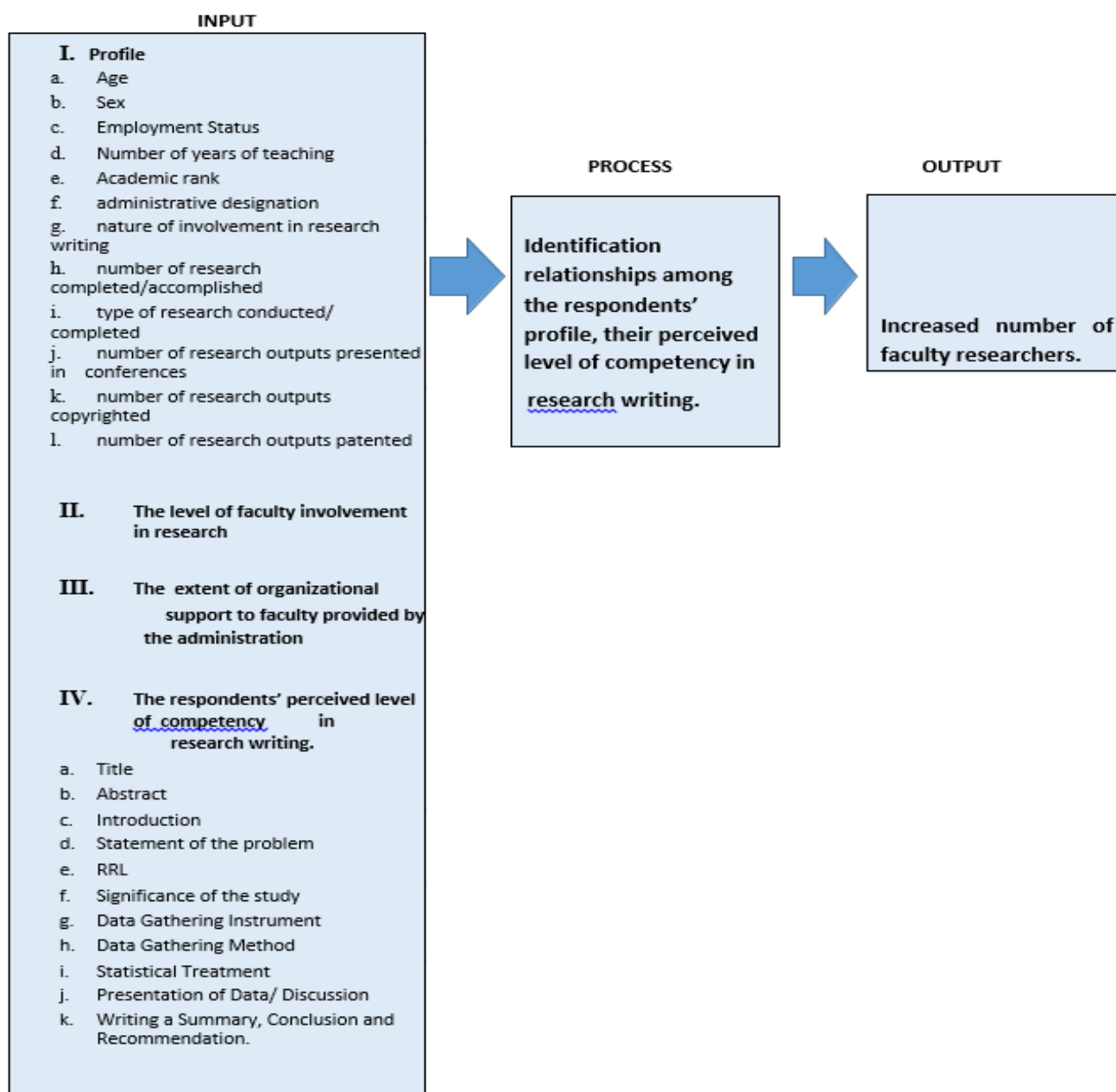
School Administrators. The knowledge, attitude, issues, problems of faculty engage in research would be an avenue for school administrators to look and review some school policies and guidelines that would further support and help teachers improve their research capabilities. Faculty. The findings of the research would help faculty members of Higher Education Institutions as to what indicator or variables understudy would affect their skills in doing research. This will also provide them insights and would guide them improve their knowledge in the conduct of research.

