International Journal on Science and Technology (IJSAT)
E-ISSN: 2229-7677 ● Website: www.ijsat.org ● Email: editor@ijsat.org

Challenges to Research Culture in Higher Education: An Analysis for Promoting Collaborations and Institutional Policies

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Abstract

Research work is one of the mandates in any university in the Philippines. The study aimed to investigate the challenges to research culture in selected higher learning institutions. Mixed method research was used to obtain the holistic output of the study. Results revealed that most universities in the Philippines failed to produce valuable and significant findings for the needs of the community and the country. Fiftysix faculty members from six universities in the country responded to a survey questionnaire. Based on the findings of this study, the values and attitudes of participants toward research were identified and assessed by using statement indicators and the statistical results were generally interpreted as "sometimes.", which identified that research is a vehicle for the sustainable development of a country that must be promoted through education." As to the knowledge of research development of the participants, the results were generally interpreted also as "sometimes". This can be clearly seen in the statement; "The objective of quantitative research is to achieve a generalize explanatory theory" which obtained the highest weighted mean. The results also presented that there was weakly positive correlation between values and attitudes towards research and knowledge of research development. Hence, there was a significant relationship between values and attitudes towards research and knowledge of research development. As cited by the participants about the reasons why they opt to teach and not to do research and immerse themselves in research-related activities, majority replied the lack of time due to many works in school which are the institutional priorities; followed by the lack of fund or resources; as well as lack of training, skills, motivation and support. Some faculty respondents described research as tedious and time-consuming. It was also cited that it was easier to teach than to engage in research-related activities. Findings suggested that higher education institutions may re-examine their faculty needs in conducting research: consider to attend or participate to research training/workshop; consider the research allowances and incentives; and may have lighter teaching timetable to engage themselves in research-related activities for their professional development and for the students by providing valuable mentoring relationships and learning from expertise.

Keywords: challenges; research culture; higher education; analysis; promoting; collaborations; institutional policies

1. Introduction

University of Edinburgh, accordingly, "Research culture encompasses the behaviors, values, expectations, attitudes and norms of our research communities. It influences researchers' career paths and determines the way that research is conducted and communicated."

Some difficulties of conducting research in the Philippines include lack of financial support, heavy teaching load, lack of research skills and knowledge, and lack of research resources. A research culture within an institution, may be described as the knowledge about research topics and processes which are sanctioned as appropriate and relevant; the values, beliefs, attitudes and norms which surround the research process within the institution; and the various material ways in which the institution supports or denies support to its researching individuals and groups.

The Philippine Commission on Higher Education (CHED) has been zealously pushing for a stronger research orientation among the HEIs. Its National Higher Education Research Agenda (NHERA), formulated in 1996, articulates goals of higher education research as well as the mechanics and concrete steps for achieving these goals. CHED has likewise established 12 Zonal Research Centers (ZRC) in the country to further promote and encourage research in the 1,605 public and private HEIs.

In the Higher Education (HE) institutional context, research culture includes a supportive environment where research is uniformly expected, produced, valued and discussed (HR, 2014). A positive research culture helps an individual to freely explore ideas, make mistakes and learn from them, and share good practice. Individuals will feel supported and valued and will probably thrive in a positive environment that embraces inclusion, openness and integrity.

On the other hand, creating a positive research culture and improving mental health within the academe has a more widespread and systemic problem, which can go beyond individual programmes and universities. However, the issue of improving research culture was also seen to be very difficult to tackle even at this structural level, with extreme measures needed from the academe administrators and funders to even begin to initiate change. Funders - and particularly the way that they allocate funding - were highlighted as one of the key agents to drive change, alongside university management.

Since the university is the faculty, this means that the faculty is the primary producer of research that would greatly influence to the quality education. In a way that the faculty is the implementer of the vision, mission, goals and objectives who would likewise bring success to the university. Thus, the objective of this study is to suggest innovative programs to enhance the condition of research culture in selected higher learning institutions, in terms of values and attitudes towards research, the knowledge of research development, as well as the reasons why they opt to teach and not to do research and immerse themselves in research-related activities.

Literature Review

Daces, et. Al. (2016), his study revealed that the faculty members' involvement is dependent on the institution's support in making research an essential part of the organizational culture. The presence of a research unit, financial reward and merit system, expertise, research capability programs and institutional policies were found as major contributory factors, while utilization of research output was considered the weakest.

