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Determinants of Research Involvement, Dissemination and Utilization among the Arts and Sciences Faculty in Southern Philippines

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Abstract **–** This study aimed to identify the determinants of research involvement, dissemination and utilization among the CAS faculty of selected HEIs in Region X. The research design used was the descriptive research design. The independent variables comprised selected faculty profile, attitude towards research, and organizational support for faculty research. Meanwhile, the dependent variables were the extent of faculty participation research activities of terms of research involvement, research dissemination, and research utilization. The CAS faculty of the selected HEIs in Region X are evidently involved in research. However, the number of researches done is rather low due to some factors to include heavy work load, lack of institutional funding, non-credit of research work for promotion, and lack of de-loading scheme. Furthermore, the dissemination of research findings is generally in-house, thus the dissemination coverage is limited or localized. While research outputs are utilized, the utilization is generally focused on instruction – somehow limited depending on the relevance of the research topic to the subject lesson(s). Research recommendations for other areas aside from instruction are

utilized the least. The foregoing conclusions imply the need for the HEIs to intensify their research activities to maximize research involvement of their faculty and the dissemination and utilization of research findings.

Keywords - Research Involvement, Research, Utilization, organizational support to research

INTRODUCTION

In the field of education, teachers are not only expected to deliver instructional functions, but are also encouraged to undertake researches. In fact, the Commission on Higher Education takes the advocacy in motivating higher education institutions to deliver an effective and efficient implementation of research, instruction, and community extension.

Calmorin (2000) advances the principle that research-oriented teachers are progressive ones. The importance of educational researches is highly recognized for its positive bearing on the improvement of quality instruction, student achievement, and teaching strategies. Research findings are utilized as a basis towards improved instructional practices and areas of concerns for community services.

Seltiz, stated that the teachers' role in participatory decision in the school setting necessitates research involvement and actual research undertaking. Gaceta (1995), on his part, argues that there is a need for teachers as decision-makers to profess truth by exploring significant research agenda that could either be school-based or community-based areas of concerns. Conceptually, researches provide significant database which guide teachers' and school administrators' decisions on what, when, and where to improve (Anglin, Golduen and Angelin 1992). Such contribution of research is a key consideration to put research results to proper utilization.

Calmorin and Calmorin (1995) emphasize that research has deep-seated psychological aspects. It stimulates and challenges man to remove the threat of stagnation. It guides him in his efforts to obtain good results that contribute to his satisfaction and self-fulfillment.

CONCEPTUAL FRAMEWORK

The study was conceptualized on the basis of the CHED's mandate that underscores the interplay of the three functions of higher education institution, namely research, instruction, and community extension. The importance of research in education cannot be taken for granted aside from the fact that it is one of the criteria of evaluation among the different key areas in quality assurance. It is, therefore, imperative that the faculty of HEIs be required to engage in research activities, be actively involved, and put the research findings to use effectively.

Berg (1998) posits that the relevant faculty research must be undertaken in accordance with approved research agenda. Researches that are not within the research agenda of the school will not find useful benefits in research utilization.

The dependent variables of the study were the faculty's involvement in research and extent of dissemination and utilization of the research findings. The independent variables were the organizational support for faculty research, faculty profile, faculty's attitude towards research, and selected school factors. Figure I presents the research paradigm which shows the interplay of the independent and dependent variables.

The study hypothesized that a strong organizational support towards faculty research and the faculty's positive attitude towards research increase the faculty's active involvement in research undertaking, dissemination, and utilization. Weise (1995) discusses that administrative support toward research serves as a motivating factor for the faculty to meet the actualization of developing their research capability. Such support serves as an intrinsic motivation for the faculty to undertake researches as part of their school functions. Van Dalen and Deubold (1998) points out that research utilization is a benchmark in assessing the research program effectiveness and functionality. Leedy (1994) presents the idea that appropriate research capability development is important in guiding researchers on proper research direction.