Future Research. The present study could be used as a possible reference by future researches who are interested of conducting research. This study would give them an idea on considering possible important factors that would affect and enhance their research capabilities.

### SCOPE AND DELIMITATION

The study aimed to determine the research culture among faculty members of Isabela State University Ilagan Campus. Total enumeration was used to identify respondents which are the faculty members of Isabela State University Ilagan Campus. A self-made-validated questionnaire formulated by the researchers was the main gathering tool in the study. The study was conducted from March to August 2022.

### CONCEPTUAL FRAMEWORK



## Research Culture of Faculty in Higher Education Institution

### RESEARCH METHODOLOGY

To carry out this study, the researchers made use of the Descriptive Research Design using Quantitative -Qualitative correlational research aided by an inquiry to the determine research culture of faculty- respondents. The Nature of descriptive research is to describe what is found in the data collected through questionnaire and statistical treatment. It also used to describe profiles, frequency distribution, describe characteristics of people, situation, and relationship variable. To gather the needed data from the respondents, a self-made validated questionnaire was used.

The population of this study was composed of 55 Faculty members of Isabela State University Ilagan Campus. Total enumeration was used as the sampling design of this study. In the process of gathering the data, the researcher sent letter to the Campus Executive Officer, requesting permission to the conduct the study.

As to the statistical treatment of data, frequency and percentage were used to describe the profile of the respondents. Mean was used to interpret the perceived level of competency in research writing. Simple correlational analysis was used to determine the relationship between the respondents' perceived level of competency in research and their profile and other set of variables.

### RESULTS AND DISCUSSION

#### 1. PROFILE OF THE RESPONDENTS

**Table 1.1 Frequency and Percentage Distribution of the Respondents According to Age, Gender and Employment Status.**

Age	Frequency	Percent
20-25	4	7.27
26-30	14	25.45
31-35	7	12.72
36-40	5	9.09
41-45	14	25.45
46-50	5	9.3
51-55	3	5.6
Total	3	5.6
<b>Gender</b>		
Female	55	100.0
Male		
Total	30	55.6
<b>Employment Status</b>		
CoS	24	44.4
Temporary	54	100.0
	8	14.54
	4	7.27
Permanent	42	78.18
Total	54	100.0

Table 1.1 It can be gleaned from the table that out of 54 respondents it shows that majority are with the age bracket of 26-30 and 41-45 or 25.45%, while there are only 3.7% or 2 with an age of 51 -55. Mostly are female, 55.6% or 30 and 44.4% or 25 are male. The employment status of the respondents consists of 77.8% or 42 permanent and 7.4% or 4 are temporary. This implies that most of the respondents are young female with permanent status.

**Table 1.2 Frequency and Percentage Distribution Respondents According to the Number of Years in Teaching, Academic rank, and Educational Qualification.**

Number of Years in Teaching	Frequency	Percent
5 years and below:	19	34.54
6-10 years	17	30.9
11-15 years	4	7.27
16-20 years	9	16.36
21-25 years	3	5.45

## Research Culture of Faculty in Higher Education Institution

26-30 years	2	3.63
31 years above	1	1.81
Total	55	100.0
<b>Academic Rank</b>		
Instructor	38	69.09
Assistant Professor	9	16.7
Associate Professor	8	14.8
Professor	0	0
Total	55	100.
<b>Educational Qualification</b>		
Bachelor's Degree with Masters Units	8	14.54
Master's Unit	6	29.09
Master's Degree with Doctorate Units	32	58.18
Doctorate Degree	9	16.36
Total	55	100.0

Table 1.2 shows that most of the respondents of the study, 35.2% or 19 of them are considered new in the teaching field. And majority of them, 69.09% or 37 are instructors with 58.18% holds master's degree with doctorate units. Most of the respondent are instructors and are master's degree holder with doctorate units.

