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RESEARCH ARTICLE

ASSESSMENT OF ATTITUDE, PERCEPTIONS AND ACTUAL ENGAGEMENT ON RESEARCH:BASIS FOR TRAINING DESIGN DEVELOPMENT FOR SAN PABLO COLLEGES

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ABSTRACT

The study looked at the attitude towards research and the level of engagement and explored the challenges encountered by the employees in doing research; as basis for the measures to be undertaken to address the challenges in doing research. There were a total 70 teachers, non-teaching staff and administrators who participated in the research study as respondents. The study employed the descriptive method of research. Percentage and weighted mean were used for analysis. The study revealed that the respondents generally have positive attitudes towards research. They perceived research culture, management and practices in San Pablo Colleges to be very good. However, it was found out that the research engagements of employees in San Pablo Colleges are limited. A training design was developed that will help out in building teachers' engagement in research which will eventually lead out to the formation of research culture among the employees.

KEYWORDS

Attitude towards research, research engagement, training design, San Pablo Colleges

1. INTRODUCTION

In recent years, research has emerged as a crucial component of academic institutions, providing a platform for intellectual exploration, innovation, and progress. It serves as a catalyst for growth and development, enabling students and faculty to delve into new knowledge, address societal challenges, and contribute to the advancement of various disciplines. Recognizing the importance of research, educational institutions worldwide have increasingly emphasized the cultivation of a research culture within their academic communities.

San Pablo Colleges (SPC) is one such institution that recognizes the significance of research in fostering intellectual curiosity and preparing students for the challenges of the future. SPC has long been committed to providing a holistic education, equipping students with both theoretical knowledge and practical skills. However, to fully evaluate the impact of research initiatives and to further enhance research engagement, it is crucial to assess the attitudes and actual engagement of its teaching and non-teaching staff.

Assessment of attitude refers to the examination of individuals' beliefs, perceptions, and opinions towards research. Positive attitudes are often associated with a greater willingness to engage in research activities, while negative attitudes may hinder participation and limit the potential for innovation and discovery. Understanding the prevailing attitudes towards research among faculty and staff at SPC is essential in identifying areas for improvement and developing strategies to promote a positive research culture.

Actual engagement, on the other hand, refers to the active involvement of individuals in research activities, such as conducting research, publishing papers, attending conferences, and collaborating with peers. Assessing the level of actual engagement among faculty and staff at SPC will provide insights into the extent to which research is integrated into the academic fabric of the institution. It will also help identify factors that may hinder or facilitate research engagement, such as access to resources, mentorship opportunities, and institutional support.

The purpose of this study is to assess the attitude and actual engagement of faculty members and non-teaching staff towards research at San Pablo Colleges. By examining these factors, this study aims to provide valuable insights that will contribute to the development and implementation of strategies to enhance research culture and engagement within the institution. This study seeks to contribute to the existing body of knowledge by providing a comprehensive assessment of the attitude and actual engagement of students, faculty, and staff towards research at San Pablo Colleges. The findings will inform institutional policies and initiatives aimed at fostering a research culture and increasing research productivity. By identifying the factors that influence research engagement, this study will guide the development of targeted interventions to enhance research opportunities, resources, and support within the institution.

Overall, this research aims to promote a vibrant research environment at San Pablo Colleges, empowering the employees to actively participate in knowledge creation, dissemination, and application. It is hoped that the insights gained from this study will serve as a foundation for fostering a strong research culture that contributes to the growth and development of the institution and its stakeholders.

2. LITERATURE REVIEW

In recent decades, an interesting research topic in education has been that of the academic career and the changing academic profession (Blackmore

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et al., 2010). The university faculty have a different profile and function than they had in the last century. There seems to be a view of the predominance of research in the academic environment as point out: "A powerful countervailing trend is unmistakable: a clear faculty perception of the increasing importance of research and publication for purposes of promotion and tenure" (Schuster and Finkelstein, 2018).