Ary (1999) suggests that researches to be conducted by school practitioners should be action-oriented with the main goal of attaining immediate application for their end results. The focus should be on quality improvement of existing practices and to solve negative

conditions in the school situations and the communities they serve.

Adanza (1997) stresses that research agenda and problems can be generated in the work environment, classroom discussion, technological and scientific advancement, specialization, program offerings, and management practices of organization, among others. Weirsman (1995) cites some factors that motivate teachers to conduct research. These factors include adequate time, funding, research capability of the researcher, attitude of the researcher, administrative support, and facilities and equipment.

Several health-related researchers expressed their concern that using research findings is not easy due to the utilization and implementation barriers. Some of these barriers are insufficient time due to heavy workload, inadequate organizational support, little participation in research-related activities, unclear directions for whom to disseminate, and lack of linkages for utilization (Parahoo and Mc Caughn, 2001; Retsas, 2000).

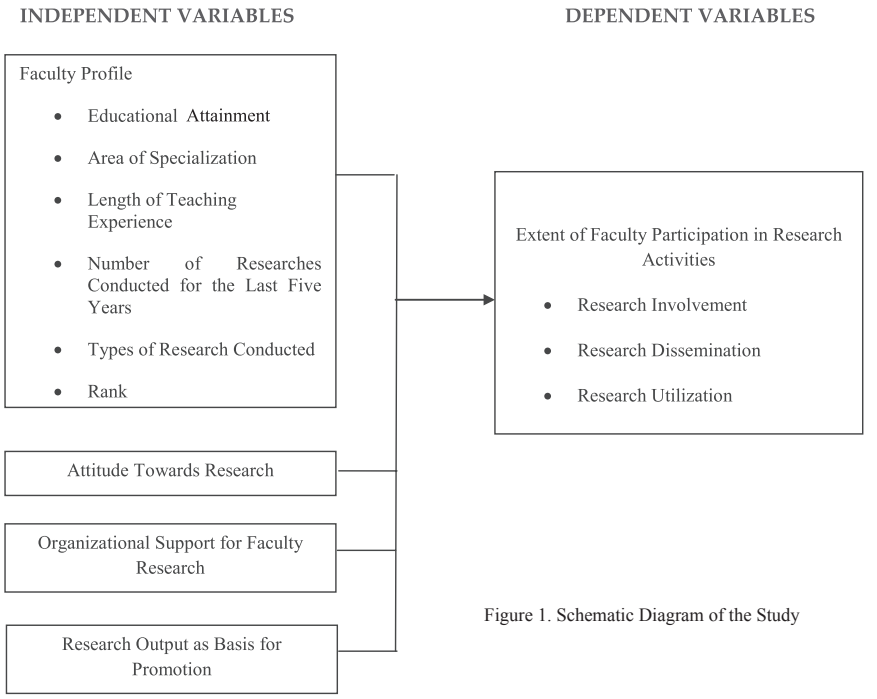

Figure 1. Schematic Diagram of the Study

OBJECTIVES OF THE STUDY

The study sought to (1) determine the profile of the faculty in terms of educational attainment, area of specialization, length of teaching, number of researches conducted for the past five years, type of research conducted, rank, teaching load, institutional research, funding attitude towards research, organizational support for research, and research output for promotion; (2) assess the extent of involvement in dissemination and utilization of researches among the faculty and, (3) identify which of the independent variables significantly determine the faculty's extent of involvement in research and dissemination and utilization of research.

SIGNIFICANCE OF THE STUDY

The findings of the study will be of benefit to the following academic constituents:

Commission on Higher Education. The findings of the study will serve as good impart to CHED in the implementaion of the national Higher Education Research Agenda and will provide leads for the supervision of schools for the research program.

School Administrators. The findings will give them significant feedback on how adequate their organizational support is for the research activities of the institution.

CAS Deans. They will be provided with necessary data on the faculty's extent of research involvement that will serve as basis for strengthening research activities of their college.