Mlitwa, Nhlanhla. (2016), further stated in his study that the goal of every research and innovation institution to improve its research potency, and an enabling environment where research is uniformly expected, produced, valued and discussed is central to this equation. Research culture refers to a system that prioritizes continuous engagement and communicating of quality scholarly research, and pursuit of vibrant research endeavors.

Walton, P. (2021), accordingly, as he stated "if you're not producing high quality research papers and getting grants, you're under a lot of pressure,' he explains. 'The reality of the very competitive environment is you get collateral damage.'an aggressive approach to the competition that can create a negative culture. This becomes offputting to many people, and ultimately impacts the diversity of research staff.

Brazil, R. (2023), contradicts by revealing that the focus on publications also discourages moves towards sharing data, something funders want to encourage. 'They found that a big barrier to open science was the individualistic incentive structure,' says Rafol. 'It was difficult to get people to share, to be more transparent, to publish in open access journals, if researchers are in a competition that is related to metrics.'

For researchers, poor research culture is leading to stress, anxiety, mental health problems, strain on personal relationships, and a sense of isolation and loneliness at work. Conducting research in the Philippines presents several challenges. These include the lack of financial support, heavy teaching load, lack of research skills and knowledge, and lack of research materials and resources.

Ulla, M. (2018), suggests that although teachers' motivations to do research were more personal rather than professional, teachers recognized some benefits of doing school and classroom-based research for their teaching practices and career development. Challenges that were reported include the lack of financial support, heavy teaching load, lack of research skills and knowledge, and lack of research materials and resources. Implications are discussed in light of the findings and recommendations formulated for future research directions.

Theoretical/Conceptual Framework of the Study

Objectives of the Study

1. To investigate the condition of research culture in selected higher learning institutions;
2. to produce valuable and significant findings for the needs of the community and the country; and
3. to identify areas for scrutiny and to propose possible strategies to enhance research-related activities in the Philippines.

2. Methods and Techniques of the Study

Mixed method research is employed to obtain the holistic output of the study. Mixed research combines qualitative and quantitative research to understand a phenomenon. A mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem. The qualitative data comprised of of the first phase of instrument which composed of items associated with values and attitudes towards research that measure the importance that the individual gives to research and the attitude towards research culture. On the other hand, the qualitative data was composed of the second phase which was an interview question about the reasons for some teachers opt to teach and not do research and immerse themselves in research-related activities for each participant to elicit descriptive and detailed responses to the question. The data collected were analyzed for like or similar themes, repeating themes, research culture and values aspects, including behaviors, characteristics and research skills of the faculty participants.

The profile of the faculty participants, in terms of their university/employer, age range, and years of service are likewise included in this study to understand the characteristics that define the respondents who chose to participate in the study. By identifying the profile of respondents, the researcher can tailor her strategies to promote participation among selected universities.

2.1 Subject

This study involved the 56 faculty participants from 6 selected universities in Bulacan to assess the research culture in higher educational institutions. It involves the administrators and the teaching personnel which may differ in important ways who could provide an ample data for this paper. It allows the researcher to draw more precise conclusions by ensuring that selected universities are properly represented by their participants.

2.2 Instruments

The objective of the instrument is to collect information about the research culture of faculty members involved in a teaching-learning process in selected universities.

The first phase was composed of items associated with values and attitudes towards research that measure the importance that the individual gives to research, the attitude towards research culture (Coronel Santos, Maday & Ramírez-Montoya, María-Soledad. (2020), and with respect to the benefits obtained from the research culture in a disciplinary area. This instrument sought to analyze the research culture from the value attributed by the teachers in a training process. The latter considers attitudes and values towards research, knowledge about research with a methodological approach and practices towards research and is designed to be applied in any educational context at a higher education.

The second phase is an interview questionnaire about the reasons for some teachers opt to teach and not do research and immerse themselves in research-related activities.

Values and Attitudes Towards Research

1. I recognize that research is a vehicle for the sustainable development of a country that must be promoted through education.
2. I consider that research is not useful to me because it has no relation to my educational practice.
3. All professionals should know how to do research.
4. I like to train myself to develop research skills.
5. I dislike carrying out activities related to research.
6. I often find myself consulting scientific publications.
7. I feel that I have the necessary knowledge to develop a research project.
8. If I had more time, I would like to publish more scientific articles.
9. I consider that my economic resources limit my research development.

