

Research Opportunities and Challenges in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development

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Abstract

Original Research Article

This study assessed the research opportunities and challenges in higher education at Don Jose Ecleo Memorial College to develop a Strategic Research Development Framework. Using a descriptive-quantitative research design, data were collected from forty-five (45) faculty respondents to determine the influence of their demographic profiles on perceptions of research opportunities and challenges. Results revealed that the majority of respondents were young (53.33% aged 20–29), female (71.11%), and held the rank of Instructor I–III (82.22%). Most possessed limited research experience, primarily at the undergraduate level (71.11%). Faculty perceived research opportunities as low, particularly in areas of funding, training, collaboration, and institutional support. Meanwhile, research challenges were significant, including heavy teaching and administrative workload, limited research skills, insufficient access to resources, and weak institutional research culture. Multivariate analysis showed that demographic factors such as age, sex, educational attainment, academic rank, years of teaching, and research experience significantly influenced perceptions of research opportunities and challenges. These findings highlight the need to consider faculty profiles when designing interventions to enhance research productivity. The study recommends establishing structured research funding, capacity-building programs, mentorship initiatives, workload management, and recognition systems to strengthen faculty research engagement. Implementing these strategies can transform the institution into a research-driven environment, fostering sustained scholarly productivity and enhancing organizational performance in line with strategic management principles.

Keywords: Research Opportunities, Research Challenges, Faculty Development, Higher Education, Strategic Research Framework, Research Productivity, Institutional Support.

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1. INTRODUCTION

Research serves as the backbone of innovation, institutional growth, and national development. In higher education, the capacity of faculty members to engage in meaningful research is not only a requirement for academic advancement but also a vital contribution to the generation of knowledge and the improvement of practices within their respective fields. In the Philippines, higher education institutions (HEIs) are mandated by the Commission on Higher Education (CHED) to strengthen their research agenda and outputs, aligning with the broader goals of global competitiveness and nation-building. Despite these directives, many provincial and small-scale institutions face persistent challenges in cultivating a strong research culture. Don Jose Ecleo Memorial College (DJEMC), a higher education institution located in the Province of Dinagat Islands, is

no exception. As an academic institution committed to instruction, research, and community service, DJEMC recognizes the importance of developing a strategic and sustainable research framework. However, faculty members often encounter obstacles that hinder their full engagement in research activities. These challenges may include limited funding, insufficient training, competing teaching loads, and lack of institutional support systems. At the same time, opportunities such as government funding programs, professional development initiatives, and potential research collaborations provide pathways for growth that the college can harness to advance its research capabilities

This study is anchored on the belief that understanding faculty perspectives is essential to building a responsive and effective research

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development strategy. Faculty members, being at the forefront of instruction and knowledge production, hold valuable insights into the realities of conducting research within the institutional context. Their perspectives on both opportunities and challenges provide a critical basis for designing policies, capacity-building programs, and support mechanisms that can nurture a research-oriented culture.

By adopting a case study approach, this research investigates the opportunities and challenges faced by the teaching personnel of Don Jose Ecleo Memorial College in conducting research. Specifically, it seeks to generate empirical evidence that will serve as the foundation for a Strategic Research Development Framework tailored to the unique context of DJEMC. This framework is envisioned to not only address the pressing issues faced by faculty researchers but also to position the institution as a more research-driven and competitive higher education provider in the Caraga Region and beyond.

In essence, this study underscores the importance of aligning institutional strategies with faculty needs and external opportunities. By doing so, Don Jose Ecleo Memorial College can foster a more enabling environment for research productivity, thereby fulfilling its academic mandate and contributing to regional and national development goals.

1.2 Statement of the Problem

The conduct of research is one of the primary mandates of higher education institutions (HEIs) in the Philippines. Faculty members are expected to contribute to knowledge generation and institutional development through research, yet they often face barriers that hinder their productivity. At Don Jose Ecleo Memorial College (DJEMC), research is recognized as a vital component of academic excellence and institutional growth. However, despite the opportunities provided through institutional support and external linkages, faculty engagement in research remains limited. Understanding the faculty's perspectives on both research opportunities and challenges is essential in developing a strategic framework that will strengthen the research culture of the institution.

This study seeks to address the following research question:

In general, the study seeks to explore the research opportunities and challenges as perceived by the faculty members of Don Jose Ecleo Memorial College, and how can these serve as a basis for a Strategic Research Development Framework.

1.3 Research questions:

1. What is the profile of the faculty members in terms of:
 - 1.1 age;
 - 1.2. sex;
 - 1.3. highest educational attainment;
 - 1.4. academic rank;
 - 1.5. years of teaching experience;
 - 1.6. research experience?
2. What are the perceived research opportunities of faculty members in terms of:
 - 2.1 funding availability;
 - 2.2 training and capacity building;
 - 2.3 collaboration and networking;
 - 2.4 institutional support and incentives?
3. What are the perceived research challenges of faculty members in terms of:
 - 3.1 teaching and administrative workload;
 - 3.2 research skills and methodological expertise;
 - 3.3 access to resources and facilities;
 - 3.4 institutional research culture and motivation?
4. Is there a significant relationship in the perceptions of faculty members on research opportunities and challenges when grouped according to their profile variables?
5. Based on the findings, what Strategic Research Development Framework can be proposed for Don Jose Ecleo Memorial College?

1.4 Hypothesis

The problem 1 and 2 were hypothesis free, whereas the problem 3 was hypothesized as:

Null Hypotheses (H_0):

1. There is no significant difference in the perceptions of faculty members on research opportunities when grouped according to their profile variables (age, sex, highest educational attainment, academic rank, years of teaching experience, and research experience).
2. There is no significant difference in the perceptions of faculty members on research challenges when grouped according to their profile variables (age, sex, highest educational attainment, academic rank, years of teaching experience, and research experience).

1.5 Study Scope and Delimitations

This study focused on the research opportunities and challenges in higher education, using Don Jose Ecleo Memorial College as a case study to develop a Strategic Research Development Framework. It examined institutional supports (funding, training, mentorship, etc.), faculty perspectives (attitudes, workload, and perceived support), and strategic resources (human capital, research facilities, and linkages). The study also explored the relationship

between faculty demographics (age, academic rank, education, research experience, and years of service) and their perceptions of research opportunities. Conducted during the 2025–2026 academic year, the study included faculty members from various departments, regardless of academic rank or research experience, including those without prior research outputs.

1.6 Significance of the Study

This study on Research Opportunities and Challenges in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development Framework is significant for the following stakeholders:

The Institution (Don Jose Ecleo Memorial College):

The findings will provide insights into the current research climate within the college, identifying strengths to build upon and gaps to address. The proposed Strategic Research Development Framework may serve as a guide in enhancing institutional policies, support mechanisms, and infrastructure to strengthen research productivity and academic reputation.

