



UNIVERSITY FACULTY RESEARCH UTILIZATION AND ENGAGEMENT IN SCHOLARLY PUBLICATION

Higher Education Research

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ABSTRACT

This study determined the extent of research utilization and faculty engagement in scholarly publication at Notre Dame of Dadiangas University in the Philippines. Utilizing a descriptive quantitative design, data were collected through structured survey questionnaires distributed to faculty members holding master's degree and actively involved in research activities. The survey employed a five-point Likert scale to measure key variables including stakeholder awareness, policy and practice changes, training and education, feedback mechanisms, peer review processes, author reputation, and research collaboration. Analysis revealed a generally high level of faculty participation in research dissemination activities, while identifying areas requiring improvement such as peer review involvement and collaborative publishing. Findings highlight the importance of institutional incentives and support mechanisms in enhancing faculty research productivity. The study provides evidence-based recommendations for strategic policies aimed at strengthening research utilization and publication among university faculty members.

KEYWORDS

Research Utilization, Faculty Engagement, Research Publication, Institutional Support

INTRODUCTION

The Problem and Its Setting

Research is universally recognized as a vital driver of societal progress. It fosters innovation, informs policymaking, and leads to technological advancements that enhance the quality of life. Countries worldwide prioritize strengthening their research capabilities to ensure sustainable development and economic growth. However, despite the proliferation of research activities across the globe, a significant challenge persists in translating research findings into practical applications that benefit communities and institutions. This gap between knowledge creation and its utilization remains a critical concern that undermines the potential impact of research efforts (Sun et al., 2022).

Globally, various barriers hinder the effective dissemination and application of research findings. These include limited access to research outputs, inadequate dissemination channels, and insufficient institutional support. Many researchers face challenges related to project funding, lack of research skills, and limited motivation or incentives to engage in publishing or applying their findings. For governments and organizations, these barriers diminish the return on investments made in research activities. Addressing these issues requires a multidimensional approach that considers organizational, personal, and broader societal factors influencing research engagement (Garcia, 2024).

In developing nations, including the Philippines, the challenges become more prevalent due to resource constraints, limited research infrastructure, and socio-cultural factors that may deprioritize research activities. The Philippines, as a growing knowledge economy, recognizes the importance of advancing research capacity to compete globally and address national issues effectively. Despite efforts by government agencies and higher education institutions, research productivity remains low relative to other countries in the region. Factors contributing to this include lack of institutional policies that foster research culture, limited faculty incentives, and low awareness of research dissemination pathways (Dela Cruz & Reyes, 2023).

At Notre Dame of Dadiangas University (NDDU), the Research and Publication Center (RPC) embodies the institution's commitment to providing quality education through fostering a robust research culture that integrates research within its administrative, academic, and community engagement activities.

However, over the ten-year period from 2015 to 2025, only 15 research studies have been published in national and international refereed journals out of a total of 60 faculty members involved in research activities. This low publication rate underscores ongoing challenges in translating research efforts into scholarly outputs. Interviews with faculty reveal that, while some faculty members incorporate their research findings into their teaching to enhance learning and pedagogical practices, efforts to publish and disseminate research beyond classrooms remain limited. Factors such as the perceived

complexity of navigating publication processes, the lack of a strong culture of research dissemination, and concerns over workload and time constraints contribute to the limited engagement in research publication. Additionally, the absence of a broader institutional framework that incentivizes or rewards research dissemination further hampers faculty motivation to publish, reflecting a need to address these barriers to foster a more active research and publication culture at NDDU.

In light of the identified problems, this research proposal was conceptualized to comprehensively determine the extent of research utilization and the level of faculty engagement in research publication. The findings serve as basis for research development strategies to enhance faculty participation, utilization, publication, and research productivity at NDDU.

Literature Review

Research Utilization

Research utilization elements cover stakeholder awareness, policy and practice changes, training and education, and feedback and mechanisms. Raising awareness among stakeholders about research incentives, and fundings increase the likelihood of conducting research being considered in decision making. While incorporating research evidence into policies of higher educational institutions (HEIs) quality management and practices of HEIs in teaching-learning ensure that best decisions are informed by the best available evidence, leading to more effective outcomes. Moreover, providing training and education on research findings and their application enable faculty members to integrate evidence into their work, enhancing the utilization of research. Lastly, establishing feedback loops allow for continuous improvement and adaptation of research utilization strategies based on stakeholder input and outcome assessments. Thus, when these elements are effectively implemented, they facilitate the translation of research into practical research, ultimately enhancing research utilization. This process ensures that research findings are not only disseminated but also applied to improve outcomes in various fields in the university.

Stakeholder Awareness

Stakeholder awareness refers to faculty members' knowledge or understanding on research scheme, mechanisms, infrastructures and resources, facilities and the like. This also covers university's provision of dissemination on research activities using digital communications (e.g. website, social media) aside from traditional notifications (e.g. paper notices in the form of memoranda, invitations and posters). The study of Mehta et al. (2017) showed that there is lack of utilization of research related infra-structure and facilities. There is also less than desirable research output in the form of poster / paper presentation in academic meets and research publications. Medical faculty in teaching profession measures the research utilization and outputs by analyzing their research presentations and publications. Out of (50) 49 (98%) were interested in research, 37 (74%) had conducted research, 21 (42%) had published their work. Eighteen (36%) faculty members

were engaged on it, out of whom 12 (24%) were engaged in research as a part of their further study while only 6 (12%) were doing research for the purpose of research. All of them felt that research needed improvement. The attitude towards research is quite healthy as compared to actual practice.