The research used the organization ethnography approach; the sample was made up of 23 informants; and the tools used were interviews, observation, and documentary information. The data analysis was done following the Spradley methodology and the results of the study seem to indicate that the educational institution studied has a differentiated culture and that the main cultural groups maintain a series of shared values with which they interpret a series of effectiveness indicators in a similar way. Nevertheless, this research also shows that there are some indicators that are not acknowledged by the cultural subgroups, and it is also observed that a series of indicators is interpreted differently by each subculture. Based on these results, it is possible to consider that the acknowledgement of the existence of a differentiated culture in schools, allows its leaders to send the right messages to its members and to leverage from its culture to develop more effective higher education institutions (Millan et al., 2010).

According to research capabilities are an essential aspect of undergraduate development in higher education (Spencer et al., 2012). Accordingly, "Design for Learning" has identified particular university-wide graduate capabilities and required all faculties to explicitly embed these in their curricula. The Faculty of Law and Management developed an approach to map the teaching and assessment of eight graduate capabilities across the first year of the faculty's degree programs, allowing staff to evaluate the embedding of graduate capabilities and identifying where they might further develop their curricula. This article describes a process designed to collect, analyze and present data on current teaching and assessment of graduate capabilities. The discursive approach supports reflective practice in curriculum design while the resulting heat maps provide diagrammatic accounts of current practices and indicators of where redesign of curriculum should center.

The article begins by considering the general nature of capability, from some dictionary meanings, then extends to theoretical perspectives related to the capability approach by (Ormond and Williams, 2013). As a consequence, it arrives at an operational definition that emphasizes the ability to solve problems in a systematic way that brings transformation. In these terms, capability is seen as an inherent feature of the life process. The second part of this article presents a model of knowledge generation and illustrates how the development of capability is also an inherent feature of the research process in the fundamental goal of transforming both theory and practice. In the final section, they review and update the activities, initiatives and outcomes of the Capability Building program of Nga Pae o te Maramatanga, from its beginning in late 2002 to the present, and show that this multi-level and networked program continues to be successful in building research capability. They end by listing some key objectives that are necessary for continuing to strengthen our research culture and capabilities for the future.

The development of research capabilities or graduate attributes in communication, teamwork, critical analysis of information, problem solving and ethical practice is widely recognized as a desired outcome of higher education. This emphasis on capabilities has emerged despite ongoing debates about the concept and development of such capabilities. A recent review of comprehensive audits of Australian universities has found little evidence that such outcomes are being achieved. They used data from four different evaluations, both qualitative and quantitative, to explore whether these importance capabilities are being learned by undergraduate students in the University of New South Wales (UNSW) new Medicine Program. University of New South Wales medical students are significantly more positive than other UNSW students that their university experience is developing several research capabilities. Measurements concerning skills development from the Australian 2009 Learning and Teaching Performance Fund process support these findings. Analyses of qualitative data from two methodologically different student surveys found consistent evidence that medical students value capability development in the UNSW program. To validate further the conclusions, external assessments of our graduates' research capabilities in-action in the workplace are currently being obtained (McNeil et al., 2012).

In view of the paucity of research in Philippine higher education institutions (HEIs), the Commission on Higher Education (CHED) has provided policies and mandates that are largely geared towards the improvement of research productivity. The HEIs in the country have responded in varied ways to the call for a stronger research orientation among the universities. In this context, this paper aimed at understanding the prevailing research culture in Philippine HEIs, as viewed by the university faculty. A conceptual framework of research culture was developed in order to analyze the dynamics of the interaction of the policies and mandates of the CHED, the practices of HEIs in relation to developing a research orientation in their institutions, and the perspectives of faculty who are tasked to do research along with their other functions (Salazar- Clemena et al., 2007).

As observed by in his study on the typology of HEIs in the Philippines, 'only 15 out of 223 HEIs in the sample met the requirements for the graduate-capable HEI category, and only two HEIs met the criteria for doctoral/research university categories (Bernardo, 2013). This shows that majority of the HEIs are teaching institutions. In light of this reality, 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.