Faculty Members: The study highlights faculty perspectives on opportunities and challenges in research engagement. Results may inform the creation of professional development programs, incentives, and support systems that address faculty needs, thereby empowering them to actively contribute to a stronger research culture.

Academic Leaders and Administrators: College administrators, deans, and program heads will benefit from evidence-based insights to make informed decisions on resource allocation, research capacity-building initiatives, and faculty workload management, ensuring alignment with institutional goals and national higher education priorities.

Students: Although not direct participants, students stand to benefit from an improved research environment through exposure to research-oriented faculty, higher quality instruction, and opportunities for collaboration in research activities that promote critical thinking and innovation.

The Commission on Higher Education (CHED) and Policy Makers: This study may serve as a reference in monitoring and evaluating research development efforts in private higher education institutions in the Caraga Region, contributing to policy enhancement for faculty research capability-building in line with CHED's mandates.

Future Researchers: The findings and the proposed Strategic Research Development Framework can be used as a reference point for future studies on research engagement, faculty development, and institutional capacity building, especially in small- to medium-sized higher education institutions.

2. METHODS

This study employed a descriptive research design using a quantitative approach. The design was

appropriate as it enabled the researcher to systematically collect, analyze, and interpret numerical data on the research opportunities and challenges experienced by faculty members of Don Jose Ecleo Memorial College. The study focused on quantifying the extent of available opportunities and the degree of challenges encountered in conducting research. This approach helped identify measurable trends, patterns, and institutional gaps that served as the basis for developing a Strategic Research Development Framework suited to the college's context.

2.1 Research Setting

The study was conducted at Don Jose Ecleo Memorial College (DJEMC), a private higher education institution located in Justiniana Edera, San Jose, Province of Dinagat Islands. DJEMC is committed to its threefold function of instruction, research, and community extension, serving as one of the leading colleges in the province.

The institution offers undergraduate programs under several academic departments, including College of Business Education, College of Information Communication Technology, College of Arts and Sciences, College of Hospitality and Tourism Management and College of Criminal Justice Education. The study focused on these academic units, as they represent the major teaching departments whose faculty members are expected to engage in institutional research initiatives as part of their professional and academic development.

2.2 Research Respondent

The respondents of this study were the 45 faculty members of Don Jose Ecleo Memorial College. They were chosen through purposive sampling, as they are the primary individuals directly involved in research engagement and capacity building within the institution.

The total population included both full-time and part-time faculty members across all academic departments. The researcher sought to gather responses from a sufficient sample to ensure representativeness of perspectives regarding research opportunities, challenges, institutional support, and engagement.

Confidentiality and voluntary participation were strictly observed to encourage honest and unbiased responses.

2.3 Data Gathering Procedure

Before conducting the study, the researchers drafted a formal letter approve by the School's Vice President, Vice President of Academic Affairs, and the Dean of the College of Bachelor of Sciences in Criminology, which submitted to the research adviser for approval. Once approved, survey questionnaire distribution will be followed by ensuring full and active participation of the respondents. Respondents will give 1

hour to answer the questions. Anent to this, the researchers informed their respective Advisers and distributed the survey questionnaire only from their vacant time after class. The respondents were also informed about the content and purpose of the questionnaire, and the instructions on how to properly answer the instrument was also clearly given. Respondents were allowed to ask for some clarifications regarding the content of the instrument. The survey questionnaire was collected, classified, validated, tallied, and sorted out for statistical analysis.

2.4 Research Instruments

The main tool used in this study was a structured survey questionnaire designed by the researcher to gather data on the research opportunities and challenges among faculty members of Don Jose Ecleo Memorial College (DJEMC). The questionnaire was composed of three parts:

Part I: Demographic Profile – gathered basic information such as age, sex, highest educational attainment, academic rank, years of teaching experience, and research experience.

Part II: Research Opportunities – assessed the extent of opportunities available to faculty members in research, focusing on four areas:

- (1) Funding Availability,
- (2) Training and Capacity Building,
- (3) Collaboration and Networking, and
- (4) Institutional Support and Incentives.

Responses were measured using a 4-point Likert Scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree.

Part III: Research Challenges – identified the barriers encountered by faculty members in conducting research, covering:

- (1) Teaching and Administrative Workload,
- (2) Research Skills and Methodological Expertise,
- (3) Access to Resources and Facilities, and
- (4) Institutional Research Culture and Motivation.

This section also used the same 4-point Likert Scale. The instrument was validated by experts in the

field of research and underwent a pilot test to ensure its reliability and clarity before final administration.

2.5 Validity and Reliability

To ensure the validity of the instrument, the questionnaire was reviewed and validated by experts in research, education, and institutional development. Their recommendations were carefully incorporated to improve the clarity, relevance, and alignment of each item with the study objectives. A pilot test was conducted among selected faculty members who were not part of the final respondents. The internal consistency of the instrument was measured using Cronbach's Alpha, yielding a coefficient of 0.85, which indicates a high level of reliability.

2.6 Ethical Consideration of Data

The study adhered to strict ethical standards in conducting research. Informed consent was obtained from all respondents prior to participation, ensuring that involvement was voluntary and that participants could withdraw at any time without consequence. All information gathered was treated with confidentiality and used solely for academic purposes. Anonymity was maintained, and results were presented in aggregate form to protect the identity of respondents and the institution.

2.7 Statistical Treatment of Data

1. **Frequency Count and Percentage Distribution** were used to describe the demographic profile of the respondents in terms of age, sex, highest educational attainment, teaching experience, and research background.
2. **Weighted Mean and Standard Deviation** were utilized to measure the level of research opportunities and challenges experienced by faculty members of Don Jose Ecleo Memorial College.
3. **Multivariate Analysis of Variance (MANOVA)** was applied to determine if there were significant differences in the perceptions of faculty members on research opportunities and challenges when grouped according to their demographic profile.

3. RESULTS

Table 1: Profile of the Respondents

Variables	Frequency (n=45)	Percentage
Age		
20-29	24	53.33
30-39	17	37.77
40-49	0	0
50 and above	4	8.88
Sex		
Male	13	28.88
Female	32	71.11
Educational Attainment		
Bachelor's Degree	22	48.89
Master's Degree	3	6.67
Doctorate Degree	2	4.44

Variables	Frequency (n=45)	Percentage
With MA units	16	35.56
With PhD Units	2	4.44
Academic Rank		
Instructor I-III	37	82.22
Assistant Professor I-IV	4	8.89
Associate Professor I-V	2	4.44
Professor I-IV	2	4.44
Years of Teaching Experience		
1-5 years	28	62.22
6-10 years	11	24.44
11-15 years	2	4.44
16 years and above	4	8.89
Research Experience		
None	7	15.56
With completed undergraduate research	32	71.11
With completed graduate research (Master's/Doctorate)	5	11.1
With institutional research project/s		
With external or funded research project/s	1	2.22

Table 1 presents the demographic profile of the 45 faculty respondents from Don Jose Ecleo Memorial College. The data reveal that the majority of the respondents are 20–29 years old (53.33%), followed by those aged 30–39 years old (37.77%), while only 8.88% are aged 50 and above, and none are aged 40–49. This indicates that the institution's faculty composition is relatively young, which may reflect a growing and dynamic workforce with potential for long-term research capacity development.