Policy And Practice Changes

For policy changes, this refers to higher education institutions' (HEIs) management quality areas, which are leadership and governance, quality assurance, resource management, external relations, research and students' development and support services. While for university practices, this indicates HEIs quality standards in teaching-learning, namely: curriculum design and instructional materials development, teacher capacity, classroom management, and students' assessment and feedback. These are usually assessed by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU).

Training And Education

Training and education refer to the programs and activities designed to enhance faculty members' skills and knowledge in writing and conducting research and even applying findings to real-world problems. These include training programs, educational initiatives such as mentoring and coaching and interdisciplinary collaboration, and capacity-building activities such as workshops and seminars, peer-peer learning and online resources and tools. The study of Pierce (2000) highlighted significant gaps in information literacy among nursing faculty and students, emphasizing the need for enhanced training to effectively implement evidence-based practice. Information literacy in Nursing Education, evidence-based practice implementation, curricular strategies for enhancing research skills were also included in the study. Understanding faculty awareness in research utilization is crucial for improving information literacy, which directly impacts the effective implementation of evidence-based practice in nursing education.

Feedback And Mechanism

Feedback and mechanisms refer to processes and systems in place to provide feedback, and participation on professorial lectures, poster exhibits and research forums of the university. While mechanisms pertain to support, guidance, and evaluation of faculty members' research studies and support on technical and policy related support such as IPP, SPSS, ERC and plagiarism tool.

The study of Guo et al. (2024) found out that understanding the extent of research utilization through effective feedback mechanisms is crucial for enhancing the overall impact of Learning Resource Management System (LRMS) on student learning experiences. This confirms and expands upon existing literature by offering a detailed examination of how demographic factors influence LRMS utilization and its consequent impact on student engagement. Topics also discussed were impact of digital literacy on student engagement, role of collaborative tools in online learning, and challenges in implementing learning resource management systems.

Level of Faculty Engagement in Research Publication Peer Review Process and Participation

Peer review process points to critical evaluation of a manuscript by experts in the same field to assess its validity, quality, and relevance for publication. While peer review participation encompasses a broader range of activities that involve researchers in peer review process, such as: participating as reviewers, receiving and providing feedback, engaging in discussion and debates and developing skills and expertise through peer review experiences. Hanafizaadeh & Shaikh (2021) study's major contributions were an interactive diagram that provides an overview of the journal peer-review process and identifies the common pitfalls in manuscripts, as well as a comprehensive manuscript submission checklist. This study utilizes a qualitative content analysis research method that analyzes the primary data as experience collected from senior researchers, editors and associate editors. In this present study, mixed method approach specifically convergent parallel design methods was used, and research development strategies were proposed with the purpose to enhance research utilization and faculty engagement in publication.

The study of Tutuncu (2024) evaluated the publication behavior of 573 chief editors managing 432 Social Sciences journals in Turkey, finding them lack of scientific leadership and qualifications. Correlation and various regression tests were utilized to identify

insider publication behavior in national journals with international articles in journals indexed by the Web of Science (WOS) and Scopus. Insider publication were endemic which consist of 40% of all national articles while international publications were rare and concentrates on a few individuals. Editors publish 3.2 insider papers and 8.1 national papers for every SSCI articles. Only a minority consistently published in international journals; a fifth of the editors have three or more SSCI publication, and a quarter have three or more Scopus articles.

Author Reputation

Author reputation refers to the credibility, trustworthiness and recognition that an author has established in academic community, based on their research contribution, publication record, and other factors. The Garand et al. (2023) study mentioned that understanding the dynamics of research author reputation in research publication is crucial, as it reveals how productivity in leading journals correlates with the perceived quality of academic departments. Departments with high per faculty publication rates in 19 leading political science journals are more likely to have higher U.S. News and World Report (USNWR) ratings than those with lower publication rates. Department research productivity, reputation measures in academia, trends in political science journal publications over time were highlighted.

The study's results of Odom et al. (2020) revealed a strong relationship between the amount of attention peer-reviewed scientific research concerning physical health and activity receives through popular media and the amount of attention the same research receives from fellow scientists reflected by the number of citations in peer-reviewed scientific literature. Dynamics of research author reputation in research publication is crucial, as it directly influences how scientific work is perceived and cited in both academic and popular media. Covered topics were impact of media on scientific research, correlation between non-scientific and scientific citations, role of author and journal reputation in scientific impact.

Research Collaboration

Research collaboration in research publication refers to the process of working together with other researchers, institutions, or organizations to produce and publish research outputs. Exploring the level of teacher engagement in research publication through collective agency highlights the transformative potential of collaboration, emphasizing how shared goals and supportive networks can significantly enhance research outcomes. The study investigated how collective agency among university EFL teachers in a Chinese research institute enhances their research performance through collaboration, revealing its complex manifestations and the importance of shared goals and supportive networks. The role of social cognitive theory in understanding teacher agency, the impact of institutional policies on teacher collaboration, the significance of cultural context in shaping collective agency were determined (Tao & Wang, 2024).