Faculty. This study will help them develop a more positive attitude towards research so as to increase the level of their involvement in research activities.

RESEARCH METHODOLOGY

The descriptive research design was used in this study. Adanza (1997) explains that a descriptive method of research is designed for the researcher to gather information about present condition. The main

objective of this research design is to describe the nature of a situation as it exists and to explore the causes of a particular phenomena. The population of the study comprised the 130 of the regular faculty of the Colleges of Arts and Sciences that have selected HEIs in Region X. these colleges have attained Level 3 accredited. The distribution of the respondents by institution is as follows:

HEIs	No. of Respondents
Bukidnon State University	20
Liceo de Cagayan University	28
MSU – IIT	18
Lourdes College	8
Central Mindanao University	17
Capitol University	14
Xavier University	18
Mindanao University of Science and Technology	7
TOTAL	130

A researcher-made questionnaire was used as data-gathering tool. The first part of the questionnaire gathered relevant data on the faculty's profile and attitude towards research, organizational support for faculty research, and research output as basis for promotion. The second part measured the extent of the faculty's involvement in research and dissemination and utilization of research findings. The questionnaire was tested for reliability. Yielding a .93 Cronback Alpha correlation, which indicated a very high reliability. The statistical tools used in the analysis of data were frequencies and percentages for the faculty profile; weighted mean for organizational support, faculty's attitude towards research, and the extent of faculty's involvement in research dissemination and utilization of research findings; and

multiple regression analysis to identify which of the independent variables determine the variables.

RESULTS AND DISCUSSION

Description of the Respondents and other Factors

Table 1: Profile of the faculty respondents

1. Educational Attainment	Frequency	Percentage
B.S. Degree	1	0.77
B.S. Degree with Masteral Units	14	10.77
MA/MAT/MS/MM	57	43.85
Masteral Level with Doctoral Units	24	18.46
Ph.D./Ed.D./D.M.	34	26.15
Total	**130**	**100**
2. Area of Specialization		
English	35	26.92
Mass Communication	2	1.54
Math/Statistics	16	12.31
Natural Sciences (Biology/Physics/Chemistry)	36	27.69
Social Sciences (Sociology/Political Science/History/ International Studies/Economics)	22	16.92
Educational Management	4	3.08
Psychology	1	0.77
Foods, Nutrition & Dietitics	1	0.77
Philosophy/Pastoral Theology	2	1.54
PE	2	1.54
Filipino	9	6.92
Total	**130**	**100**
3. Length of Teaching Experience		
46-50	1	0.77
41-45	5	3.85
36-40	5	3.85
31-35	8	6.16
26-30	11	8.47
21-25	8	6.16
16-20	22	16.93
11-15	19	14.63
6-10	29	22.32
Below 6 years	22	16.93
Total	**130**	**100**

4. Number of Researches		
11 and above	6	4.62
9-10	1	0.77
7-8	3	2.31
5-6	10	7.69
3-4	40	30.77
1-2	43	33.08
none	27	20.77
Total	**130**	**100**

5. Researches Conducted		
Health	33	25.38
Environmental Management	28	21.54
Political & Social Issues of the Society	10	7.69
Teaching & Learning (Educational Researches)	3	2.31
Poverty Alleviation	3	2.31
Biodiversity/ Biological Concerns	6	4.62
Student Achievement/ Discipline	20	15.38

6. Teaching Load		
More than 24 units	22	16.92
21-24	65	50.0
17-20	1	13.08
13-16	5	3.85
9-12	11	8.46
5-8	10	7.69
Total	**130**	**100**

7. Organizational Support for Faculty Research		
With institutional research funds	87	66.92
Without institutional research funds	43	33.08
Total	**130**	**100**

8. Educational Qualification		
B.S. Degree	1	0.77
B.S. Degree with Masteral Units	14	10.77
MA/MAT/MS/MM	57	43.85
Masteral Level with Doctoral Units	24	18.46
Ph.D./Ed.D./D.M.	34	26.15
Total	**130**	**100**

In terms of educational attainment, almost half (43.85%) of the respondents have earned MA/MAT/MS/MM degree, while 26.15% have earned PhD/EdD/DM degree, 18.46% have completed units in the graduate studies, 10.77% have earned a BS degree with units in a master's study, and 0.77% have earned only a BS degree. Findings indicate that most of the faculty hold appropriated graduate degree essential in college teaching.