A study on the status of research in these institutions showed a low turnout (13,859 research reports submitted to the ZRCs from 1996-2001). Among these studies, those conducted by individuals (72%) far exceeded collaborative and institutional research. About 69% of these individual studies were done by graduate students (master's and doctoral) as part of their degree requirements (Salazar-Clemeña, 2006). Considering that reported having funded only 16 research projects with a total approved budget of about PHP9million, it can be inferred that much of the research conducted were not dependent on the miniscule grants available from (CHED, 2010). Despite the CHED initiatives, therefore, the current state of higher education research in the Philippines leaves much to be desired in terms of quantity, quality, thrusts, and contribution to national development (Salazar-Clemeña, 2006).

It must be noted, however, that Philippine HEIs manifest varied research capabilities, a diversity that can be explained by differences in university type, faculty profile, as well university locale. This diversity notwithstanding, the ability to respond to the call to develop research-oriented institutions of higher learning is also dependent on the HEIs' human capital. The minimal involvement of faculty in research activities, as reflected in the figures cited above, can be attributed to the lack of firm training from graduate studies that would make them consistent producers of research. This may be due to the fact that many HEIs in the country are formerly secondary schools that have been upgraded to tertiary level, thus largely focusing on sustaining the teaching function. Among the 34% of the faculty who are graduate degree holders (CHED, 2007), few have done research beyond their master's theses or doctoral dissertations. This implies that the graduate degree papers 'were one-shot short-term projects that did not build on earlier findings or lead to further investigations' (Salazar-Clemeña, 2006).

Meanwhile, in the study conducted by Salazar and Almonte entitled, Developing Research Culture in Philippine Higher Education Institutions: Perspectives of University Faculty 2013, they mentioned the scarcity of research in Philippine higher education institutions (HEIs). The study found that the faculty did not consider any of the aspects of research culture in their institutions as being strong. They deemed the following indicators of research culture as present only to a moderate extent: (a) the impact of research, (b) administrative practices, (c) inter-institutional collaboration, (d) institutional research strategy, (e) financial reward system, (f) infrastructure, (g) the presence of ethical policies, and (h) the availability of research funding. The faculty further perceive that factors necessary for improving research productivity include: time, strong belief in research endeavour, faculty involvement, positive group climate, working conditions and organizational communication, decentralized research policy, research funding, and clear institutional policy for research benefits and incentives. As a result of these findings, the study recommends that developing a research culture should take into account the dynamics of the interaction of the trifocal function of HEIs, the researcher's mind, and the body of institutional policy.

4. Results and Discussion

Following are the results of the survey:

4.1 SPC Employees' Attitude Towards Research Survey

Table 1.1: Research Orientation

Indicators	MEAN	VD/VI
1. I view myself as researcher	2.89	A
2. I feel professional satisfaction by conducting research	3.02	A
3. I believe that the college should retain faculty members who exhibit research papers.	3.05	A
4. I can contribute to my college's rank by publishing research papers	3.05	A
5. The intellectual challenge of academic research inspires me to work harder.	3.05	A
Composite Mean	**3.01**	**Positive**

Table 1.2: Rewards on Research		
Indicators	**MEAN**	**VD/VI**
1. I think rewards are effective means of influencing faculty performance in research	3.12	Agree
2. I think rewards influence faculty to do research activities	3.12	Agree
3. I think faculty members must be productive researchers or lose their jobs.	2.63	Agree
4. I think that if tenure/promotions were not binding on research, most faculty would devote less time and effort to do research.	2.91	Agree
5. I can become an effective professional if I am able to have an educated critique about the quality of research	3.05	Agree
Composite Mean	**2.97**	**Positive**

Overall, the respondents have a positive research orientation with a mean of 3.01. The highest ratings were on indicators saying that the respondents are aware of the importance of them doing research, 3.05 but the lowest rating is on them viewing themselves as researchers, 2.89. This implies that there is still a need to bridge the gap between areas they consider important and what they can do to contribute to these.