In terms of sex, most of the respondents are female (71.11%), while 28.88% are male, showing a gender distribution that leans significantly toward female faculty members. Regarding educational attainment, nearly half hold a Bachelor's degree (48.89%), while 35.56% have earned Master's units and only 6.67% have completed a Master's degree. A small proportion hold Doctorate degrees (4.44%) or PhD units (4.44%). This suggests that a large portion of the faculty are still in pursuit of advanced graduate studies, which may influence their level of research productivity and readiness.

With respect to academic rank, the majority are Instructor I–III (82.22%), while a smaller number hold ranks of Assistant Professor (8.89%), Associate Professor (4.44%), and Professor (4.44%). This further supports the finding that most faculty are in the early stage of their academic careers. Consistently, 62.22% have 1–5 years of teaching experience, followed by 24.44% with 6–10 years, and only 8.89% have more than 15 years of experience, emphasizing a relatively new faculty population within the institution.

In terms of research involvement, a significant majority of the respondents have only completed undergraduate research (71.11%), while 11.11% have completed graduate-level research. Only 2.22% have conducted externally funded research projects, and 15.56% reported having no research experience at all. This suggests that while most faculty have basic exposure to research, institutional and externally funded research engagements remain limited, highlighting the need for strategic research development and stronger research capability-building programs within the college.

Table 2: Research Opportunities in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development Framework in terms of Funding Availability

#	Statement	Mean	SD
1	The institution provides sufficient and reliable financial support for faculty research projects.	2.16	0.824
2	Research grants are widely accessible and open to interested faculty researchers.	2.20	0.726
3	Financial assistance is provided for conferences, training, and journal publications.	2.53	0.726
4	The college promotes and disseminates information about external funding agencies.	2.16	0.824
5	Allocation of research funds is fair, transparent, and well-documented.	1.96	0.824
	Total	2.20	0.598

Table 2 presents the respondents' perceptions of research opportunities at Don Jose Ecleo Memorial College in terms of funding availability. The overall composite mean of 2.20 (SD = 0.598) indicates that faculty members generally disagree that there is adequate and accessible financial support for research within the

institution. This implies that funding opportunities are perceived as limited or insufficient, presenting a major challenge to research productivity.

Among the indicators, the highest mean is noted in the statement "Financial assistance is provided for

conferences, training, and journal publications” (Mean = 2.53), suggesting that some level of support exists—though still rated below agreement. However, all other statements fall below the midpoint, reflecting a lack of strong financial backing. Notably, respondents disagreed most with “Allocation of research funds is fair, transparent, and well-documented” (Mean = 1.96), highlighting concerns about equity, transparency, and clarity in the fund distribution process.

Furthermore, both statements regarding institutional funding support (Mean = 2.16) and promotion of external funding opportunities (Mean = 2.16) were rated low, suggesting that the college is perceived as passive rather than proactive in enabling

research funding access. Similarly, the accessibility of research grants (Mean = 2.20) remains an area needing improvement. Romane Petit, 2023. Almazroui, K., & Shatnawi, M. 2024 found in their study that universities with a strong research track record are more likely to attract external funding and investments, which can further support and enhance their research endeavors.

Overall, the findings indicate that funding availability is a weak area in the institution’s research environment, necessitating the development of a more proactive, transparent, and supportive funding framework as part of the proposed strategic research development plan.

Table 3: Research Opportunities in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development Framework in terms of Training & Capacity Building

#	Statement	Mean	SD
1	The institution conducts regular training on research methodology and data analysis.	2.00	0.522
2	Faculty members are encouraged and supported to attend external seminars and workshops.	2.78	0.599
3	Structured mentoring programs are available for less-experienced faculty researchers.	1.84	0.601
4	Research training sessions are aligned with the current needs of faculty members.	2.24	0.712
5	Capacity-building programs enhance confidence and competence in research activities.	2.84	0.976
	Total	2.34	0.502

Table 3 shows the respondents’ assessment of research opportunities in terms of training and capacity-building initiatives at Don Jose Ecleo Memorial College. The overall mean of 2.34 (SD = 0.502) indicates that faculty members generally disagree that the institution provides sufficient and strategic support for research training and professional development. This suggests that while some efforts are present, training and capacity-building initiatives are still inadequate and inconsistent.

The highest-rated statement is “Capacity-building programs enhance confidence and competence in research activities” (Mean = 2.84), indicating that when such programs are available, they are beneficial and impactful. Similarly, faculty encouragement to attend external seminars and workshops received a moderately favorable rating (Mean = 2.78), reflecting some level of support for external learning opportunities.

However, significant gaps are observed in institution-led initiatives. The faculty rated low the availability of regular institutional research training

(Mean = 2.00) and especially structured mentoring programs for less-experienced researchers (Mean = 1.84) — suggesting that internal mentoring and consistent training mechanisms are lacking. Additionally, the alignment of training sessions with faculty needs was rated only 2.24, implying that trainings may not be well-targeted or strategic. Structured faculty development programs, as noted by Roberts and Green (2022), are essential for assisting faculty in progressing to higher ranks, ultimately enriching the academic environment and fostering improved outcomes.

Overall, the results reveal that while faculty recognize the benefits of research training, the institution does not yet provide regular, structured, and needs-based capacity-building programs. This highlights an important priority area for the proposed Strategic Research Development Framework — specifically, the implementation of sustained training, mentoring, and professional development systems to strengthen research capabilities across faculty members.

Table 4: Research Opportunities in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development Framework in terms of Collaboration & Networking

#	Statement	Mean	SD
1	Opportunities for interdisciplinary collaboration exist across different academic departments.	2.31	0.874
2	The college actively encourages partnerships with other universities and research agencies.	2.84	0.824
3	Collaborative research projects are supported and strengthened through linkages.	2.38	0.886
4	Team research outputs are recognized and rewarded by the institution.	2.04	0.824
5	Faculty members are encouraged to network with local and international researchers.	2.44	0.867
	Total	2.40	0.708

Table 4 presents the respondents' assessment of research opportunities in terms of collaboration and networking at Don Jose Ecleo Memorial College. The overall mean of 2.40 (SD = 0.708) indicates that faculty members slightly disagree to neutral regarding the availability and strength of collaborative research opportunities within and beyond the institution. This suggests that while some initiatives exist, they are neither strong nor consistently implemented.

The highest-rated item is "The college actively encourages partnerships with other universities and research agencies" (Mean = 2.84), which implies that institutional efforts toward external collaboration are visible and relatively more supported compared to other areas. Similarly, the encouragement of networking with local and international researchers received a moderately positive rating (Mean = 2.44), showing basic opportunities for research exposure exist but are not optimally maximized.