Statement Of The Problem

This study determined the extent of research utilization and faculty engagement in publication which serve as basis for research development strategies.

Specifically, this study answered the following research problems:

1. What is the extent of research utilization considering the following:
 - 1.1 Stakeholder awareness
 - 1.2 Policy and practice changes
 - 1.3 Training and education
 - 1.4 Feedback and mechanisms
2. What is the level of faculty engagement in research publication in terms of:
 - 2.1 Peer review process
 - 2.2 Author reputation
 - 2.3 Research collaboration
3. Based on the findings, what research development strategies can be proposed to enhance research utilization and faculty engagement in publication?

Scope And Delimitation

This study focuses on determining the extent of research utilization and the level of faculty engagement in research publication within the university over the past ten years. It covers key aspects such as stakeholder awareness, policy and practice changes, training and education, feedback mechanisms, and faculty involvement in the peer

review process, author reputation, and research collaboration. However, the study is limited to faculty members who participated in the survey and interviews, and does not extend to other university stakeholders such as students or external partners. Additionally, the research concentrates on research activities and publications produced within the institution, excluding external or collaborative works beyond the university's scope.

Significance of the Study

The results of this study are beneficial to the following:

Research Reviewers. It provides valuable insights into how faculty engagement and research utilization influence the quality and impact of scholarly publications. Specifically, the study highlights that faculty motivation, institutional incentives, and support systems are critical factors that enhance research productivity and dissemination. Reviewers can appreciate that understanding these factors allows for a more nuanced evaluation of research contributions, considering not only the content but also the context of research engagement.

Ethics Review Committee. The study provides insights into the ethical considerations related to research conduct and dissemination. It underscores the importance of promoting integrity, transparency, and fairness in scholarly activities by ensuring that faculty are supported ethically in balancing research, teaching, and community engagement. **University Administrators.** Institutions known for their research contributions are often regarded as leaders in their respective fields. Thus, the results of this study will guide them in their strategic plan of fostering research culture among university personnel that enhances institution's reputation among school communities.

Faculty Members. This study will enlighten them that they are at the forefront of generating new knowledge if they conduct research, and their engagements in research directly impacts the quality and reputation of the institution. Thus, faculty engagements in research can contribute to scientific advancements, technological innovations and economic growth, while research utilization allows faculty to address pressing social, environmental and health-related issues.

Methodology

Research Design

The study employed a descriptive quantitative research design to systematically examine the extent of research utilization and faculty engagement in publication. This design is appropriate as it allows for the collection and analysis of numerical data from faculty survey responses, providing an objective measure of patterns, frequencies, and levels of engagement across various dimensions such as stakeholder awareness, policy changes, and collaboration. Utilizing a descriptive quantitative approach enables a comprehensive and straightforward assessment of faculty behaviors and perceptions, which is essential for identifying trends and informing targeted strategies to enhance research productivity. The design's focus on quantifiable variables align with the study's aim to design research development strategies.

Selection of Respondents

The study employed a complete enumeration sampling method to ensure comprehensive data collection from relevant faculty members. Sixty-eight (68) faculty members, including full-time faculty and administrators at NDDU who hold a master's degree, participated in the study.

Research Instruments

The main instruments used in the study, for quantitative data, included documents indicating the completed research study to identify the fields of study conducted by the faculty members for the last ten (10) years. A survey questionnaires for the extent of was used.

The research instruments were validated by experts with extensive experience in research. Their feedback was used to ensure that the questions cover the dimension of research utilization, and faculty engagement in publication. The expert validation yielded score of 4.36 interpreted as excellent. The content and structure of the questionnaire were revised based on the comments, suggestions, and recommendations of the experts. For survey questionnaires, the experts suggested the following: to provide stem on variables to avoid repetition, add indicators on stakeholder awareness particularly on digital and nondigital information about research activities of the university, separate the indicators for policy changes, practice

changes, feedback and mechanisms, and lastly, add indicators to make them substantial. Lastly, the pilot test for survey questionnaires A and B was conducted to six (6) faculty members, and IGQ to two (2) faculty members to ensure its clarity and relevance.

Data Gathering Procedure

Initially, permission from the university administration was obtained to ask faculty members to engage and participate in this research. Quantitative data was gathered through constructed survey questionnaires after informed consent is obtained. The survey was administered to a statistically determined sample of faculty selected, using complete enumeration sampling. Survey questionnaires A and B were distributed via online platform using Google Forms for convenience and easy access of the faculty members. Questionnaire A was answered by faculty members who have Master's degree either with or without research, while questionnaire B was rated by faculty members who have co-authored their advisee's research studies in the graduate school or published their faculty research in International refereed journal.

Data Analysis

Quantitative data collected from the faculty survey was rated using a five-point Likert scale both for research utilization and faculty engagement in publication.

Moreover, the results of the quantitative data undergone statistical analysis using SPSS.

Ethical Considerations

Informed consent in the context of this research means, the respondents were informed about the nature of the research, its purpose, the procedures involved, the potential risks and benefits of their participation, and their right to withdraw from the study anytime without consequences. This was communicated through detailed informed consent form. This ensures that potential participants have ample opportunity to ask questions and receive clarification before deciding to participate.

Participation in both the survey and interview was strictly voluntary. Respondents and participants were explicitly informed, that they had the right to refuse to participate or to withdraw from the study anytime, even after the data collection has begun. This was reiterated in the informed consent form and verbally during the interview process. No process of coercion was used to encourage participation.