As to the area of specialization, the distribution was highly variable. Such variability is not expected since the respondents belong to a service college.

With regard to the length of teaching, the highest percentage of the faculty taught for 6-10 years (22.32%), followed by those who taught for 6-20 years (16.93%), 6 years and below (16.9%), 26-30 years (8.47%), 21-25 years and 31-35 years (6.16%), 36-40 and 41-45 years (3.85%), and 46-50 years (0.77%).

As to the number of researches conducted for the last five years, the highest percentage of the faculty conducted 1-2 researches (33.08%) followed by those who conducted 3-4 researches (30.77%). Only very few conducted more than five researches. About 20% have not conducted research.

The types of research conducted were on the areas of health (25.38%), environmental management (21.54%), student achievement/ discipline (15.38%), politics and social issues (7.69%), biodiversity (4.62%), poverty alleviation (2.31%), and education/teaching and learning (2.31%). As revealed, there are four dominant research agenda: health, environment, student achievement, and politics and social issues.

In terms of teaching load, 16.92% had 24 units; 50%, 21-24 units; 13.08%, 17-20 units; 3.85%, 13-16 units; 8.46%, 9-12 units; and 7.69%, 5-8 units. The variations in the loading depended on the type of school. In state colleges and universities, the regular load is lower than 21 units. In private HEIs, the regular load is 21 units with extra units as overload.

Table 2: Extent of organizational support for faculty research

Indicator	Mean	Descriptive Interpretation
1. On the provision of deloading scheme for faculty researchers.	2.81	Sometimes
2. On the provision of extra honorarium/pay over and above the teaching loads.	3.17	Sometimes
3. On the provision of travel and allowances allotted for faculty research dissemination.	3.00	Sometimes
4. On the provision of travel and allowances allotted for faculty research utilization.	2.99	Sometimes
5. On the provision of merit increases and points for promotion in rank after conducting researches.	3.36	Sometimes
6.1 access to internet	3.50	Always
6.2 access to library resources	3.60	Always
6.4 I.T. Laboratory	3.23	Sometimes
6.5 access to computers	3.45	Sometimes
6.6 access to computer printers	3.25	Sometimes
6.7 access to statistical services	3.04	Sometimes
Overall Mean	**3.23**	**Sometimes**

As to the organizational support for faculty research, 66.92% received funding from their respective schools, while 33.08% did not get any funding. The lack of institutional funding could be one reason for the faculty not to undertake a research work. In addition, over a fourth of the respondents claimed that research output is given credit for promotion or ranking, thus encouraging them to conduct research. On the other hand, majority of the respondents (77.69%) said that research work has no credit for promotion.

Table 3: Attitude of CAS faculty toward research

Indicator	Mean	Descriptive Interpretation
1. I consider research as an integral part of my functions.	3.63	Strongly Agree

2. I consider research as a key to professional growth and development.	3.72	Strongly Agree
3. I consider research as a fulfillment of my self-actualization need.	3.47	Moderately Agree
4. I consider research as an avenue for intellectual development of the learners.	3.78	Strongly Agree
5. I consider research as an essential activity in the partnership of the school and community it serves.	3.76	Strongly Agree
6. My research participation does not interfere with my instructional function.	2.83	Moderately Agree
7. I have sufficient time to engage in faculty research.	2.40	Moderately Disagree
8. I consider research in harmony with my work load and class schedules.	2.86	Moderately Agree
9. I feel a strong sense of fulfillment having participated in the research function/activities of my department.	3.51	Strongly Agree
10. I find it pleasant and comfortable working with my research project.	3.6	Moderately Agree
Overall Mean	**3.31**	**Strongly Agree**