However, weaker areas are evident in internal collaboration and recognition. The statement "Team research outputs are recognized and rewarded by the

institution" received one of the lowest ratings (Mean = 2.04), indicating a lack of institutional incentives for collaborative work. Additionally, interdisciplinary collaboration across departments was rated modestly (Mean = 2.31), suggesting that internal teamwork is not strongly cultivated. Support for actual collaborative research projects via institutional linkages also scored low (Mean = 2.38), further signaling limited facilitation of joint research endeavors. The competitive nature of the higher education sector can create a culture where academics prioritize their success over collaborative research efforts. To overcome these challenges, higher education institutions must develop a repository of effective practices for promoting a culture that fosters research (Landicho, 2020).

Overall, the findings highlight that although there are initiatives to form external collaborations, the institution needs to strengthen internal systems, provide formal support mechanisms, and especially recognize and incentivize collaborative research outputs. These insights underscore the importance of embedding structured partnership-building strategies in the proposed Strategic Research Development Framework.

Table 5: Research Opportunities in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development Framework in terms of Institutional Support & Incentives

#	Statement	Mean	SD
1	Research outputs are formally acknowledged and rewarded by the institution.	2.04	0.824
2	Incentives, both financial and non-financial, are given for completed research projects.	2.04	0.824
3	Administrative support for permits, funding, and logistics is adequate for research needs.	2.04	0.824
4	Research performance is integrated into promotion, evaluation, and ranking systems.	2.71	0.800
5	Institutional research policies are clear, supportive, and consistently implemented.	2.71	0.988
	Total	2.25	0.833

Table 5 presents the respondents' perceptions of institutional support and incentives for research at Don Jose Ecleo Memorial College. The overall mean of 2.25 (SD = 0.833) indicates that faculty members generally disagree that the institution provides strong and sufficient support mechanisms or incentives for research involvement. This suggests that institutional motivation and structural support for research are currently weak.

The lowest-rated indicators are research recognition (Mean = 2.04), availability of incentives (Mean = 2.04), and administrative support for research logistics (Mean = 2.04) — all falling below the midpoint. These results reflect that faculty perceive minimal acknowledgment and reward systems, insufficient financial or non-financial incentives, and inadequate administrative assistance when handling requirements such as permits, funding, and coordination.

On a more positive note, relatively higher ratings were observed for integration of research

performance in promotion and ranking systems (Mean = 2.71) and the clarity and implementation of institutional research policies (Mean = 2.71). Although still below full agreement, these findings imply that policies and mechanisms for research advancement exist, but are not yet strongly reinforced or consistently practiced. Smith *et al.*, (2023) found that faculty members with higher publication outputs are more likely to secure research funding and institutional support, which are essential for sustaining research initiatives.

Overall, the results reveal that while research policies may be present on paper, practical implementation and motivation systems remain weak. This highlights the need for the proposed Strategic Research Development Framework to include clear incentive systems, stronger administrative assistance, and regular recognition programs that can significantly boost faculty engagement in research.

Table 6: Research Challenges in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development Framework in terms of Teaching & Administrative Workload

#	Statement	Mean	SD
1	Heavy teaching loads significantly reduce available time for research.	3.47	0.694
2	Administrative responsibilities often interfere with my research productivity.	3.02	0.723
3	Balancing teaching, research, and extension duties is difficult to manage.	3.42	0.499
4	Handling multiple subjects per semester prevents me from focusing on research.	3.33	0.477
5	The institution does not provide sufficient workload reduction for research engagement.	2.49	0.890
	Total	3.15	0.472

Table 6 presents the research challenges faced by faculty members in terms of teaching and administrative workload. The overall mean of 3.15 (SD = 0.472) indicates that faculty agree that workload-related issues significantly hinder their ability to engage in research. This confirms that time constraints and competing responsibilities are major barriers to research productivity at Don Jose Ecleo Memorial College.

The highest-rated statement is “Heavy teaching loads significantly reduce available time for research” (Mean = 3.47), followed closely by “Balancing teaching, research, and extension duties is difficult to manage” (Mean = 3.42). These results clearly indicate that faculty members are overloaded with multiple roles, making it difficult to dedicate time and focus to research activities.

Similarly, handling multiple subjects per semester (Mean = 3.33) and the interference of administrative duties with research productivity (Mean = 3.02) are perceived as strong challenges. These reflect the high multitasking burden and suggest that faculty are expected to handle academic and non-academic

responsibilities simultaneously, further reducing their research engagement.

Interestingly, the lowest-rated item is “The institution does not provide sufficient workload reduction for research engagement” (Mean = 2.49) — which falls only at neutral. This indicates that while some form of flexibility or consideration may exist, it is not strong or consistent enough to meaningfully support research output.). Bahtiar *et al.*, (2023) said that extra time spent teaching negatively affects research productivity. While it’s true that having an overtime teaching load provides additional income to faculty members, however, the time devoted to teaching and ensuring quality instruction may put research activities aside as teaching demands more attention.

Overall, the results emphasize that excessive teaching and administrative workload are critical barriers that must be addressed through strategic workload management, research-based incentives, or time allocation policies within the proposed Strategic Research Development Framework.

Table 7: Research Challenges in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development Framework in terms of Research Skills & Methodology Expertise

#	Statement	Mean	SD
1	I lack advanced knowledge in using statistical tools for research analysis.	3.16	0.706
2	I need more training in academic writing and publication for journals.	3.53	0.505
3	Limited access to research mentorship hinders my professional growth.	3.33	0.477
4	I am not fully confident in designing research frameworks and methodologies.	3.33	0.674
5	I have limited exposure to international research standards and practices.	3.51	0.757
	Total	3.37	0.520

Table 7 presents the research challenges encountered by faculty members in terms of research skills and methodology expertise. The overall mean of 3.37 (SD = 0.520) indicates that the respondents agree that limited research competence and insufficient methodological training are significant barriers to their research productivity. This suggests a strong need for capacity-building interventions within the institution.

The highest-rated challenge is “I need more training in academic writing and publication for journals” (Mean = 3.53), which reflects that faculty members struggle most with journal publication processes, including writing for internationally

recognized formats and standards. This is further supported by the high rating of “limited exposure to international research standards and practices” (Mean = 3.51) — indicating a gap in global research readiness.

Additionally, faculty members report challenges related to mentorship and methodological competence, as seen in the high agreement levels for limited access to research mentorship (Mean = 3.33) and lack of confidence in research design and methods (Mean = 3.33). A considerable number also acknowledge insufficient proficiency in advanced statistical tools (Mean = 3.16). According Cabasal, M. C., & Escalona, J. B. (2023, faculty members believe that conducting

internal research seminars and institutional research seminars with external resource trainers is very important.