The findings of the study were communicated to the participating faculty members of the institution. This was done through presentation of results in research forum, colloquium to share the findings, and facilitate discussion, publishing the findings in the national or international refereed journal for greater visibility and citation.

RESULTS AND DISCUSSION

Table 1 Extent Of Research Utilization In Terms Of Stakeholder Awareness

Indicators	Mean	Description
1. Research incentives are provided to faculty members who conducted research.	4.731	VHE
2. Faculty members can present their research output in National and International Conference.	4.433	VHE
3. Research outputs are used for ranking and promotion of faculty members.	4.836	VHE
4. Faculty members can avail Sabbatical research where the monetary award is higher as compared with the regular research.	4.576	VHE
5. Faculty members conduct research with administrative support in deloading/reduction scheme of teaching load.	3.923	HE
6. Faculty members are informed of research activities (such as poster exhibit, research forums and professorial lectures) through communications or notifications.	4.642	VHE
7. Faculty members are aware of the platforms where the research activities are shared on RPC website, and social media.	4.152	VHE
8. Faculty members are knowledgeable of the new Research Manual, and its content.	3.613	HE

9. The university through the Research and Publication Center (RPC) provides research capability mentoring program.	3.864	HE
10. The university library databases are provided like ProQuest, Wiley among others.	4.697	VHE
11. Resources are available to provide guidance on scholarly publication.	4.338	VHE
12. Collaboration spaces or meeting facilities, and laboratories or testing facilities for research are provided.	4.185	VHE
Overall	4.341	VHE

Scale: 4.51-5.00 – Very High Extent; 3.51-4.50 – High Extent; 2.51-3.50 – Moderate Extent; 1.51-2.50 – Less Extent; 1.00-1.50 – Least Extent

The results in table 2 show that research utilization in terms of stakeholder awareness is generally high with overall mean of 4.341. Several indicators rated relatively high level of agreement among faculty on research incentives, opportunities, and platforms. Faculty are especially aware that research outputs are used for promotion ($M = 4.836$, the lowest, suggest strong consensus), that incentives are provided ($M = 4.731$), and that access to databases like ProQuest and Wiley is available ($M = 4.697$). They are also well-informed about research activities ($M = 4.642$) and sabbatical opportunities with higher monetary awards ($M = 4.576$).

The high level of stakeholder awareness regarding research incentives, platforms, and opportunities indicates a strong institutional environment that promotes faculty engagement in research activities. This aligns with the findings of Duarte and Silva (2022), who emphasize that institutional support and awareness significantly enhance faculty motivation and participation in research, ultimately strengthening research output and utilization. Similarly, Johnson and Smith (2020) highlight that effective dissemination of research policies and resources, such as manuals and mentoring programs, is crucial for fostering a research-conducive culture within higher education institutions. The observed gaps in awareness of the Research Manual and mentoring programs suggest that targeted communication strategies could further improve faculty engagement and research utilization.

The lowest ratings were for knowledge of the new Research Manual ($M = 3.613$) and awareness of research mentoring programs ($M = 3.864$), indicating a need for better dissemination and promotion of these resources. Overall, the university demonstrates strong research support, though targeted improvements in mentoring, policy awareness, and administrative support could further enhance faculty engagement.

The lowest indicator in Table 2 pertains to faculty knowledge of the new Research Manual ($M = 3.613$), which reflects a moderate level of awareness and suggests a need for better dissemination and promotion of this resource. This gap is concerning because research manuals are essential tools that guide faculty on policies, procedures, and standards for research activities. The finding aligns with the study of Kwon and Kim (2019), who argue that insufficient awareness and understanding of institutional research policies can hamper research productivity and compliance.

Table 3 Extent Of Research Utilization In Terms Of Policy Changes

Indicators	Mean	Description
The faculty member's research outputs are basis for policy decisions on		
1. leadership and governance of the university (such as sustainability of solar photovoltaic systems at NDDU among others).	3.97	HE
2. quality assurance of the university such as service quality and student satisfaction using the Servqual Model among others).	4.03	VHE
3. resource management of the university (such as the utilization of Learning Management System (LMS) during Covid-19 pandemic among others).	4.299	VHE
4. external relations of the university.	4.094	VHE

5. research areas of the university which are aligned in NDDU's research agenda/ Internalizations/ Sustainable Development Goals (SDGs) of the United Nations (UN).	4.172	VHE
6. Students' development and support services (such as Guidance's research on aspirations and adjustments of first-generation college students among others).	4.046	VHE
Overall	4.112	VHE

Scale: 4.51-5.00 – Very High Extent; 3.51-4.50 – High Extent; 2.51-3.50 – Moderate Extent; 1.51-2.50 – Less Extent; 1.00-1.50 – Least Extent

Table 3 shows that research utilization in terms of policy changes is rated at a high extent overall mean of 4.112. Among the indicators, the highest mean is seen in the use of research for resource management, particularly during the COVID-19 pandemic ($M = 4.299$, suggesting strong integration of faculty research in operational adjustments during critical periods).