On attitude toward research, the most salient indicators that the faculty strongly agreed to were research as an avenue for intellectual development of the learners (3.78) and research as an essential activity in the partnership of the school and the community it serves (3.76). The finding implies that the CAS faculty adheres evidence-based intervention for the intellectual development of the learners. A favourable attitude was also indicated on research as an important component of the school and the community, suggesting that the CAS faculty are aware of the importance of the trilogy of functions of HEI instruction, research, and community extension. On the other hand, the faculty disagreed on the indicator that they have sufficient time to engage in research (x=2.40). Several of them commented that their full-time teaching load, especially those from institutions that do have de-loading scheme for faculty, prevent them from conducting research.

Extent of Faculty's Research Involvement and Dissemination and Utilization of Research Findings

Table 4: Extent of Faculty research involvement, dissemination and utilization of research

Research Involvement	Mean	Descriptive Interpretation
1. Formulation of research agenda of the institution.	2.69	Moderate Extent
2. Review and revision of research agenda of the department.	2.85	Moderate Extent
3. Sharing ideas with other faculty researchers regarding proposal making.	2.96	Moderate Extent
4. Advising students who are conducting research activities.	3.20	Moderate Extent
5. Participating actively with the research activities of the school's research office/center.	2.82	Moderate Extent
6. Assisting the editorial board in the production of research editorials.	2.31	Low Extent
7. Participating actively in the in-house research capability building sessions.	2.80	Moderate Extent
8. Participating in quality improvement activities.	2.93	Moderate Extent
9. Assisting with research undertaken by other faculty researchers.	2.81	Moderate Extent
Overall Mean	**2.83**	**Moderate Extent**
Research Dissemination		
1. Discussing research findings with professional colleagues in the department.	3.07	Moderate Extent
2. Discussing research findings with professional colleagues in other departments.	2.79	Moderate Extent
3. Discussing research findings in the research locale.	2.68	Moderate Extent
4. Disseminating research findings to other schools/offices/agencies, etc.	2.49	Low Extent
5. Reading research findings during a relevant forum / conferences / seminars / etc.	2.92	Moderate Extent
Overall Mean	**2.79**	**Moderate Extent**

Research Utilization		
1. Presenting areas/recommendations for improvement/enhancement of the weak parameters of the study to concern individuals/ groups/agencies.	2.80	Moderate Extent
2. Using research findings to instructional practices and strategies.	3.03	Moderate Extent
3. Integrating relevant research findings in class lessons.	3.17	Moderate Extent
4. Presenting areas for appropriate utilization/ application in the research locale.	2.78	Moderate Extent
5. Utilizing relevant research findings to community extensions services.	2.80	Moderate Extent
Overall Mean	**2.91**	**Moderate Extent**

The data reveal that the extent of the faculty's research involvement was moderate (2.8). The highest rated indicator of research involvement is advising student researchers for their thesis. The faculty are assigned as thesis advisers or panelists. On the other hand, the lowest rated indicator is assisting the editorial board in the publication of research journals (2.31). This finding implies that there are still HEIs that do not have an editorial board for research. It is also worth noting that several research activities had the involvement of the faculty to a moderate extent. These activities included the formulation of research agenda of the department and the institution, sharing of ideas with other faculty regarding ranking, participating in the research activities of the research center/office, participating in research capability building sessions, participating in quality improvement activities, and assisting other faculty in a research work.

Moreover, research dissemination was done to a moderate extent (2.79)). Done to the highest extent (3.07) was discussing research findings with peers in the department. This finding discloses that in-house dissemination through research forum is done in the different HEIs. The main goals of such dissemination are to inform other faculty of the significant research findings for possible utilization and to motivate other faculty to engage in research. Meanwhile, done to the lowest extent (2.49) is disseminating research findings to other institutions. This fact shows that external dissemination is rare.