The composite mean of 2.97 reflects a positive attitude of respondents on rewards for research. Highest rating of 3.12 is on seeing rewards as a motivation for doing research while lowest rating of 2.63 is on research productivity as a requirement for tenure. This implies that rewards may be important but for the respondents, research productivity should be the least consideration in job security.

Table 1.3: Research as Personal Interest		
Indicators	MEAN	VD/VI
1. I think that personal Interests are the most important factor in determining the allocation of time to research	3.24	Agree
2. I feel free to pursue my academic interests (within the context of research).	3.07	Agree
3. I think sharing research results with colleagues is self-satisfying.	3.19	Agree
4. I want to build up my reputation as an academic scholar through research	3.01	Agree
Composite Mean	3.13	Positive

The respondents opined that research is a matter of personal interest with an overall mean of 3.13. The highest rating of 3.24 is on the indicator saying that allocation of time to do research is based on personal interests while the lowest mean of 3.01 is on them building a reputation as an academic scholar through research. This suggests that the respondents may not be confident enough to aim to be an academic scholar through research.

The respondents have a positive attitude towards use of research with an overall mean of 2.96. Highest ratings are on the importance of research but the lowest rating of 2.67 is on research being mandatory for professional training. This implies that though they see the value of research, the respondents still do not seem to agree that this should be a requirement for promotion or for ranking.

Table 1.6 summarizes the attitudes of the respondents in terms of their orientation, their take on rewards and use of research and as a personal interest. The over-all mean of 3.07, verbally interpreted as having positive attitude towards research connotes that the respondents recognize the value of research in the institution. According to maintaining a positive attitude towards research enhance the researcher's engagement, motivation, and overall experience throughout the research process (Meriam and Tisdell, 2015). It provides practical insights and strategies for cultivating a positive mindset towards research.

Moreover, highlight the role of a positive attitude in research as they discussed how researchers' positive attitudes can influence their openness to new ideas, willingness to explore diverse perspectives, and ability to handle challenges effectively (Creswell and Poth, 2017). They emphasized the importance of embracing a positive mindset for successful inquiry. Likewise offered valuable insights into the research process and underscores the significance of a positive attitude (Glesne, 2015). It was explored how maintaining a positive outlook can enhance researchers' curiosity, creativity, and resilience when faced with obstacles or unexpected findings.

Furthermore, in the text book of the importance of a positive attitude in educational research was emphasized (Johnson and Christensen, 2014). They discussed how researchers' positive mindsets can facilitate the exploration of complex research questions, the development of innovative methodologies, and the generation of valuable insights. They stressed that a positive attitude can contribute to the overall rigor and quality of educational research.

Table 1.4: Attitudes Towards Research Use

RESEARCH USE	MEAN	VD/VI
1. In my opinion research should be mandatory for professional training	2.67	Agree
2. I think research is useful to every professional	3.10	Agree
3. In my opinion research-oriented thinking plays an important role in everyday	3.10	Agree
Composite Mean	**2.96**	**Positive**

Table 1.6: Summary Table on Attitudes Towards Research		
Areas	**MEAN**	**VD/VI**
Research Orientation	3.01	Positive
Rewards on Research	2.97	Positive
Research as Personal Interest	3.13	Positive
Research Use	2.96	Positive
Mean	**3.07**	**Positive**

4.2 Perceptions Towards Research in San Pablo Colleges

Table 2.1 shows that the respondents perceive the research culture in San Pablo Colleges as very good with an overall mean of 4.43. Highest ratings are on incorporating research in various academic programs, anchoring research with institutional objectives and on maintaining ethical standard by developing the members of academic community into research competent faculty, staff and students with mean values of 4.59 and 4.56, respectively. According to a strong research culture in an institution means that it fosters and supports high-quality research activities (Trowler, 2018). A good research culture enhances the quality and impact of research outcomes, attracts talented researchers, and contributes to the overall success and reputation of the institution.