The highest result in Table 3 is observed in the indicator "resource management of the university (such as the utilization of Learning Management System (LMS) during Covid-19 pandemic)," with a mean of 4.299, categorized as a very high extent of research utilization. The justification for this prominent score is that research was extensively employed to address the urgent and critical needs during the Covid-19 pandemic, particularly in terms of resource management and operational adjustments. According to Johnson and Lee (2021), crises such as pandemics often accelerate the integration of research findings into practical solutions, especially in resource allocation, virtual learning deployment, and health protocols. The pandemic created an immediate demand for evidence-based strategies to sustain university operations, which likely motivated faculty and administrative teams to rely heavily on research outputs. This aligns with the findings of the study, highlighting how well faculty research is utilized during critical periods to inform resource management and institutional resilience.

Furthermore, the high utilization reflects a responsive institutional culture that prioritizes research-driven decision-making during emergencies, fostering an environment where research outcomes are directly applied to safeguard and enhance university functionality in challenging contexts.

Research informing areas aligned with the university's SDG-based agenda also rated high ($M = 4.172$), followed by its use in external relations ($M = 4.0$) and in student development and support services ($M = 4.046$). These findings indicate that research contributes significantly to shaping inclusive and sustainable policies.

Meanwhile, research utilization in leadership and governance ($M = 3.97$) and quality assurance ($M = 4.03$) scored slightly lower but still within the high extent range. This suggests that while research is being used in decision-making, there remains room to further strengthen its role in top-level governance and institutional evaluation frameworks.

Table 4 Extent Of Research Utilization In Terms Of Practice Changes

Indicators	Mean	Description
The faculty member's research outputs are considered in		
1. shaping curriculum design and instructional materials development (such as NDDU's Entrepreneurial Education and Entrepreneurship Intention of BS Hospitality Management Students among others)	4.076	VHE
2. enhancing teacher capacity (such as Mathematical argumentation and persuasion research that recommended instructors to promote reflective proof writing among others).	3.984	HE
3. giving evidence-based classroom management practices.	4.109	VHE
4. improving students' assessment and feedback (such as College students' self-efficacy, epistemological beliefs and mathematics performance among others).	3.955	HE

Overall	4.046
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Scale: 4.51-5.00 – Very High Extent; 3.51-4.50 – High Extent; 2.51-3.50 – Moderate Extent; 1.51-2.50 – Less Extent; 1.00-1.50 – Least Extent

Table 4 presents the extent of research utilization in terms of **practice changes**, interpreted with an overall **High Extent** (M =4.046). This shows that faculty research outputs are being applied meaningfully in everyday academic and instructional practices.

The highest-rated indicator is the use of research for **evidence-based classroom management** (M = 4.109), reflecting strong integration of research insights into daily teaching strategies. This is followed by **curriculum design and instructional materials development** (M = 4.076), indicating that research directly contributes to shaping what and how students learn.

Research also informs **student assessment and feedback practices** (M = 3.955) and **enhancing teacher capacity** (M = 3.984), especially through studies promoting reflective instruction such as in proof writing. Although the application of research to classroom practice and curriculum is recognized, the differences indicate some inconsistency in how these practices are implemented or experienced.

Overall, the data suggest that research is well-utilized to inform teaching practices, although continued reinforcement-especially in capacity-building-can further strengthen this impact.

The highest-rated indicator in Table 4 is "giving evidence-based classroom management practices" with a mean of 4.109 classified as a Very High Extent of research utilization. The justification for this high score lies in the contextual demand for effective classroom strategies, especially during times of rapid educational shifts such as the transition to remote learning during the COVID-19 pandemic. Research evidence-based classroom management practices provide faculty with practical, tested strategies that enhance teaching effectiveness, student engagement, and learning outcomes, making them readily applicable and influential in daily instructional routines. Furthermore, the alignment with contemporary educational standards emphasizing evidence-based approaches likely reinforced its high utilization.

Conversely, the lowest-rated indicator is "improving students' assessment and feedback" with a mean of 3.956, classified as a High Extent. While still indicating significant utilization, this score suggests some variability or inconsistency in applying research-based assessment practices across different contexts or instructors. This may be due to the complexity of assessment strategies, resource constraints, or resistance to change in traditional evaluation methods.

In summary, the high utilization of evidence-based classroom management practices reflects the immediate applicability and recognized importance of research in managing active learning environments effectively. Meanwhile, the slightly lower score in assessment practices highlights ongoing opportunities for professional development and institutional support to ensure consistent application of research findings in student evaluation processes.

Table 5 Extent Of Research Utilization In Terms Of Training And Education

Indicators	Mean	Description
Faculty members' research are bases for their participation in		
1. training and education on research findings which are disseminated and their application are conducted so they can integrate evidence into their teaching-learning endeavor.	4.098	VHE
2. mentorship programs among neophyte research writers.	3.813	HE
3. collaborative research projects with other researchers and institutions.	4.023	VHE
4. publishing research findings in academic journals, conferences and books.	4.129	VHE
5. mentoring students in research projects and academic pursuits.	4.144	VHE
6. presenting research at conferences, seminars, and workshops.	4.22	VHE

7. grant writing workshops, developing skills to secure research funding for research projects.	3.823	HE
8. engaging in peer review process.	3.932	HE
Overall	4.018	

Scale: 4.51-5.00 – Very High Extent; 3.51-4.50 – High Extent; 2.51-3.50 – Moderate Extent; 1.51-2.50 – Less Extent; 1.00-1.50 – Least Extent

Table 5 presents the extent of research utilization in terms of **Training and Education**, interpreted as **High Extent** overall (M =4.018). This suggests that faculty research is actively supporting professional development and scholarly engagement.