Overall, the findings reveal that faculty research productivity is greatly constrained by inadequate skills,

lack of mentorship, and insufficient exposure to global research standards. These challenges clearly highlight the need for the institution to establish structured training programs, mentorship systems, and international research benchmarking as part of the proposed Strategic Research Development Framework.

Table 8: Research Challenges in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development Framework in terms of Access to resources & Facilities

#	Statement	Mean	SD
1	There is limited access to updated journals, books, and research databases.	3.09	0.596
2	Research facilities, equipment, and laboratories are often inadequate.	3.24	0.484
3	ICT support, such as software, internet, and online tools, is insufficient.	2.82	0.960
4	The library lacks updated and relevant research materials for faculty use.	2.82	0.960
5	Institutional funds for subscription-based journals are very limited.	3.02	0.731
	Total	3.00	0.682

Table 8 reveals that the respondents generally agreed that access to research resources and facilities is a moderate challenge in Don Jose Ecleo Memorial College, as reflected by the overall mean of 3.00 (SD = 0.682). This indicates that while research resources are not entirely absent, they are still perceived to be insufficient to fully support scholarly work.

The statement with the highest mean of 3.24 indicated that research facilities, equipment, and laboratories are often inadequate, showing that the respondents highly recognize the limitations in physical and technical infrastructure, which may hinder the smooth execution of research activities. This is closely followed by concerns on limited access to updated journals, books, and research databases (Mean = 3.09), suggesting that faculty encounter challenges in sourcing current and credible literature needed for quality research.

Meanwhile, the lowest mean value of 2.82 was shared by two indicators — ICT support (e.g., internet,

software, online tools) and lack of updated library materials. Although still interpreted as an area of concern, this suggests that digital services and library access are not completely absent, but they are perceived as inconsistent or insufficient in meeting faculty needs. This technology also offers great flexibility for easy data manipulation with audit trails, reports for monitoring and querying participant records, and data analysis facilitated by an automated export to common statistical packages such as Statistical Package for Social Sciences (SPSS) and Statistical Analysis System, Tchounwou, P. B., Malouhi, M., Ofili, E. O., Fernández-Repollet, E., Sarpong, D. F., Yanagihara, R., ... & Wu, Y. (2022).

Overall, the results emphasize that while the institution provides some level of resource access, it remains inadequate to sustain strong research productivity. This highlights the need for strategic investment in modern research infrastructure, digital databases, and upgraded facilities to fully support faculty engagement in research.

Table 9: Research Challenges in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development Framework in terms of Institutional Research Culture & Motivation

#	Statement	Mean	SD
1	There is limited access to updated journals, books, and research databases.	2.53	0.919
2	Research facilities, equipment, and laboratories are often inadequate.	3.29	0.626
3	ICT support, such as software, internet, and online tools, is insufficient.	3.13	0.344
4	The library lacks updated and relevant research materials for faculty use.	3.24	0.435
5	Institutional funds for subscription-based journals are very limited.	3.29	0.458
	Total	3.10	0.408

Table 9 shows that the respondents generally agreed that institutional research culture and motivation remain a prevailing challenge within Don Jose Ecleo Memorial College, as evidenced by the overall mean of 3.10 (SD = 0.408). This indicates that while there are some research-related efforts present within the institution, there are still significant gaps that hinder a

highly motivated and research-oriented academic environment.

The statement with the highest mean of 3.29 referred to the inadequacy of research facilities and limited institutional funding for subscription-based journals, implying that the institution still lacks the strong infrastructure and financial commitment needed

to cultivate a dynamic research culture. Similarly, the concern regarding insufficient ICT support (Mean = 3.13) further proves that faculty members struggle to access essential digital tools and platforms needed for research productivity.

On the other hand, the lowest mean of 2.53 pertained to limited access to updated journals, books, and research databases, which, although still interpreted as a challenge, suggests moderate availability compared to other institutional constraints. Nevertheless, the consistently high mean values across most statements reflect that motivation for research is weakened by systemic institutional barriers, particularly in terms of

logistics, funding, and facility support. Hammad, W., & Al-Ani, W. 2021, justify that while praising the idea of forming research groups that reflect the diverse interests of different departments and researchers, some participants believed that their role in building research capacity in the college was limited due to the absence of a teamwork culture.

Overall, the findings emphasize that strengthening institutional research culture requires not only motivational programs but also tangible investments in facilities, digital infrastructure, and financial support systems to foster a research-driven academic environment.

Table 10: Significant Relationship between the Demographic Profile and the Research Opportunities and Challenges in Higher Education: A Case Study of Don Jose Ecleo Memorial College as Basis for a Strategic Research Development Framework

Independent Variable (Profile)	Opportunities	P-value	Decision	Challenges	P-value	Decision
Age	Funding Availability	0.000**	Sig.	Teaching & Administrative Workload	0.014*	Sig.
	Training & Capacity Building	0.000**	Sig.	Research Skills & Methodology Expertise.	0.018*	Sig.
	Collaboration & Networking.	0.001	Sig.	Access to resources & Facilities	0.196	Not Sig.
	Institution Support & Incentives	0.000**	Sig.	Institutional Research Culture & Motivation	0.111	Not Sig.
Sex	Funding Availability	0.002*	Sig.	Teaching & Administrative Workload	0.000*	Sig.
	Training & Capacity Building	0.005*	Sig.	Research Skills & Methodology Expertise.	0.000*	Sig.
	Collaboration & Networking.	0.063	Not Sig.	Access to resources & Facilities	0.340	Not Sig.
	Institution Support & Incentives	0.050	Not Sig.	Institutional Research Culture & Motivation	0.002*	Sig.
Highest Educational Attainment	Funding Availability	0.026*	Sig.	Teaching & Administrative Workload	0.082	Not Sig.
	Training & Capacity Building	0.039*	Sig.	Research Skills & Methodology Expertise.	0.432	Not Sig.
	Collaboration & Networking.	0.003*	Sig.	Access to resources & Facilities	0.158	Not Sig.
	Institution Support & Incentives	0.000*	Sig.	Institutional Research Culture & Motivation	0.127	Not Sig.
Academic Rank	Funding Availability	0.164	Not Sig.	Teaching & Administrative Workload	0.825	Not Sig.
	Training & Capacity Building	0.034**	Sig.	Research Skills & Methodology Expertise.	0.0004	Sig.
	Collaboration & Networking.	0.151	Not Sig.	Access to resources & Facilities	0.422	Not Sig.
	Institution Support & Incentives	0.413	Not Sig.	Institutional Research Culture & Motivation	0.640	Not Sig.
Years of Teaching Experience	Funding Availability	0.017	Sig.	Teaching & Administrative Workload	0.953	Not Sig.
	Training & Capacity Building	0.019	Sig.	Research Skills & Methodology Expertise.	0.675	Not Sig.
	Collaboration & Networking.	0.048	Sig.	Access to resources & Facilities	0.014	Sig.
	Institution Support & Incentives	0.308	Not Sig.	Institutional Research Culture & Motivation	0.438	Not Sig.
Research Experience	Funding Availability	0.133	Not Sig.	Teaching & Administrative Workload	0.0002	Sig.
	Training & Capacity Building	0.009*	Sig.	Research Skills & Methodology Expertise.	0.001	Sig.
	Collaboration & Networking.	0.081	Not Sig.	Access to resources & Facilities	0.002	Sig.
	Institution Support & Incentives	0.041	Sig.	Institutional Research Culture & Motivation	0.298	Not Sig.