**Table 1.3 Frequency Distributions of Respondents According to Number of Faculty Teaching Units, and Number of Respondents According to Program**

Number of Faculty Teaching Units	Frequency	Percent
9-12 Units	5	7.4
13-16 Units	3	5.6
17-20 Units	1	1.9
21-24	19	35.0
More than 24 Units	27	50.0
Total	55	100.00
<b>Number of Respondents According to College</b>		
Education	26	47.27
Engineering and Technology	22	40.0
Midwifery	3	5.45
Nursing	4	7.27
Total	55	100.0

In relation to the number of teaching units the table shows that, majority of the respondents 50% or 27 have more than 24 units above the maximum required load. Most of the respondents 47.27 % or 26 are from the College of Education 22 or 40.0 % from the Engineering program. There are only 3 or 5.45% of the respondent from the Information Technology program.

**Table 1.4 Frequency and Percentage Distribution of the Number of Research Presented for the last five year in International, National and Local Conferences.**

Number of Research Paper Presented for the last five years	Frequency	Percentage
0	21	38.69

## Research Culture of Faculty in Higher Education Institution

1	16	29.6	
2	6	11.11	
3	5	9.3	
4	1	1.9	
5	3	5.6	
6	0	0	
7	0	0	
8	1	1.9	
9	0	0	
10	1	1.9	
Total	54	100.0	
Number of Research Paper Presented in International Conference for the last five years		Frequency	Percentage
0	33	62.3	
1-2	16	30.2	
3-4	3	5.7	
5-6	1	1.9	
7-Above	0	0	
Total	53	100.0	
Number of Research Presented in National Conference for the last five years		Frequency	Percentage
0	37	69.8	
1-2	14	26.4	
3-4	2	3.8	
5-6	0	0	
7-Above	0	0	
Total	53	100.0	

Number of Research Presented in Local Conference for the last five years	Frequency	Percentage
0	26	49.1
1-2	19	35.0
3-4	8	15.1
5-6	1	1.9
7-Above	0	0
Total	53	100.0

The table shows that out of 55 respondents 21 or 38.69 % did not present a research paper for the last 5 years. However there is 1 or 1.9 % of the faculty presented 4 papers . As to the number of research paper presented in various conferences., 19 or 35.2% of the faculty respondents presented internationally with 1 to 2 papers, 3 or 5.7% presented with 3to 4 papers . The table also indicates that 14 or 26% presented 1 to 2 paper in a national conference, 37 or 69.8% are inactive Likewise, the table presented that 19 or 35.0% are active in research presentation with 1 or 2 papers in a local conferences , 8 or 15.1 of the respondents also presented 3 to 4 papers for the last five years.

**Table 1.5 Frequency and Percentage Distribution of the Number of Research Completed for the Last Five years. Categorize as to Technical/Technological, Social Research and Higher Education.**

Number of Research Completed for the last five years	Frequency	Percentage
0	27	49
1-2	19	35.2
3-4	5	9.3
5-6	2	3.7

## Research Culture of Faculty in Higher Education Institution

7-Above	1	1.9
Total	54	100.0
Number of Higher Education Research for the last five years	Frequency	Percentage
0	35	66
1-2	14	26.4
3-4	4	7.5
5-6	0	0
7-Above	0	0
Total	53	100
Number of Technical/Technological Research Completed for the last five years	Frequency	Percentage
0	44	83
1-2	7	13.2
3-4	1	1.9
5-6	2	3.8
7-Above	0	0
Total	53	100
Number of Technological Research Completed for the last five years	Frequency	Percentage
0	47	88.7
1-2	5	9.4
3-4	0	0
5-6	2	3.8
7-Above	0	0
Total	53	100
Number of Social Research Completed for the last five years	Frequency	Percentage
0	38	71.7
1-2	14	26.4
3-4	2	3.8
5-6	0	0
7-Above	0	0
Total	53	100

In the above table the data shows that for the last 5 years, 19 or 35.25 of the respondents completed 1 to 2 research paper. As to the type of research 14 or 26.4 completed technical research, 5 or 9.45 did technological research. The table also shows that, 14 or 26.4% of the respondent completed higher education research and also 14 or 26.4% on Social Research. Generally, most paper that was completed for the last 5 years is a social research paper as can be seen in the table.