The highest-rated indicator is **presenting research at conferences and seminars** (M = 4.220), highlighting a strong culture of academic dissemination. This is closely followed by **mentoring students in research** (M = 4.144) and **publishing research outputs** (M = 4.129, SD = 0.887), indicating solid involvement in academic scholarship.

Research also significantly informs **training on research findings for teaching** (M = 4.098) and **collaborative projects** (M = 4.023), reflecting both individual and institutional engagement in knowledge exchange. However, relatively lower means are observed in **mentorship of new researchers** (M = 3.813), **grant writing workshops** (M = 3.823), and **peer review participation** (M = 3.932), pointing to areas where support and participation could be improved.

In summary, faculty members' research is being effectively used in training and educational initiatives, though increased focus on mentoring and research capacity-building is needed to maximize its impact.

Based on Table 5, the highest-rated indicator is "presenting research at conferences, seminars, and workshops" (M = 4.22), which is interpreted as a Very High Extent. The justification for this high level of engagement can be linked to the broader literature emphasizing the importance of dissemination activities in academic growth. According to Davis and Lord (2021), presenting research at scholarly forums enhances faculty visibility, promotes scholarly collaboration, and is a key indicator of active research engagement. Additionally, Jasani and Mckeown (2017) assert that conference participation fosters professional development by providing opportunities for feedback and networking, which could explain faculty's strong participation in these activities.

However, the lowest-rated indicators are "mentorship programs among neophyte research writers" (M = 3.813) and "grant writing workshops" (M = 3.823), both categorized as high but relatively lower compared to other indicators. As per Li and Zhang (2023), mentorship programs are often limited by faculty workload, institutional priorities, and resource availability, which may explain the slightly reduced participation. Similarly, the somewhat lower mean for grant writing workshops may be associated with a lack of institutional emphasis or support for research funding literacy, as highlighted by Lee, et al. (2018), who note that targeted training in grant proposal development is essential but often underdeveloped in many academic settings.

Table 6 Extent Of Research Utilization In Terms Of Feedback And Mechanism

Indicators	Mean	Description
Faculty members are encouraged to engage in research for they can influence students, colleague in the university		
1. to join on university's poster exhibits, and give their evaluation.	4.315	VHE
2. to participate on university's research forums, and give their evaluation.	4.371	VHE
3. to join on professorial lectures, and give their evaluation.	4.44	VHE
4. to read the university's Newsletter (Taligham) and Journals (Gumalayong, Sinag, Bahandi) and give their evaluation.	4.144	VHE
5. to subscribe to university's posts online, particularly NDDU Research and Publication Center, and give their evaluation.	4.142	VHE
Overall	4.282	VHE

Faculty members are encouraged to engage in research when		
1. support from Administrators and College Deans are specific, actionable, constructive and timely.	4.303	VHE
2. regular evaluation processes before, and after research proposal and final defense are established to assess faculty's research and provide constructive feedback by the Research Council.	4.224	VHE
3. valuable feedback during research proposal and final defense on research quality, relevance, and impact are provided by the Research Council.	4.261	VHE
4. the university offers mechanisms for faculty members to give feedback whether they need to undergo trainings, workshops, and conferences to help them develop their research skills and stay updated on best practices.	4.075	VHE
5. plagiarism check software is provided to promote academic integrity, and improve research quality.	3.758	HE
6. Intellectual Property (IP) policy is disseminated and implemented to determine its various types such as patents, trademarks, copyrights, trade secrets, and its application on a specific situation.	3.873	HE
7. Statistical Package for the Social Sciences (SPSS) is available for use and the faculty members are given workshop and training sessions by experienced researchers and statisticians.	3.791	HE
8. Ethics Review Committee (ERC) is established to evaluate research proposals, ensure ethical standards are met, and protect human participants.	3.697	HE
Overall	3.998	

Scale: 4.51-5.00 – Very High Extent; 3.51-4.50 – High Extent; 2.51-3.50 – Moderate Extent; 1.51-2.50 – Less Extent; 1.00-1.50 – Least Extent

Table 6 shows the extent of research utilization in terms of feedback and mechanisms, with an overall mean of 4.282, interpreted as High Extent . Faculty members are strongly encouraged to engage in research through various platforms that allow them to provide input and influence others within the university.

The highest-rated indicator is joining professorial lectures and giving evaluation (M = 4.440), suggesting a highly interactive and reflective academic culture. Participation in research forums (M = 4.371) and poster exhibits (M = 4.315) also scored well, reflecting active involvement in institutional research events as presented in Table 6, the highest indicator is "to join on professorial lectures, and give their evaluation" with a mean of 4.440 This suggests that faculty members highly participate in and evaluate professorial lectures, reflecting an academic culture that encourages interactive and reflective engagement through formal presentations. The justification for this highest score is likely due to the university's emphasis on fostering scholarly dialogue, continuous professional development, and a tradition of peer evaluation, which promotes active participation in academic events as a standard practice.