**p-values < 0.05 is significant

Based on the MANOVA results in Table 10, the demographic profile of faculty members at Don Jose Ecleo Memorial College significantly influences their perceptions of research opportunities and challenges. Age significantly affected all research opportunities, including Funding Availability ($p = 0.000$), Training and Capacity Building ($p = 0.000$), Collaboration and Networking ($p = 0.001$), Institution Support and Incentives ($p = 0.000$), and Teaching and Administrative Workload ($p = 0.014$). Among challenges, only Research Skills and Methodology Expertise ($p = 0.018$) was significant, whereas Access to Resources and Facilities ($p = 0.196$) and Institutional Research Culture and Motivation ($p = 0.111$) were not significant. This indicates that age strongly influences faculty perceptions of research opportunities, while challenges are less affected by age.

Sex significantly affected opportunities such as Funding Availability ($p = 0.002$), Training ($p = 0.005$), Institution Support ($p = 0.050$), and Teaching Workload ($p = 0.000$), while Collaboration ($p = 0.063$) was not significant. For challenges, Research Skills ($p = 0.000$) and Institutional Research Culture ($p = 0.002$) were significant, whereas Access ($p = 0.340$) was not. This suggests that gender differences influence faculty perceptions of certain research opportunities and challenges.

Highest Educational Attainment significantly affected opportunities: Funding ($p = 0.026$), Training ($p = 0.039$), Collaboration ($p = 0.003$), and Institution Support ($p = 0.000$), while Teaching Workload ($p = 0.082$) was not significant. None of the challenges—Research Skills ($p = 0.432$), Access ($p = 0.158$), or Institutional Research Culture ($p = 0.127$)—were significant, indicating that higher education levels increase faculty perception of research opportunities but do not significantly affect perceived challenges. Educational attainment also plays a vital role, as faculty with advanced degrees tend to engage more in research activities (Susanti *et al.*, 2023).

Academic Rank significantly influenced Training ($p = 0.034$) as an opportunity and Research Skills ($p = 0.0004$) as a challenge, whereas other opportunities—Funding ($p = 0.164$), Collaboration ($p = 0.151$), Institution Support ($p = 0.413$), Teaching Workload ($p = 0.825$)—and challenges—Access ($p = 0.422$), Institutional Research Culture ($p = 0.640$)—were not significant. This suggests that rank affects specific professional development opportunities and methodology-related challenges. Thus, faculty with an administrative position may lead to higher research productivity (Fu *et al.*, 2020). This can be especially beneficial for junior faculty who are still developing their research skills and networks. Experienced faculty in leadership roles can share best practices, connect

colleagues to resources, and foster a supportive environment for research.

Years of Teaching Experience significantly affected opportunities such as Funding ($p = 0.017$), Training ($p = 0.019$), and Collaboration ($p = 0.048$), while Institution Support ($p = 0.308$) and Teaching Workload ($p = 0.953$) were not significant. Among challenges, only Access to Resources ($p = 0.014$) was significant, while Research Skills ($p = 0.675$) and Institutional Research Culture ($p = 0.438$) were not. This demonstrates that more experienced faculty perceive greater opportunities and recognize access-related challenges.

Finally, Research Experience significantly affected opportunities in Training ($p = 0.009$), Institution Support ($p = 0.041$), and Teaching Workload ($p = 0.0002$), but not in Funding ($p = 0.133$) or Collaboration ($p = 0.081$). Regarding challenges, Research Skills ($p = 0.001$) and Access to Resources ($p = 0.002$) were significant, while Institutional Research Culture ($p = 0.298$) was not. This indicates that faculty with more research experience perceive greater opportunities for development and recognize challenges related to research skills and access.

Overall, the results demonstrate that faculty demographic characteristics—particularly age, sex, educational attainment, years of teaching, and research experience—significantly shape perceptions of research opportunities and challenges. This quantitative evidence underscores the need to consider these factors when designing a strategic research development framework to enhance opportunities, mitigate challenges, and strengthen research capacity in higher education. Urhahne, D., Wijnia, L., 2023. In the integrative model, learning outcomes represent a typical indicator of goal-directed behavior. Associated recent meta-analyses demonstrate the empirical relationship between the motivational constructs of the six central theories and academic achievement.

4. DISCUSSION AND RECOMMENDATIONS

4.1 Summary of Findings

- The study examined the research opportunities and challenges among the forty-five (45) faculty members of Don Jose Ecleo Memorial College. Results revealed that 53.33% of the respondents were aged 20–29, 71.11% were female, and the majority held the academic rank of Instructor I–III (82.22%). In terms of educational attainment, 48.89% held only a bachelor's degree, while 35.56% were with MA units. Most faculty members had 1–5 years of teaching experience (62.22%), and 71.11% had research experience limited only to completed undergraduate research, indicating that the institution's research expertise is still developing and not yet advanced.

- Regarding research opportunities, the findings showed generally low institutional support. Funding availability received an overall mean of 2.20, interpreted as *moderately disagree*, indicating insufficient access to research grants and weak financial assistance for faculty research. Training and capacity building obtained a total mean of 2.34 (moderately disagree), showing minimal in-house research capability enhancement despite encouragement to attend external seminars. Collaboration and networking scored a mean of 2.40, reflecting that external linkages exist but are not fully maximized or institutionally strengthened. Institutional support and incentives yielded a mean of 2.25, suggesting that research rewards, administrative assistance, and research-based promotion schemes are inadequate.
- On the other hand, the faculty experienced high research challenges. Teaching and administrative workload emerged as the most critical barrier with an overall mean of 3.15 (agree), indicating that heavy teaching loads and multiple responsibilities significantly hinder research productivity. Research skills and methodology expertise obtained the highest challenge rating with a mean of 3.37, implying strong faculty need for advanced training in statistical tools, research design, and journal publication. Access to resources and facilities registered a mean of 3.00, suggesting moderate challenges in terms of limited journals, ICT support, and research infrastructure. Institutional research culture and motivation also posed a challenge with a mean of 3.10, demonstrating that the institution lacks a research-driven environment and strong motivation or recognition mechanisms for research engagement.
- The MANOVA results indicate that the demographic profile of faculty members at Don Jose Ecleo Memorial College significantly shapes their perceptions of research opportunities and challenges. Age significantly influenced all research opportunities, including Funding Availability ($p = 0.000$), Training and Capacity Building ($p = 0.000$), Collaboration and Networking ($p = 0.001$), Institution Support and Incentives ($p = 0.000$), and Teaching Workload ($p = 0.014$), while only Research Skills and Methodology Expertise ($p = 0.018$) among challenges was significant. Sex significantly affected Funding Availability ($p = 0.002$), Training ($p = 0.005$), Institution Support ($p = 0.050$), Teaching Workload ($p = 0.000$), Research Skills ($p = 0.000$), and Institutional Research Culture ($p = 0.002$), but not Collaboration ($p = 0.063$) or Access ($p = 0.340$). Highest Educational Attainment influenced Funding ($p = 0.026$), Training ($p = 0.039$), Collaboration ($p = 0.003$), and Institution Support ($p = 0.000$), but none of the challenges were significant. Academic Rank significantly affected Training ($p = 0.034$) and Research Skills ($p =$