Knowledge of research development

10. The objective of qualitative research is to achieve a holistic view of the phenomenon or situation to be studied.
11. I understand the difference between qualitative approaches: grounded theory and ethnography.
12. I know how to analyze qualitative data through category designation.
13. I have used qualitative research for the development of some research.

14. The objective of quantitative research is to achieve a generalizable explanatory theory.
15. I understand the difference between differential statistics and descriptive statistics.
16. I know how to perform a descriptive statistical analysis through software.
17. I have used the quantitative methodology for the development of some research.
18. Mixed research combines qualitative and quantitative research to understand a phenomenon.
19. I understand the difference between a sequential mixed design and a concurrent mixed design.
20. I know how to perform an inferential statistical analysis using a software.

Interview Questionnaire:
What are the reasons for some teachers opt to teach and not do research and immerse themselves in research-related activities?

2.3 Data Collection Procedures

To observe health and safety protocols, there were no face-to-face interaction during the conduct of the study, the survey questionnaire was conducted via Google form online. The procedure to carry out the data collection was through an online questionnaire adapted from (Coronel Santos, Maday & Ramírez-Montoya, María-Soledad. (2020). An invitation was made by the researcher via e-mail with a value according to the clarity, coherence, relevance and sufficiency of the items in the instrument and issued observations if they considered it necessary.

a. Data Analysis

The data gathered in this study were tabulated and computed using Statistical Packages for Social Sciences (SPSS) version 23. Data collected were treated statistically using several tools. Statistical treatments were essential to verify the natural tendencies of responses. The researchers employed the following statistical tools: Mean and Standard Deviation was used to understand what the average 4-point system is for each question in the survey questionnaire, and how widely other numbers when the group are spread out. Mean helps to determine the average and it helps to make analysis of set of values. Likewise, the data from the second phase questionnaire were recorded and were transcribed. They were analyzed by highlighting the key themes from the faculty respondents.

b. Ethical Consideration

In adherence and observance of of ethical standards set for research undertaking involving the permission letter from the campus dean was approved to conduct an online survey via Google form among participants from selected universities in the Philippines, particularly in the province of Bulacan.
Further, following the ethics of research, participants' responses were voluntarily, treated confidentially, and they may withdraw their responses anytime should they preferred confidentiality of their data. Participants of this study were given access to the google form link to answer the online survey questionnaire. They may edit and resubmit should there be any doubts or other answers to the questions therein. Hence, the confidentiality of the information supplied by the participants was respected and the proponent will do everything in her power to protect the anonymity of the participants. Further, personal identity of the participants were not published without their consent.

1. Results and Discussions

This study involved the 56 faculty participants from different universities in the Philippines. It allowed the researcher to draw more precise conclusions by ensuring that selected universities are properly represented by their participants.

Table 1

Frequency and Percentage Distribution in terms of their Employer

EMPLOYER	FREQUENCY	PERCENTAGE
Bulacan State University	35	62.5
National University	5	8.9
Baliuag Polytechnic College	5	8.9
Baliuag University	6	10.7
DepED	3	5.4
Mandaluyong College of Science and Technology	2	3.6
TOTAL	**56**	**100**

Table 1 identifies the demographic profile of the respondent in terms of their employer/school, wherein 35 or 62.5% of the respondents are from Bulacan State University (BulSU); 6 or 10.7% are from Baliuag University (BU); National University (NU); and Baliuag Polytechnic College (BTech) has 5 and 8.9% respondents, while 3 or 5.4% of the respondent are from Department of Education (DepED). And the smallest number of respondents came from Mandaluyong College of Science and Technology (MCST), registering 2 or 3.6%.

Table 2

Frequency and Percentage Distribution in terms of their Age Range

AGE RANGE	FREQUENCY	PERCENTAGE
20 – 30	8	14.3
31 – 40	15	26.8
41 – 50	26	46.4
51 and above	7	12.5
TOTAL	**56**	**100**

Table 2 reveals the ages of the participants of the study which ranges 20 – 51 years old and above. As shown on the table, age ranging from 41 – 50 obtains the largest number of respondents with a total of 26 or 46.4%.

The age group of respondents ranging from 31 – 40 registered 15 or 26.8%, while the age group of the respondents from 20 – 30 obtains 8 or 14.3%. The age group ranging from 51 and above obtains 7 or 12.5% which is the smallest number of the respondents of this study.