Research utilization was also done to a moderate extent (x=2.91). Done to the highest extent is integrating research findings into subject lessons (2.91). Such activity is done only when a research topic is related to a subject lesson. Research outputs are integrated into subject lessons to provide evidence-based cases for discussion. On the other hand, done to the lowest extent is presenting areas for appropriate utilization in the research locale. This finding indicates that research recommendations are not utilized much.

Determinants of Faculty's Involvement in Research

Table 5: Regression analysis of the independent variables as determinants of faculty involvement in research

1. Educational Attainment	**F-value**	**p-value**	**Remarks**
Research Utilization	1.95	0.028	Significant
*significant at 5% level			
2. Length of Teaching Experience	**F-value**	**p-value**	**Remarks**
Research Utilization	1.96	0.027	Significant
*significant at 5% level			
3. Number of Researchers	**F-value**	**p-value**	**Remarks**
Research Involvement	1.71	0.031	Significant
*significant at 5% level			
4. Attitude	**F-value**	**p-value**	**Remarks**
Research Involvement	2.29	0.002	Significant
Research Dissemination	3.07	0.000	Significant
Research Utilization	3.01	0.001	Significant
*significant at 5% level			

Educational qualification is a significant determinant of research involvement as shown by the F value of 1.95 at .028 level of significance. This finding suggests that the higher the educational attainment of the faculty, the higher the extent of their involvement in the utilization of research findings.

Moreover, length of teaching is a significant determinant of research utilization as revealed by the F value of 1.96 at .027 level of significance. This finding implies that the faculty's number of years in teaching had developed their ability to utilize research outputs for instruction.

Data also disclose that the number of researches conducted for the last five years was a significant determinant of research involvement as supported by the F value of 1.71 at .013 level of significance. This finding implies that the more researches are conducted by the faculty, the higher is the extent of their research involvement. Research involvement means direct participation of the faculty in the conduct of research.

Finally, the faculty's attitude toward research is a significant determinant of research involvement (F=2.29 at .002 level of significance), research dissemination (F=3.07 at .000 level of significance), and research utilization (F=3.01 at .001 level of significance). It can be inferred then that there is a positive acceptance among the faculty of research as an integral component of their responsibilities; that is, a faculty is both an educator and a researcher.

CONCLUSIONS

The CAS faculty of the selected HEIs in Southern Philippines are involved in research. However, the number of researches done is rather low due to heavy workload, lack of institutional funding, non-credit of research work for promotion, and lack of de-loading scheme. Furthermore, the dissemination of research findings is generally in-house, thus the dissemination coverage is limited or localized. While research outputs are utilized, the utilization is generally focused on instruction – somehow limited depending on the relevance of the research topic to the subject lesson(s). Research recommendations for other areas aside from instruction are utilized the least. The foregoing conclusions imply the need for the HEIs to intensify their research activities to maximize research involvement of their faculty and the

dissemination and utilization of research findings.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are advanced:

1. HEIs as research institutions should consider allocation adequate budget to fund research activities. Adequate funding for faculty research will encourage a significant number of faculty to engage in research, which will intensify the institution's research capability.

2. HEIs should put in place institutional schemes that promote research involvement among the faculty. These schemes may include de-loading for those who are into research, substantial research honorarium, credit for promotion or ranking, and award for best research paper, among others.

3. HEIs should ensure that the researches undertaken are along the institution's research agenda and that the research findings are well disseminated to whom they are intended for utilization.

4. HEIs should establish a wider linkage with various research institutions to facilitate a wider dissemination of research findings. Linkages will also allow the undertaking of research collaboration to further intensify the culture of research among partner institutions.

5. Faculty members should be trained in editorial work so they would know the standards and expectations of editors as a means of raising the bar of their research writing skills.

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