**Table 1.6 Frequency and Percentage Distribution of the Number of Research Published Citation Index (ACI), Web Science, CHED Accreditation, Scopus and Elsevier, ISI, International Peer Review Journal, National Journal and Local Journal.**

Number of Research Published in ASEAN Citation Index (ACI), Web Science, CHED Accreditation, Scopus and Elsevier and ISI	Frequency	Percentage
0	38	70.4
1-2	14	25.92
3-4	0	0
5-6	2	3.7
7-Above	0	0
Total	54	100.0
Number of Research Published other International Peer Review Journal	Frequency	Percentage
0	40	75.5
1-2	9	17
3-4	2	3.8
5-6	1	1.9

## Research Culture of Faculty in Higher Education Institution

7-Above	1	1.9
Total	53	100.0
Number of Research Published in National Journal	Frequency	Percentage
0	51	92.7
1-2	4	7.3
3-4	0	0
5-6	0	0
7-Above	0	0
Total	55	100

Number of Research Published Local Journal	Frequency	Percentage
0	47	88.7
1-2	6	11.3
3-4	0	0
5-6	0	0
7-Above	0	0
Total	53	100.

As gleaned in the table regarding the number of research publish, the table shows that 14 or 25.92% were able to publish their research with 1 or 2 papers in ASEAN Citation Index (ACI), Web Science, CHED Accreditation, Scopus and Elsevier and ISI. Two respondents published 5 to 6 papers while others never publish. The table also shows that 9 or 17% of the respondents published in other refereed journals, 51 or 92.7% did not published their research in other refereed journals. As to national journals 4 or 7.3% of the respondents published with 1 to 2 papers, the others none. For the local journals only 6 or 11.3% respondents published their paper with 1 or 2 papers, 47 or 88.7% did not publish their papers.

**Table 1.7 Frequency and Percentage Distribution of the Number of Research Copyrighted, Registered as Patents and Utility Model Registered for the Last five Years.**

Number of Research outputs Copyrighted for the last five years	Frequency	Percentage
0	38	71
1	10	18.6
2	1	1.9
3	5	9.3
Total	54	100.0

Number of Research outputs Patented/Utility Model	Frequency	Percentage
0	49	90.6
1	3	5.6
2	1	1.9
3	1	1.9
Total	54	100.0

As seen in the table. 1.5 or 9.3 % with 3 papers copyrighted, 38 or 71% never applied for copyright. With regards to paper applied for patents and utility model, 1 or 1.9 of the respondents' received patents and utility model certificates with 3 papers applied. It can be noted that very few from the faculty conducts technical, technological research that can be applied for patents and utility design.



## Research Culture of Faculty in Higher Education Institution

### 2. Level of Faculty Involvement in Research Work

**Table 2. Level of Involvement of Faculty in Research Work**

Level of Faculty involvement in Research	Mean	Description
1. I am assigned thesis advising on graduate/undergraduate students.	3.33	Sometimes
2. I participated in research proposal making in our institute	3.26	Sometimes
3. I applied the research finding to my classroom instruction	3.04	Sometimes
4. I applied the research findings in the community	1.27	Never
5. I presented the result research to academic media channels	2.28	Rarely
6. I published my researches in International referred journal	2.11	Rarely
7. I attend seminars, training regarding research	2.90	Sometimes
8. I assisted the Editorial Board in the production of the research journal	1.46	Never
Weighted Mean	2.58	Rarely

Table 2 indicates the respondent level of involvement in research activities. There were 2 items with a mean of 1.27 and 1.46 were respondents identified as “Never” assisted the Editorial Board in the production of the research journal and applied the research findings in the community. On the other hand faculty “Rarely” presented research findings in academic media channels and published studies in international refereed journal with a mean of 2.28 and 2.11 respectively. Other items like faculty are assigned as thesis adviser, participated in research proposal making and applying research finding to classroom instruction are “Sometimes” involving themselves in this type of research activities. Overall mean shows that faculty members rarely involve themselves in research activities.