This means that the faculty participants have gained academic tenure in the university. Earning tenure is a great honor; many academics have "tenure parties" to celebrate this achievement. And although it's a privilege that professors can strive for years to earn, recent research has shown that many higher education institutions are not rewarding academic labor with tenure. (https://www.interfolio.com/resources/blog/everything-about-academic-tenure/).

Table 3
Frequency and Percentage Distribution in term of their Years in Service

YEARS IN SERVICE	FREQUENCY	PERCENTAGE
0 – 5	19	33.9
11 – 15	11	19.6
16 – 20	5	8.9
21 and above	21	37.5
TOTAL	**56**	**100**

Table 3 presents the length of years in service, the data shows that 21 or 37.5% of the respondents have been in their service for 21 and above. The lowest distribution falls under 16 – 20 years which obtain only 5 or 8.9%. 0 – 5 years registering 19 or 33.9%. On the other hand, 11 – 15 years obtains 11 or 19.6%.
Graham, J., et. al. (2020) stated in their paper that there was no evidence of lower teaching quality for beginning teachers (0–3 years' experience), but some evidence of a decline in teaching quality for teachers with 4–5 years experience.

Table 4
Frequency and Mean Distribution

Values and Attitudes Towards Research						
Statements	**FREQUENCY**				**Mean**	**VI**
	4	**3**	**2**	**1**		
I recognize that research is a vehicle for the sustainable development of a country that must be promoted through education	42	14	0	0	3.75	**Always**
I consider that research is not useful to me because it has no relation to my educational practice.	4	14	12	26	1.93	**Rarely**
All professionals should know how to do research.	36	20	0	0	3.64	**Always**
I like to train myself to develop research skills.	36	20	0	0	3.64	**Always**

I dislike carrying out activities related to research.	3	24	7	22	2.14	**Rarely**
I often find myself consulting scientific publications	11	34	11	0	3.00	**Sometimes**
I feel that I have the necessary knowledge to develop a research project.	18	30	8	0	3.18	**Sometimes**
If I had more time, I would like to publish more scientific articles.	26	27	3	0	3.41	**Always**
I consider that my economic resources limit my research development.	17	32	6	1	3.16	**Sometimes**
The objective of qualitative research is to achieve a holistic view of the phenomenon or situation to be studied.	29	25	2	0	3.48	**Always**
OVERALL MEAN					**3.13**	**Sometimes**
3.26 – 4.0 – Always **2.51 – 3.25 - Sometimes**			**1.76 – 2.5 – Rarely** **1- 1.75 – Never**			

The values and attitudes towards research scale of the respondents involved in this study was identified and assessed by using 10 statements indicators and the statistical result are presented in Table 4.

Table 4 indicates that the values and attitudes towards research received an average mean of 3.13 which could be interpreted as to be "sometimes". This can be clearly seen in item number 1 statement "I recognize that research is a vehicle for the sustainable development of a country that must be promoted through education," which obtained the highest weighted mean 3.75. Next to the highest are items number 3 and 4 statements: "All professionals should know how to do research and I like to train myself to develop research skills" which obtained the mean 3.64.

Followed by item No. 8; "If I had more time, I would like to publish more scientific articles" with mean 3.41. Item number. 7, "I feel that I have the necessary knowledge to develop a research project" with mean 3.18. Item number 9; "I consider that my economic resources limit my research development" with the mean 3.16, item number 6 "I often find myself consulting scientific publications" with mean 3.0. Item 2; "I consider that research is not useful to me because it has no relation to my educational practice" with mean 1.93 and the item that has the lowest mean rating is item number 5, "I dislike carrying out activities related to research" mean rating of 2.14.

Fernandez, E.J., et. al. (2019) revealed in their study that faculty members attitude towards research is high, which means that they have a positive opinion towards research. Moreover, faculty members perceive their capabilities towards research as high. This means that although they have some reservations, such as lack of experience, they see themselves as capable of doing research. In their paper, it also revealed that the number of research conducted by faculty members determined their attitudes and capabilities towards research.