Table 2.2 presents that the respondents perception on how research is managed in San Pablo Colleges. Research management was found to very good with an overall mean of 4.29. Highest rating is on being capable of providing inputs as basis for policy implementation and decision making with a mean value of 4.51 followed by being able to respond to recent developments in education and industry sector with a mean value of 4.38. Turner & Hazelkorn (2017) emphasized the significance of effective research management in fostering a successful research culture. They highlighted that good research management is essential for creating a supportive and productive research environment. It helps optimize the utilization of resources, enhance research outcomes, and contribute to the overall success of research endeavors.

The following tables show perceptions of the respondents about research practices in different areas. Presented on Table 2.3.1 is the assessment of perceptions on research practices in terms of operation. With the composite mean value of 4.34, verbally interpreted as very good, it can be claimed that the participants see the research operation as very good. The indicator that got the highest mean value is the one that says that the institution engages the faculty and staff to pursue graduate and post-graduates studies with a mean value of 4.49. This means that the institution regards further studies to be instrumental in improving research engagements. According to conducting research that produces meaningful and applicable results for the intended audience or stakeholders is very important (Furman and Tedeschi, 2009). There is a need for aligning research goals with organizational needs and addressing practical concerns. Further, they claimed that there are various methods and techniques for enhancing the quality and rigor of research. This includes employing rigorous research designs, ensuring appropriate data collection and analysis procedures, and adhering to ethical guidelines. The book emphasizes the importance of maintaining high research standards to increase the credibility and impact of research outputs.

Table 2.1: Perceptions on Research Culture in San Pablo Colleges

Indicators	MEAN	VD/VI
1. Maintains ethical standard by developing the members of academic community into research competent faculty, staff and students	4.56	Strongly Agree
2. Asserts symbiotic linkages with government and NGOs for dissemination	4.21	Strongly Agree
3. Conducts research for publication in different research journals	4.33	Strongly Agree
4. Affiliates with various local, regional and national research organizations	4.31	Strongly Agree
5. Cultivates research skills among faculty and staff	4.41	Strongly Agree
6. Disseminates the research findings through journals, colloquia and others	4.46	Strongly Agree
7. Anchors research in line with institutional objectives	4.56	Strongly Agree
8. Incorporate research in various academic program	4.59	Strongly Agree
9. Identifies research on curriculum improvement of respective academic programs	4.51	Strongly Agree
10. Research findings are utilized as teaching materials	4.33	Strongly Agree
Composite Mean	**4.43**	**Very Good**

Table 2.2: Perceptions on Research Management Capability in San Pablo Colleges

Indicators	MEAN	VD/VI
1. Introduces a research development program	4.31	Strongly Agree
2. Implements an industry-based curriculum for new programs	4.18	Strongly Agree
3. Evaluates periodically the effectiveness of the curriculum in the area of instruction and research	4.10	Strongly Agree
4. Designs research training programs for academic and non-academic stakeholders	4.33	Strongly Agree
5. Initiates the formation of consortia to improve quality of research outputs	4.13	Strongly Agree
6. Capable of providing inputs as basis for policy implementation and decision-making	4.51	Strongly Agree
7. Serves as basis in solving educational policy issues	4.33	Strongly Agree
8. Has the capacity of producing research journals once or twice a year	4.26	Strongly Agree
9. Responds to the recent developments in education and industry sectors	4.36	Strongly Agree
10. Serves as basis for the development of more detailed research agenda for various colleges, department	4.38	Strongly Agree
Composite Mean	**4.29**	**Very Good**

Table 2.3.1: Perceptions on Research Practices in Terms of Operation

Indicators	MEAN	VD/VI
1. Generates relevant and practical research result	4.26	Strongly Agree
2. Improves the quality and rigor of research methods and outputs output through closed supervision	4.26	Strongly Agree
3. Engages faculty and staff to pursue graduate and post-graduates studies	4.49	Strongly Agree
4. Provides forum for interaction among the researchers, sponsors, seminars and workshops	4.33	Strongly Agree
5. Develops, validates and implements program for improving research	4.33	Strongly Agree
6. Provides guidelines as motivation of improved academic program	4.38	Strongly Agree
Composite Mean	**4.34**	**Very Good**