### 3. Significant Relationship between the Level of Faculty Involvement in Research and Profile of the Respondents.

**Table 3. Significant Relationship Between the Level of Involvement in Researches of the Respondents when grouped according to Their Profile**

Profile	Probability	Decision	Remarks
Age	.620	Accept Ho	There is No Significant Relationship
Sex	.195	Accept Ho	There is No Significant Relationship
Employment Status	.023	<b>Reject Ho</b>	<b>There is Significant Relationship</b>
Number of Years in Teaching	.822	Accept Ho	There is No Significant Relationship
Academic Rank	.540	Accept Ho	There is No Significant Relationship
Highest Educational Attainment	.003	<b>Reject Ho</b>	<b>There is Significant Relationship</b>
Teaching Load	.471	Accept Ho	There is No Significant Relationship
Institute/Program	.282	Accept Ho	There is No Significant Relationship

Table 3 shows the significant relationship between the level of involvement in researches by respondents when grouped according to their profile using **Chi-square C - test** at 0.05 level of significance.

As revealed in the table, the probability values for the profile age, sex, number of years in teaching, academic rank, teaching load and institute/program were greater than 0.05. The null hypothesis was accepted. There is no significant relationship between the level of involvement in researches by respondents for the last five years when grouped according to their profile age, sex, number of years in teaching, academic rank, teaching load and program they are involve. For their employment status and highest educational attainment, the probability values were less than 0.05. The null hypothesis was rejected. There is significant relationship between the level of involvement in researches for the last five years by respondents when grouped according to their profile employment status and highest educational attainment.

Results indicate that level of involvement in researches by the respondents for the last five years is not affected by their age, sex, number of years in teaching, academic rank, teaching load and program; however, it is significantly affected by their employment status and highest educational attainment.

### 4. The Extent of Organizational Support to Faculty Researcher Provided by the Administration?

**Table 4. Extent of Organizational Support to Faculty Researcher Provided by The Administration**

The Extent of Organizational Support of Faculty Research Provided by the Administration	Mean	Description
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## Research Culture of Faculty in Higher Education Institution

1. The Administration provided travel allowance for faculty attending seminar or training related to research.	3.85	Very Good
2. The school administrator gave incentives for the Inhouse Review presenter	3.28	Good
3. Incentive was awarded to faculty - the faculty who won as best presenter during in-house review	3.56	Very Good
4. The school administration provided free access to faculty searching information Communication Technology media literacy facilities such as e-journal, online bibliography and interpret result	3.11	Good
5. The school administration provided free statistical services such as SPSS and other software that would help the researchers in quantifying and interpret results.	2.57	Poor
6. The administration provided software such as plagiarism detector and grammar and grammar check for checking the originality of works and grammar for the research works.	2.46	Poor
7. The administration prioritize for the payments of reimbursement used in research work	2.50	Poor
8. The administration encourage mentoring among faculty in the conduct of research.	3.15	Good
Weighted Mean	3.06	Good

The extent of support provided by the administration to faculty researcher as gleaned on the table shows "Very Good" descriptive rating to incentives for best presenter during inhouse review and they provide travel allowance for faculty attending seminar or training related to research. The Administration also provide free access to faculty searching information communication technology media facilities such as e-journal, on-line bibliography with a "Good" rating. As to software such as plagiarism detector, Grammarly checker to correct the originality of work, free statistical services or SPSS software for immediate quantifying and to interpret research finding have a descriptive interpretation as "Poor". Overall, the extent of support provided by the administrator with a weighted mean of 3.06 is "Good".