Table 5
Frequency and Mean Distribution

Knowledge of Research Development						
Statements	**FREQUENCY**				**Mean**	**VI**
	4	**3**	**2**	**1**		
I understand the difference between qualitative approaches: grounded theory and ethnography.	16	33	7	0	3.16	**Sometimes**
I know how to analyze qualitative data through category designation.	11	32	12	1	2.95	**Sometimes**
I have used qualitative research for the development of some research.	15	28	10	3	2.98	**Sometimes**
The objective of quantitative research is to achieve a generalizable explanatory theory.	23	30	3	0	3.36	**Always**
I understand the difference between differential statistics and descriptive statistics.	13	30	10	3	2.95	**Sometimes**
I know how to perform a descriptive statistical analysis through software.	11	29	12	4	2.84	**Sometimes**
I have used the quantitative methodology for the development of some research.	16	30	9	1	3.09	**Sometimes**
Mixed research combines qualitative and quantitative research to understand a phenomenon.	26	22	7	1	3.30	**Always**
I understand the difference between a sequential mixed design and a concurrent mixed design.	9	32	13	2	2.86	**Sometimes**
I know how to perform an inferential statistical analysis using a software.	6	32	12	6	2.68	**Sometimes**
OVERALL MEAN					**3.02**	**Sometimes**
3.26 – 4.0 – Always **2.51 – 3.25 - Sometimes**			**1.77 – 2.5 – Rarely** **1- 1.75 – Never**			

The knowledge of research development scale of the respondents involved in this study was identified and assessed by using 10 statements indicators and the statistical result were presented in Table 5.
Table 5 presents that the knowledge of research development received an average mean of 3.02 which could be interpreted as to be "sometimes". This can be clearly seen in item number 4 statement; "The objective of quantitative research is to achieve a generalizable explanatory theory" which obtained the

highest weighted mean 3.36. Next to the highest is item number 8 statement; “Mixed research combines qualitative and quantitative research to understand a phenomenon” which obtained the mean 3.30. Followed by item no. 1; “I understand the difference between qualitative approaches: grounded theory and ethnography” with mean of 3.16. Item number. 7, “I have used the quantitative methodology for the development of some research” with mean 3.09. Item number 3 “I have used qualitative research for the development of some research” with the mean 2.98, items number 2 and 5, “I know how to analyze qualitative data through category designation and I understand the difference between differential statistics and descriptive” with mean 2.95. Item 9; “I understand the difference between a sequential mixed design and a concurrent mixed design” with mean of 2.86; item number 6; “I know how to perform a descriptive statistical analysis through software” with mean 2.84 and the item that has the lowest mean rating is item number 10, “I know how to perform an inferential statistical analysis using a software” mean rating of 2.68.

Rossouw,JP (2020) argued that a general passive or negative attitude amongst faculty members who are expected to produce research outputs, can be converted to a vibrant environment characterized by positive attitudes and increased research productivity.

In the Philippines, higher education pushes for ways to promote research to push forward the frontiers of knowledge and to develop a culture of research among higher education institutions’ Commission on Higher Education [CHED], 2007a, para. 2). To reach this objective, however, some areas of research and research training require inquiry and evaluation. Thus, the rationale for this paper is two-fold: (1) to identify areas for scrutiny and (2) to propose possible strategies to enhance research training in the Philippines.

Table 6

Relationship Between Values and Attitudes Towards Research and Knowledge of Research Development

Correlations

		VALUEANDATTITUDE	RESEARCHDEVELOPMENT
Values and Attitudes Towards Research	Pearson Correlation	1	.311*
	Sig. (2-tailed)		.020
	N	56	56
Knowledge of Research Development	Pearson Correlation	.311*	1
	Sig. (2-tailed)	.020	
	N	56	56

*. Correlation is significant at the 0.05 level (2-tailed).

A Pearson Product-moment Correlation was run to determine the relationship between values and attitudes towards research and knowledge of research development. As shown on Table 6, there was weakly positive correlation between values and attitudes towards research and knowledge of research development, which was statistically significant (r= .311, N=56, p= .020).

Table 7

Regression (ANOVA[a)] of Values and Attitudes Towards Research and Knowledge of Research Development

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.352	1	.352	5.775	.020[b]
	Residual	3.293	54	.061		
	Total	3.646	55			

a. Dependent Variable: Values and Attitudes Towards Research

b. Predictors: (Constant), Knowledge of Research Development

Table 8

Coeffients[a] of Values and Attitudes Towards Research and Knowledge of Research Development

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.676	.193		13.836	.000
	Knowledge of Research Development	.152	.063	.311	2.403	.020

a. Dependent Variable: Values and Attitudes Towards Research

Tables 7 and 8 describe that there is a significant relationship between values and attitudes towards research and knowledge of research development, because the p value is lower than 0.01.