0.0004), while other opportunities and challenges were not significant. Years of Teaching Experience significantly impacted Funding ($p = 0.017$), Training ($p = 0.019$), Collaboration ($p = 0.048$), and Access to Resources ($p = 0.014$). Finally, Research Experience significantly affected Training ($p = 0.009$), Institution Support ($p = 0.041$), Teaching Workload ($p = 0.0002$), Research Skills ($p = 0.001$), and Access ($p = 0.002$). Overall, these results quantitatively demonstrate that faculty demographics—including age, sex, educational attainment, rank, teaching experience, and research experience—play a critical role in shaping perceptions of research opportunities and challenges, emphasizing the need to consider these factors when developing a strategic research framework in higher education.

4.2 Conclusions

Based on the findings, it is concluded that the research environment at Don Jose Ecleo Memorial College is still at a developing stage, characterized by young, early-career faculty members who possess basic research exposure but limited advanced expertise and institutional support. The majority of the faculty are instructors with only bachelor's degrees (48.89%) and limited teaching experience (62.22% with only 1–5 years), which explains why research skills and productivity are still emerging rather than fully established.

Overall, research opportunities in the institution are perceived as weak, as shown by consistently low ratings in funding availability ($\bar{x} = 2.20$), training and capacity building ($\bar{x} = 2.34$), collaboration and networking ($\bar{x} = 2.40$), and institutional support and incentives ($\bar{x} = 2.25$). These results confirm that the faculty lack access to sustainable research investments, structured training pathways, formal collaborations, and motivating reward systems, which are essential elements of a strong research culture.

Moreover, research challenges are found to be significantly high, particularly in research skills and methodological expertise ($\bar{x} = 3.37$) and teaching-administrative workload ($\bar{x} = 3.15$), indicating that faculty members are heavily constrained by time, expertise, and institutional resources. Access to research facilities and materials ($\bar{x} = 3.00$), along with weak research culture and motivation ($\bar{x} = 3.10$), further hinder faculty engagement and long-term commitment to scholarly productivity.

Furthermore, the MANOVA results reveal that faculty demographic characteristics significantly shape perceptions of research opportunities and challenges. Age, sex, highest educational attainment, academic rank, years of teaching experience, and research experience all showed significant relationships with specific

opportunities and challenges, such as funding availability, training, collaboration, institution support, teaching workload, research skills, and access to resources. These findings indicate that individual faculty profiles influence how research support and constraints are perceived, suggesting that strategic interventions must be tailored to the diverse needs and capacities of faculty members. Therefore, the development of a Research Development Framework should consider demographic differences to maximize engagement, address challenges effectively, and strengthen the institution's overall research capability.

In conclusion, the results strongly emphasize the urgent need for a strategic and institutionalized Research Development Framework — one that prioritizes capacity building, workload management, incentives, research funding, collaboration networks, and cultural transformation — to elevate Don Jose Ecleo Memorial College from a research-aware institution to a research-driven and research-producing academic institution.

4.3 Recommendations

1. Establish a Structured Institutional Research Funding Program

- Allocate an annual research budget exclusively for faculty proposals, conference participation, and journal publication fees.
- Implement a transparent and competitive research grant application process.

2. Implement a Comprehensive Research Training & Mentorship Program

- Conduct institutionalized, semester-based training on research methodology, statistical tools (SPSS, Stata, etc.), and journal publication.
- Pair less-experienced faculty with expert mentors through a formal “Research Coaching Program.”

3. Reduce or Recalibrate Teaching and Administrative Workload of Active Researchers

- Introduce a teaching load reduction policy or research credit system for faculty with approved research projects.
- Prioritize research-inclined faculty for administrative task exemption during proposal development or data gathering phases.

4. Establish Incentives and Recognition Programs for Research Productivity

- Provide cash rewards, promotion points, or merit ranking advantages for published research and completed institutional or external research projects.
- Organize an annual College Research Excellence Awards ceremony.

5. Strengthen Access to Research Resources and Digital Infrastructure

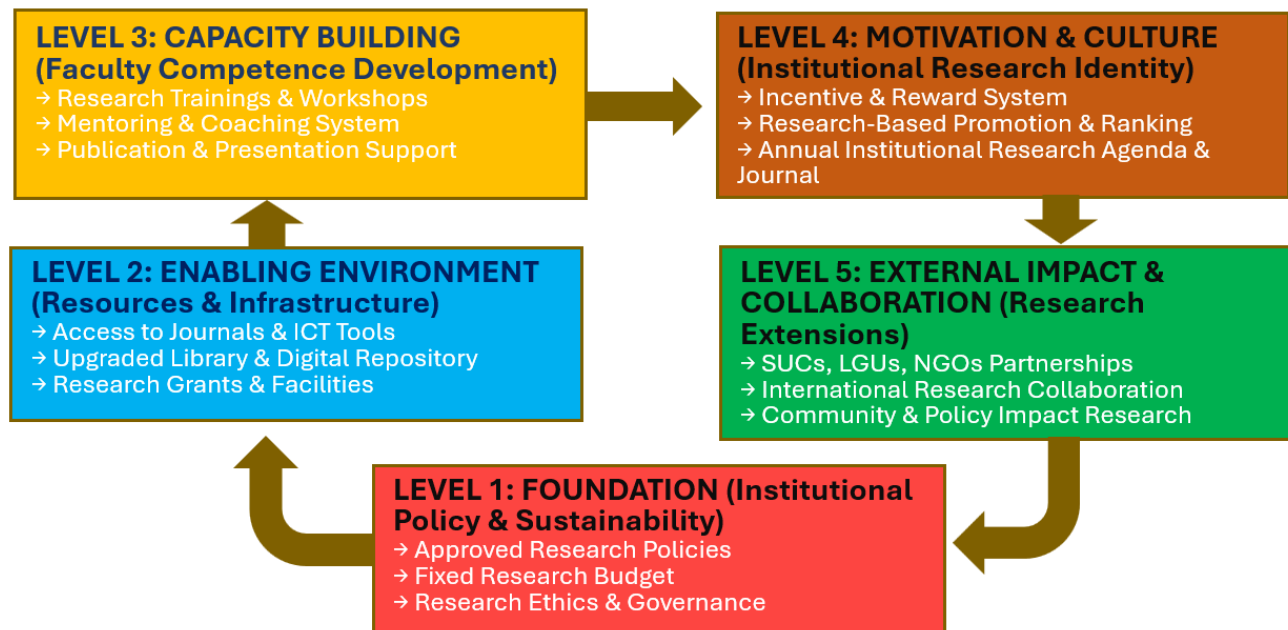
- Subscribe to online research databases (e.g., JSTOR, Scopus, ScienceDirect) and improve campus internet bandwidth.
- Modernize the research laboratory and e-library with updated software, tools, and literature.