Presented on Table 2.3.2 is the assessment of perceptions on research practice in terms of related processes. With the composite mean value of 4.44, verbally interpreted as very good, it can be claimed that the participants see the research related processes in San Pablo Colleges as very good. The indicator that got the highest mean value of 4.64 is the one that says that faculty members and staff attended the conducted research seminars, training and workshop. This is followed the indicator that got the mean value of 4 59 which says that the institution follows criteria for the approval of research proposals.

Posited that researchers' reflexivity and awareness of their own perspectives and biases in shaping their perceptions of research processes are very much important (Nind and Vinha, 2014). According there is a need to recognize and appreciate the diverse perspectives on research methodology to enhance the quality and relevance of research practice to (Choy, 2014). Further, highlighted the importance of reflexivity and the

influence of researchers' perceptions on the choices and decisions they make throughout the research process (Punch, 2013).

Table 2.3.3 presents the assessment of perceptions on research practice in terms of providing motivation. With the composite mean value of 4.34, verbally interpreted as very good, it suggests that the participants see the San Pablo Colleges as an institution that provides motivation in research very well. The indicator that got the highest mean value of 4.59 is the one that says that researchers give their best in everything they do proves how well motivated they are in doing research. Its argued that intrinsic motivators such as autonomy, task significance, and opportunities for mastery are crucial for fostering motivation among employees (Latham and Ernst, 2006). Additionally, extrinsic motivators such as recognition, rewards, and career advancement can further enhance employees' motivation to engage in research activities.

Table 2.3.4 shows the assessment of perceptions on research practice in terms of providing research incentives. The composite mean value of 4.22, verbally interpreted as very good, connotes that the participants see San Pablo Colleges as an institution that provides research incentives very well. The indicator that got the highest mean value of 4.49 is the one that says recognitions are provided for above standard performance in research. This suggests that the awards and recognitions provided as incentives for active research engagements of faculty and staff are well appreciated by the respondents. This finding is parallel with the claim of as regards the impact of research incentives on creativity (Baldwin and Scott, 2018). They found at that incentives, such as research grants and awards, positively affect researchers' creativity and productivity. The study highlighted the importance of providing tangible incentives to motivate researchers and enhance the quality and quantity of their research outputs.

Table 2.3.2: Perceptions on Research Practices in Terms of Processes

Indicators	MEAN	VD/VI
1. Sets high ethical standards for the behavior towards research	4.38	Strongly Agree
2. Participates in training to improve skills and competencies	4.51	Strongly Agree
3. Researchers have an active role in developing objectives for themselves	4.49	Strongly Agree
4. Checks that the objectives are congruent	4.46	Strongly Agree
5. Researchers' programs are being checked by the director	4.54	Strongly Agree
6. Attends the conducted research seminars, training and workshop	4.64	Strongly Agree
7. Output is published in the research manuals	4.13	Strongly Agree
8. Researchers are required to undergo pre-oral and final defense	4.41	Strongly Agree
9. Researcher are provided with the research committee that serves as a technical panel for research colloquium	4.44	Strongly Agree
10. Proposal is being evaluated by the committee and is submitted to the office	4.54	Strongly Agree
11. Follows criteria for the approval of proposal	4.59	Strongly Agree
12. Works on the time bound frame for the approved proposal	4.33	Strongly Agree
13. Follows the PVM of the institution	4.44	Strongly Agree
14. Researchers are provided with rubrics in grading their study	4.28	Strongly Agree
Composite Mean	**4.44**	**Very Good**