The foregoing tabular presentations, tables 6-8 are needed in this study to assess the relationship between values and attitudes of the participants towards research and knowledge of research development. Further, correlation is a statistical measure that expresses the extent to which two variables are linearly related (meaning they change together at a constant rate). Regression, on the other hand, is also needed in order to predict the value of the dependent variable for individuals for whom some information concerning the explanatory variables is available. The one-way ANOVA can help to know whether or not there are significant differences between the means of the independent variable.

What are the reasons for some teachers opt to teach and not do research and immerse themselves in research-related activities?

After a comprehensive analysis of the gathered data, it was found out that most of the respondents cited the same reasons why they opt to teach and not to do research and immerse themselves in research-related activities, such as lack of time due to many works in school which are the institutional priorities; followed by the lack of fund or resources; as well as lack of training, skills, motivation and support. Some faculty respondents described research as tedious and time-consuming. The respondents also stated that it is easier to teach than to engage in research-related activities.

Ulla, M.B. et. al. (2017) reported challenges such as lack of research knowledge and skills, heavy teaching loads, and lack of financial support from the schools obstructed them from doing research. Attending and participating to research training, receiving research incentives, and having lighter teaching timetable were what the teachers perceived they need to do research.

2. Conclusions and Recommendations

Conclusions:

In light of the findings of the study, the following conclusions were drawn:

This study involved faculty participants from different universities in the Philippines, particularly in Bulacan. Thus, the participants were dominated from those who are teaching at Bulacan State University. Likewise, the faculty participants have gained academic tenure in the school/university where they are presently employed. The participants are experienced faculty members having more than a decade in the academe.

The values and attitudes of participants towards research was identified and assessed by using statements indicators and the statistical results were generally interpreted as “sometimes.”, which reveals that research is a vehicle for the sustainable development of a country that must be promoted through education.”

As to the knowledge of research development of the participants, the results were generally interpreted as “sometimes”. This can be clearly seen in item number 4 statement; “The objective of quantitative research is to achieve a generalizable explanatory theory” which obtained the highest weighted mean.

Based on the results, there was weakly positive correlation between values and attitudes towards research and knowledge of research development. Hence, there is a significant relationship between values and attitudes towards research and knowledge of research development.

As cited by the participants about the reasons why they opt to teach and not to do research and immerse themselves in research-related activities, majority replied the lack of time due to many works in school which are the institutional priorities; followed by the lack of fund or resources; as well as lack of training, skills, motivation and support. Some faculty respondents described research as tedious and time-consuming. The respondents also stated that it is easier to teach than to engage in research-related activities.

Recommendations:

Based on the findings and conclusions of the study, the following recommendations are hereby drawn:

1. Having an academic tenure in the school/university, regardless of age, the faculty members should take into account the importance of sustained quality education through conducting research – related activities, such as to attend and participate to research training, grant research incentives, and schedule a lighter teaching timetable to do research.

2. Values and attitudes towards research can be driven by giving ample time to do both teaching and doing research. By giving the teachers the appropriate support they need for their professional development and for their students by providing valuable mentoring relationships and learning from expertise.

3. Knowledge of research development can be enhanced in the academe through immersing oneself on the various research training on priority research areas or clusters which have never been explored, but which can still be possible priority areas in future researches of faculty members are strongly recommended.

4. On the basis of the survey interview regarding the reasons for some teachers opting to teach and not doing research and immersing themselves in research-related activities, the following are advanced:

4.1 On the problem of lack of time to do research – A consideration of the idea of lessening paperwork to have more time to do research. There should be an office that will serve as documentation center of the university and the teachers will just provide/submit the necessary files at the end of each semester.

4.2 On the problem about lack of fund or resources - the administration in the higher educational institutions should allocate research allowances (aside from incentives after completion of the research paper) to suffice the research engagements of the teachers.

4.3 On the problem of lack of knowledge or research skills among some faculty members – they must have the personal will to learn and assimilate themselves in the research undertakings of the university. They should be willing to undergo capability training to enhance their competencies and work as research collaborators.

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