6. Institutionalize Local and External Research Collaboration Linkages

- Form partnerships with universities, government agencies, and international institutions for joint research projects, training, and publication.
- Encourage faculty involvement in research consortiums and special interest research groups.

7. Formalize a Strategic Research Culture Development Program

- Embed research requirements in faculty performance appraisal, promotion, and reclassification.
- Conduct annual Research Congress or In-House Review as an official institutional research tradition.

Strategic Research Development Framework

The Strategic Research Development Framework illustrates a progressive, institutional-level approach to transforming Don Jose Ecleo Memorial College into a research-driven higher education institution. It begins with a strong foundation of formalized research policies, ethical governance, and secured funding, ensuring long-term sustainability. From this base, the framework advances toward building an enabling environment by improving access to journals, ICT tools, and research facilities. Once resources are secured, the focus shifts to strengthening faculty capability through continuous training, mentorship, and publication support. This then activates a research-driven culture, where incentives, promotion systems, and institutional journals stimulate motivation and pride in research. Finally, the framework culminates in external collaboration and societal impact, promoting partnerships with SUCs, LGUs, NGOs, and international bodies to generate research that contributes to policy, community development, and global academic engagement. The logical flow — *Policy* → *Infrastructure* → *Capacity* → *Motivation* → *Impact* — ensures strategic alignment, sustainability, and high-value research outcomes.

LEVEL 1: FOUNDATION (Institutional Policy & Sustainability)

Level 1 establishes the essential structural and regulatory base for research, ensuring sustainability through approved research policies, a fixed research budget, and robust research ethics and governance. By providing clear guidelines, ethical oversight, and financial stability, this level creates a strong foundation that enables faculty to engage in research activities confidently and consistently.

LEVEL 2: ENABLING ENVIRONMENT (Resources & Infrastructure)

Level 2 focuses on providing the practical tools and facilities necessary to support research productivity. Access to academic journals and ICT tools, an upgraded library and digital repository, and research grants and facilities equip faculty with the resources required to conduct high-quality research efficiently, facilitating knowledge creation and dissemination.

LEVEL 3: CAPACITY BUILDING (Faculty Competence Development)

Level 3 emphasizes the development of faculty skills and expertise through research trainings, workshops, mentoring and coaching systems, and publication and presentation support. By strengthening competencies and building confidence in research methodology and scholarly output, this level ensures that faculty members are capable and prepared to contribute meaningfully to the institution's research agenda.

LEVEL 4: MOTIVATION & CULTURE (Institutional Research Identity)

Level 4 fosters a research-oriented institutional culture by implementing incentive and reward systems, research-based promotion and ranking, and an annual research agenda with an institutional journal. This level motivates faculty engagement, recognizes achievements, and reinforces a sense of identity and pride in research, ultimately cultivating a sustained culture of scholarly productivity.

LEVEL 5: EXTERNAL IMPACT & COLLABORATION (Research Extensions)

Level 5 extends research activities beyond the institution, promoting partnerships with SUCs, LGUs,

NGOs, and international collaborators. This level enhances the societal relevance and global visibility of research outputs, encourages knowledge exchange, and

strengthens the institution's reputation, ensuring that research contributes to broader community development and strategic alliances.

Objectives:

Core Area	Strategic Objective	Expanded Key Strategies / Interventions	Responsible Unit / Stakeholders	Proposed Timeline
1. Research Skills & Methodology Development	Enhance faculty competency in research design, advanced statistics, ethics, and journal publication	<ul style="list-style-type: none"> • Conduct tiered research capability trainings (basic, intermediate, advanced) • Implement structured research mentoring & coaching system (senior to junior faculty) • Conduct journal/article writing clinics with mock peer-review • Partner with SUCs for statistical software and publication trainings • Establish Research Fellowship Program for high-potential faculty 	Research Office, HR Department, External Consultants, Partner SUCs	Short to Mid-Term (0–2 years)
2. Access to Resources & Research Facilities	Improve access to updated research tools, ICT systems, and learning infrastructure	<ul style="list-style-type: none"> • Procure subscription to Scopus, JSTOR, ScienceDirect, Google Scholar Premium • Upgrade internet bandwidth & ICT facilities for research • Establish Digital Research Repository / Knowledge Hub • Provide annual internal research grants & mobility support • Upgrade library holdings to digital + international research standards 	Administration, Library, IT Department, Research Office	Short to Long-Term (1–5 years)
3. Institutional Research Culture & Motivation	Strengthen faculty motivation, research engagement, and institutional research identity	<ul style="list-style-type: none"> • Implement research incentive system (cash grants, awards, promotion points) • Integrate research output in faculty workload, ranking, & performance appraisal • Publish Annual Institutional Research Agenda & Journals • Require/encourage research presentation in institutional & external conferences • Launch Research Recognition & Appreciation Awards Night 	Research Office, VPAA, HR, President's Office	Mid-Term (1–3 years)
4. Collaboration & External Partnerships	Expand institutional research visibility and academic networking	<ul style="list-style-type: none"> • Forge MOUs/MOAs with SUCs, HEIs, LGUs, NGOs, CHED, DOST • Encourage joint research publications & faculty exchange programs • Create Industry Advisory Board for Research Utilization • Participate in international research consortiums and conferences 	Office of External Affairs, Research Office, LGUs, Partner Institutions	Mid to Long-Term (2–5 years)

Core Area	Strategic Objective	Expanded Key Strategies / Interventions	Responsible Unit / Stakeholders	Proposed Timeline
		<ul style="list-style-type: none"> Promote community-based and policy-driven research collaborations 		
5. Sustainability, Policy, and Long-Term Institutional Support	Institutionalize a research-driven policy environment with sustained funding and governance	<ul style="list-style-type: none"> Develop and approve Comprehensive Research Policy Manual Allocate fixed annual research budget with BOT approval Establish Research Ethics Committee and Intellectual Property Office Integrate research in strategic plan, QA, and accreditation compliance Establish a Research Monitoring & Evaluation System 	Board of Trustees, President's Office, VPAA, Finance Office	Long-Term & Ongoing (3+ years)

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