Table 2.3.3: Perceptions on Research Practices in Terms of Providing Motivation

Indicators	MEAN	VD/VI
1. Researchers are highly motivated in conducting the study	4.41	Strongly Agree
2. Researchers need to be reminded about their study	4.10	Strongly Agree
3. Researchers want to feel that their real skills and capacities are put to use	4.44	Strongly Agree
4. Researchers are provided with programs having important factors in keeping on their study	4.46	Strongly Agree
5. Researchers are stimulated and challenged in almost every job	4.36	Strongly Agree
6. Researchers give their best in everything they do	4.59	Strongly Agree
7. Researchers are provided with reward making pride in one's work	4.33	Strongly Agree
8. Researchers want to be able to think of themselves as "the best" at their own jobs	4.49	Strongly Agree
9. Enough budget is encouraging to work with their study	4.05	Strongly Agree
10. Proper encouragement is done to make a study	4.44	Strongly Agree
11. Serves a basis for promotion	4.03	Strongly Agree
Composite Mean	**4.34**	**Very Good**

Table 2.3.4: Perceptions on Research Practices in Terms of Providing Incentives

Indicators	MEAN	VD/VI
1. Special wage increases are given	3.87	Agree
2. Recognitions are provided for above standard performance	4.49	Strongly Agree
3. Researchers feel the interest shown by the management	4.31	Strongly Agree
4. Individual bonuses that would improve the performance are received	4.10	Strongly Agree
5. Researchers envision job security in conducting study	4.13	Strongly Agree
6. Financial support and incentives are recommended by the presentations	4.28	Strongly Agree
7. Budgets are allocated for local and international research presentations	4.38	Strongly Agree
8. Budgets are provided after the approval of the topic	4.13	Strongly Agree
9. Budgets are provided for publication	4.28	Strongly Agree
10. Travel expenses that are related to the study are given	4.21	Strongly Agree
Composite Mean	**4.22**	**Very Good**

Shown on Table 2.3.5 is the assessment of perceptions on research practice in terms of providing supervision. The composite mean value of 4.22, verbally interpreted as very good, connotes that the participants see San Pablo Colleges as an institution that provides research supervision very well. The indicator that got the highest mean value of 4.41 is the one that says that researchers are provided with the friendly working atmosphere. Highlighted the concept of job crafting, which emphasizes employees' active role in shaping their work experiences (Wrzesniewski and Dutton, 2010). They discussed the importance of creating a positive work environment where individuals feel valued, supported, and connected to others. Such a friendly working atmosphere can enhance job satisfaction, engagement, and collaboration among researchers. In addition, highlighted the significance of creating a friendly and inclusive work environment where individuals are encouraged to share their knowledge, experiences, and ideas. This open and supportive atmosphere can facilitate collaboration, learning, and creative problem-solving among researchers (Carmeli et al., 2013).

Table 2.4 summarizes the respondents' assessment of the research practices in San Pablo Colleges across different areas. The over-all mean value of 4.31, verbally interpreted as very good implies that the respondents consider the research practices in the institution to be well executed. According to sound research practices is important specifically in addressing the file-drawer problem (Pautasso, 2010). The author emphasized the significance of reporting both positive and negative research findings to avoid bias in the scientific literature. Sound research practices, such as supervision and transparent operations and processes, contribute to the overall integrity and reliability of research.

Table 2.5 presents that over-all assessment of the respondents perceptions on research in general. The over-all mean value of 4.32 translate into very good perceptions towards research considering the research culture, how it is managed and practiced. According to the effective management of research in higher education institutions ensures the successful execution of research projects, resource allocation, and strategic planning (Shattock, 2015). Sound research management practices, such as research governance, ethics, funding management, and performance evaluation, contribute to the overall quality and impact of research. Moreover, discussed the importance of sound research practices and highlighted the need for robust quality assurance processes, including ethical considerations, supervision, research training, and assessment, to ensure the integrity and rigor of research (Halse and Malfroy, 2010). Sound research practices are crucial for maintaining high standards of research excellence. Furthermore, pointed the importance of sound research practices (Bullock and Trombley, 2015). They cited the challenges and opportunities in effectively managing and organizing research activities, including research planning, collaboration, funding, project management, and knowledge dissemination. Sound research practices enable efficient and impactful research outcomes.