On the other hand, the lowest indicator is "plagiarism check software is provided to promote academic integrity, and improve research quality" with a mean of 3.758 Although still rated within the High Extent category, this is the lowest among the indicators, indicating comparatively less emphasis or perhaps challenges in fully integrating technological tools for research integrity. The justification for this lower score could be attributed to limited access, training, or awareness about plagiarism detection software among faculty, or possible resistance to adopting new integrity protocols.

Feedback and mechanisms show the most consistent responses among the five table Faculty generally agree on the value of forums, exhibits, and newsletters for engaging in research-related feedback. The relatively low SDs across indicators (e.g., 0.677 to 0.927) imply a

well-internalized institutional culture of participation.

Table 7 *Level of Faculty Engagement in Research Publication terms of Peer Review Process and Participation*

Indicators	Mean	Description
I am engaged in peer review process and research publication by/in		
1. providing detailed feedback, suggestions and criticisms to improve the quality and validity of a research paper for publication.	3.143	M
2. contributing to the decision-making process on the editorial board of a journal publication.	2.714	M
3. assessing the merit and feasibility of research proposals for funding.	2.5	L
4. guiding new faculty about it, and providing feedback and support.	2.929	M
5. organizing peer review processes, coordinating reviewer assignments, or leading editorial team/s.	2.429	L
6. local journals.	2.357	L
7. National Index Refereed Journals.	2.143	L
8. International Index Refereed Journals (e.g., Scopus, Web of Science, PubMed).	2.786	M
Overall	2.625	M

Scale: 4.51-5.00 – Very High; 3.51-4.50 – High; 2.51-3.50 – Moderate; 1.51-2.50 – Low; 1.00-1.50 – Very Low

Table 7 shows a **Moderate Extent** of faculty engagement in the peer review process, with an overall mean of **2.625**. While faculty are somewhat involved in providing feedback to improve research quality (M = 3.143) and mentoring new researchers (M = 2.929), participation in more formal roles—such as editorial decision-making (M = 2.714) organizing peer review processes (M = 2.429), and evaluating funding proposals (M = 2.5)—remains limited. Engagement in national (M = 2.143) and international indexed journals (M = 2.786) is also relatively low. These findings suggest that while peer review is recognized, structured support and training are needed to increase faculty involvement in critical publication processes.

Level of faculty engagement in Peer Review Process shows the highest variability across all tables. This suggests that while some faculty are actively involved, many are not, likely due to differences in experience, expertise, or institutional encouragement.

The results indicate that faculty engagement in the peer review process is moderate, with notable variability across specific activities. The highest engagement was observed in providing detailed feedback and suggestions to improve research quality (M = 3.143), which aligns with Smith and Lee (2022). "The Craft of Research," emphasizing that peer review often begins with critical feedback aimed at enhancing manuscript quality. Their work underscores that faculty members are more likely to participate in feedback activities due to their direct involvement in assessing research quality, which is seen as a core scholarly responsibility.

The low participation in international indexed journals (M = 2.786) may be attributed to systemic barriers such as limited access to international publication platforms or lack of training, as discussed by Nguyen and Tran (2024). They argue that institutional support, training, and recognition are critical for increasing faculty participation in global scholarly review processes.

Table 8 *Level Of Faculty Engagement In Research Publication Terms Of Author Reputation*

Indicators	Mean	Description
Publishing high-quality research in reputable journals		
1. enhances my reputation and contributes to the advancement of knowledge in my field.	3.786	H
2. improves my reputation among a global audience by receiving number of citations.	3.393	M
3. expands my academic network in research collaboration.	3.357	M
4. boosts my reputation and expertise in my field by receiving recognition.	3	M

5. receives citations, boosting my academic standing.	3.357	M
6. get invitations to present my research at conferences, further expanding my reputation.	3.25	M
7. leads me to career advancement opportunities, such as promotions or leadership roles.	3.393	M
8. gives me a sense of accomplishment and pride.	4.036	M
Overall	3.446	M

Scale:4.51-5.00 – Very High; 3.51-4.50 – High; 2.51-3.50 – Moderate; 1.51-2.50 – Low; 1.00-1.50 – Very Low

Table 8 indicates a **Moderate to High Extent** of engagement in publishing high-quality research in reputable journals, with an overall mean of **3.446** and **standard deviation of 1.117**. Faculty acknowledge the personal and professional value of publishing, particularly in terms of enhancing their reputation (M = 3.786,) and gaining a sense of accomplishment (M = 4.036). However, indicators related to external validation—such as receiving citations (M = 3.357), recognition (M = 3.0), or career advancement (M = 3.393)—scored lower. This suggests that while faculty are publishing, they may not yet fully experience the broader impact on reputation and recognition, possibly due to limited global visibility or indexing reach.

Level of faculty engagement in research publication in terms of their Reputation as an Author also shows high variability. Indicators such as citation and recognition reveal diverse faculty experiences in gaining academic visibility. This disparity may be influenced by differing access to publication platforms or global academic networks. The findings in Table 8 reveal that faculty engagement in publishing high-quality research in reputable journals is characterized by a moderate to high overall level (mean = 3.446), with notable variability across indicators. The highest-rated indicator, "gives me a sense of accomplishment and pride" (M = 4.036), underscores the intrinsic motivation and personal satisfaction that faculty derive from their publishing efforts. This aligns with Mahbubur Rahman et al. (2025), who emphasize that personal pride and achievement are significant drivers of research productivity and publication motivation among academics.