### 5. The Perceived Level of Competence in Research Writing?

**Table 5. Perceived Level of Competence in Research Writing**

Faculty Perceived Level of Competence in Research Writing.	Mean	Description
1. Formulating the research title	3.61	Very Good
2 Writing the introduction	3.70	Very Good
3. Formulating Statement of the Problem	3.67	Very Good
4 Writing significance of the study	3.63	Very Good
5. Defining terms	3.85	Very Good
6. Identifying/ Selection of Related Literature and Studies	3.76	Very Good
7. Formulating hypothesis	3.72	Very Good
8. Developing research tools and instruments	3.63	Very Good
9 Writing and discussing the results of study	3.67	Very Good
10. Making conceptual framework 11 Adopting the correct methodology	3.56	Very Good
11 Adopting the correct methodology	3.67	Very Good
12 Presenting and Analyzing data	3.70	Very Good
13. Writing of Summary of Findings	3.74	Very Good
14 Making Conclusion and Recommendation	3.81	Very Good
15. Writing Bibliography	3.78	Very Good
16. Writing the Abstract	3.70	Very Good
Weighted Mean	3.70	Very Good

## Research Culture of Faculty in Higher Education Institution

The table provides data as to the faculty perceived level of competence in research writing. It can be seen that almost all indicators has a descriptive rating of "Very Good" with a weighted mean of 3.70. Items like defining terms shows a mean of 3.85 and making conclusion and recommendation with a mean of 3.81. These implies that the perceived level of competence of faculty is "Very Good" or with a weighted mean of 3.70

### 6. The Significant Relationship Between the Level of Involvement of Faculty in Research and Extent of Organizational Support to Faculty Researcher Provided by the Administration

**Table 6. Significant Relationship between the Level of Involvement of Faculty in Research and Extent of Organizational Support to Faculty Researcher Provided by The Administration**

Group	Probability	Decision	Remarks
Relationship between the Level of Involvement of Faculty in Research and Extent of Organizational Support to Faculty Researcher Provided by The Administration	.000	Reject Ho	There is Significant Relationship

Table 6 shows the significant relationship between The Extent of Organizational Support to Faculty Research and Level of Involvement Faculty on Research Writing using **Pearson's Coefficient of Correlation r – test** at 0.05 level of significance.

As revealed in the table, the probability value was less than 0.05. The null hypothesis was rejected. There is significant relationship between the Extent of Organizational Support to faculty researcher provided by the Administration and their Level of Involvement in Research Writing. This indicates that the Extent of Organizational Support of Faculty Research and Level of Involvement in Research affects each other.

## CONCLUSION

Faculty members are free to do research, they choose the topics, the problem, and methodology, the people to work with, the times, and so forth. Although there is an institutional policy for faculty to assess their research annually, it seems that their only concern is the quantity, a way to show that the institution is doing research. Research is perceived as an additional workload, as more work to be done, there was very little evidence of a genuine interest in knowledge, in learning, in advancing in looking at research as something that can be useful in their lives and the community. Though it shows from the findings that the faculty members have a high perceived level of competence in writing research and the administration support faculty researchers, the research culture of the faculty of Isabela State University with respect to relevant activities, research productiveness, research capability including underlying tasks like publication and patenting shows not too significant. The results show rarely for faculty to involve themselves in research work. There is an attitude of passiveness in the conduct of doing research as well as in the presentation of output to conferences. There is little cultivation of mentoring, coaching to neophyte researchers. The extent of support given by the administration is very important to faculty involvement in research. This makes the research culture competitive and individualistic.

## RECOMMENDATIONS

Based on the findings presented and the conclusions given some recommendations are provided:

1. It is recommended that teaching personnel particularly those with the rank of assistant professors and instructors be provided with a series of research workshops, training , symposia to enhance their research capability
2. The administration could also provide series of training on how to publish in a reputable, refereed international journal.
3. Conduct trainings on patenting for technical and technological research to all faculty researcher not only for a few.
4. Encourage highly competent researcher to conduct mentoring and coaching especially to new faculty members of the university.
5. Conduct a similar study that focuses on other variables not covered in this study such as personal behavior, factors that hinder them to conduct, publish and to patent their research output.

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## Research Culture of Faculty in Higher Education Institution

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