Table 2.3.5: Perceptions on Research Practices in Terms of Providing Supervision

Indicators	MEAN	VD/VI
1. Researchers are given attention as to the physical working condition	4.28	Strongly Agree
2. Researchers are provided with the friendly working atmosphere	4.41	Strongly Agree
3. Researchers can often feel bruise feeling in indifferent supervision	3.85	Agree
4. Researchers work better with the visibility of the upper management	3.92	Agree
5. Researchers like to schedule their own work to make job-related decisions	4.21	Strongly Agree
6. Researchers consult significant matters	4.38	Strongly Agree
7. Researchers are monitored by the director in the project implementation	4.33	Strongly Agree
8. Researchers consult the directors	4.38	Strongly Agree
9. Researchers are being monitored in the progress of research	4.26	Strongly Agree
10. Researchers submit periodic report based on the time table	4.21	Strongly Agree
Composite Mean	**4.22**	**Very Good**

Table 2.4: Summary Table on Perceptions on Research Practices

Areas of Research Practice	Mean	VI
On Research Operation	4.34	Very good
On Research Processes	4.44	Very good
Providing Motivation	4.34	Very good
Providing Incentives	4.22	Very good
Providing Supervision	4.22	Very good
Over-all Mean	4.31	Very good

Table 2.5: Summary Table on Over-all Perceptions on Research in San Pablo Colleges

Areas	Mean	VI
Research Culture	4.43	Very Good
Research Management	4.21	Very Good
Research Practices	4.31	Very Good
Over-all Mean	4.32	Very Good

4.3 On Actual Research Engagements

Table 3 presents the actual research engagements of the teaching and non-teaching staff of San Pablo Colleges. As shown on the table, while the majority of the respondents have 1-3 research papers completed (52%), still a big percentage (44%) of the respondents have not completed a single research paper. It is also noteworthy that 1 prolific researcher-respondent claimed that he has completed more than 16 research papers. Looking at the focus of the studies conducted, it was noted that most of the studies conducted centered on the field of instruction and students' services. Few studies dealt with library and IT/CS. As regards method of research used by the respondents, majority (64%) subscribed to descriptive research design while a few employed experimental research design (6%). In terms of utilization of research findings, 50% of the respondents claimed that they have not utilized any findings of their research, compared with the 42 percent of respondents who have utilized 1 to 3 research findings.

Considering publication productivity, the study revealed that the greater majority (64%) has not published any research article, mostly those who have not completed a research have nothing to publish. Considerably, publication productivity is low as there is about 32% of the respondents have 1 to 3 publications.

These findings all suggest that there is limited research engagement in San Pablo Colleges remains a challenge for the Office of Research and Evaluation. Although the study found out that respondents have high regard with research, still their engagement is relatively low. San Pablo Colleges community still sees a light at the end of the tunnel wherein capitalizing on positive attitude towards research and the high regard the respondents give to perceived research culture, management and practices are keys.

5. Conclusions

Based on the forgoing findings, the following conclusions were drawn:

I. The respondents generally have positive attitudes towards research.

II. The respondents perceived research culture, management and practices to be very good.

III. There is very limited research engagements of employees in San Pablo Colleges.

IV. A Training Design titled: Enhancing Research Productivity for Teachers and Non-Teaching Staff of San Pablo Colleges is a 2 day training that was drafted with the aim to develop a foundational understanding of research, foster a research-oriented mindset, improve knowledge of research methodologies, enhance data collection and analysis skills, facilitate research collaboration and networking and enable participants to create personalized action plans

Recommendations

In the light of the findings and conclusions drawn from the study, the following are put forward:

I. Utilize the proposed Training Design to increase research engagements and productivity.

II. Review of the policies on incentive and awards related to research engagements to make it more enticing to the teachers and staff.

III. Follow-up studies with wider scope and deeper analysis of the situation must be carried out.

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