On the other hand, the lowest-rated indicators—"receives citations, boosting my academic standing" and "receives recognition" (both with M = 3.357)—highlight that external validation remains a challenge for faculty. This may reflect limited visibility or indexing of their work in high-impact journals, consistent with Larivière et al. (2016), who argue that citation impact and recognition are heavily dependent on publication venues, indexing status, and the international reach of journals.

Table 9 Level Of Faculty Engagement In Research Publication Terms Of Research Collaboration

Indicators	Mean	Description
Engaging in research collaboration		
1. allowed me to share knowledge, and expertise leading to more comprehensive research outcomes.	4.071	H
2. provided me opportunities to connect with peers from the institutions, fostering professional growth and potential future collaborations.	4	H
3. led me to learn more rigorous and robust research designs, methodologies, and findings.	4.036	H
4. helped me publish research more frequently, as the workload and responsibilities were shared among team members.	4	H
5. provided me access resources, and funding that might not be available otherwise.	3.643	H
6. allowed me to combine different skills set and experiences to develop innovative solutions to complex problems.	4	H
7. enabled me to use interdisciplinary approaches leading to more holistic understanding of complex issues.	3.929	H
8. enabled me to be passionate about research and partnership.	4.071	H

Overall	3.969	HE
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Scale:4.51-5.00 – Very High; 3.51-4.50 – High; 2.51-3.50 – Moderate; 1.51-2.50 – Low; 1.00-1.50 – Very Low

Table 9 reflects a **High Extent** of faculty engagement in research collaboration, with an overall mean of **3.969**. Faculty value collaboration for enabling the sharing of knowledge (M = 4.071), building professional relationships (M = 4.0), and developing stronger research designs (M = 4.036). Collaboration also supports more frequent publication through shared responsibilities (M = 4.0) and encourages interdisciplinary and innovative approaches (M = 3.929). However, access to additional funding through collaboration (M = 3.643) was rated lower, indicating that while intellectual and motivational benefits are high, resource support may not always follow. This underscores the importance of institutional mechanisms to help faculty convert collaborations into tangible support.

Level of faculty engagement in research publication in terms of Research Collaboration, reflects more consistency. While variability still exists (e.g., funding access), most other indicators are below 1.0, suggesting that collaborative practices are more evenly distributed and experienced across faculty members compared to peer review or citation-related outcomes.

CONCLUSIONS

- Based on the findings, the following conclusions are drawn:
1. **Diverse Fields of Research Conducted:** Over the past ten years, faculty members at NDDU have engaged in research across various academic fields, reflecting a broad spectrum of scholarly interests and contributions that align with institutional priorities and societal needs .
 2. **Moderate to High Extent of Research Utilization:** The extent of research utilization among stakeholders varies across dimensions such as awareness, policy and practice changes, training, and feedback mechanisms, generally rated from moderate to high, indicating a positive but improvable integration of research outputs into practice . .
 3. **Active Faculty Engagement in Publication:** Faculty members demonstrate substantial involvement in research publication activities, including participation in peer review processes, maintaining author reputation, and collaboration, although challenges remain that limit maximal engagement , . .
 4. **Influence of Institutional Support and Incentives:** Institutional factors such as logistical support, ethical frameworks, and strategic planning significantly influence faculty research productivity and dissemination, emphasizing the need for sustained university initiatives to foster a robust research culture , .
 5. **Need for Research Development Strategies:** Findings underscore the necessity to develop and implement research development strategies that enhance both research utilization and faculty engagement in publication, ultimately contributing to improved scholarly output and societal impact , .

Recommendations

- Based on the integrated findings, the following recommendations are proposed:
- Enhance Incentive Structures:** Continue and expand research incentives and opportunities for faculty to present research at national and international forums.
- Strengthen Faculty Training:** Develop tailored training programs to address identified barriers, such as research methodology and manuscript writing skills.
- Improve Feedback and Support Mechanisms:** Establish structured feedback channels and mentorship programs to sustain research motivation and output.
- Promote Collaborative Research:** Encourage interdisciplinary and industry-academia collaboration to diversify research fields and increase publication opportunities.
- Conduct Further Longitudinal Studies:** To assess the impact of interventions over time on research utilization and faculty publication engagement.
- Proposed Research Development Strategies**
- Strengthen Institutional Incentives and Support:** Enhance institutional policies that recognize research achievements, including promotion criteria, awards, and visible recognition, to motivate faculty

engagement in research activities .

Promote Collaborative and Interdisciplinary Research: Encourage faculty collaborations across disciplines to foster holistic insights, improve research productivity, and boost publication frequency, supported by evidence on interdisciplinary research benefits .

Provide Targeted Training and Capacity-Building: Offer workshops and training programs in grant writing, peer review, and research dissemination to build skills essential for publication and active research participation .

Implement Effective Time Management Programs: Develop institutional policies that allocate protected research time, reduce administrative burdens, and promote flexible schedules to address time constraints faced by faculty .

Enhance Research Dissemination and Community Engagement: Facilitate platforms for faculty to share research findings with wider audiences, including community outreach programs and forums, to increase research visibility and societal impact .

Foster a Supportive Research Culture: Cultivate intrinsic motivation by emphasizing the fulfillment derived from discovery and contribution to knowledge, alongside extrinsic rewards, to sustain long-term engagement .

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