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A Phenomenological Inquiry on the Research Engagement of Tertiary Instructors in a Philippine State College

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ABSTRACT

Research engagement among tertiary instructors is crucial in advancing knowledge, enhancing teaching practices, and driving innovation within higher education institutions. This study explored on the engagement of tertiary instructors in research. A qualitative study, particularly phenomenological inquiry, was used. Through purposive sampling, 22 tertiary instructors served as participants for this phenomenological study. Five themes unfolded as the lived experiences of tertiary instructors with regards to their research engagement: advancing knowledge along the institutional research journey, navigating multiple responsibilities under time pressure, and ensuring research feasibility despite budget challenges. Regarding the coping mechanisms employed by tertiary instructors in their research engagement, four themes emerged: keeping abreast through research enrichment sessions, conducting research through interdisciplinary collaboration, framing research topics with practical relevance, and refining research engagement through active feedback. Further, three themes emerged as the insights of tertiary instructors regarding their research engagement: enhanced scholarly drive empowers faculty research, research illuminate pathways for educational advancement, and time and commitment fuel faculty research engagements. The study concludes with recommendations for higher education institutions to promote and sustain robust research engagement among tertiary instructors, ultimately contributing to the advancement of knowledge and the mission of higher education.

INTRODUCTION

Teachers' roles have evolved to encompass more than only being proficient in communication with students, coordinators of classroom activities, and supervisors and enablers of the learning process. Teachers are seen as dynamic agents of change within their educational setting, in addition to their conventional responsibilities and duties (Tarrayo *et al.*, 2021). Teachers who actively participate in research have the opportunity to rediscover and enhance their own unique perspectives while also critically examining and providing feedback on their teaching methods. Anwaruddin (2019) suggests that teachers who have access to up-to-date research findings might experiment with novel approaches in the classroom, leading to fresh perspectives on teaching and learning. This may involve modifying or replacing established teaching tactics with new ones.

There is a growing concern regarding academic research in this country, but it does not imply that efforts to enhance research and research activities at higher education institutions are nonexistent. Considerable literature exists regarding the significance of teachers' engagement in research and their perspectives towards it. Brennan *et al.* (2019) revealed that instructors highly appreciate the incorporation of research methodologies in both their individual courses and their educational institutions. A study also has examined the significance of performing research, such as action or practitioner research, in terms of enhancing teachers' ongoing professional development

(Ulla, 2018). Prior studies have demonstrated that engaging in research is an effective method for acquiring the skills necessary to devise practical and systematic solutions to challenges encountered in the classroom (Buglio, 2015; Burns, 2010; Hine, 2013).

Currently, within the realm of academia, there remains a significant and urgent requirement for faculty members to actively participate in research endeavors. However, as most faculty members do not participate in research and teaching has traditionally been seen as their main academic role, this conversation has just recently started in slowly-evolving higher education settings in general (Li *et al.*, 2020). For many universities, the act of conducting academic research has often been more of a symbolic or idealistic concept rather than a tangible reality.

Despite CHED's encouragement for instructors in HEIs to engage in research, there seems to be a lack of implementation in the Philippines, as these teachers may be limited to the sole role of teaching. The CHED's (2019) report disclosed data regarding the top academic degrees attained by faculty members of HEIs from 2018 to 2019. The number of individuals holding a bachelor's degree was 21,488, while the number of individuals holding a master's degree was 18,139. Additionally, 11,801 individuals held a doctorate degree. According to these statistics, it seems that the majority of professors at Philippine higher education institutions (HEIs) are primarily employed for teaching purposes, with less emphasis on research.

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In the Philippines, educational institutions at all levels, ranging from primary to tertiary education, are actively encouraged to demonstrate a firm dedication to the advancement of knowledge by means of research (Wambaleka, 2015). In order to enhance the role of schools in research productivity and use, various strategies for research and development have been devised. The Commission on Higher Education (CHED) requires universities and colleges to generate exceptional research that promotes higher education and national progress, while also ensuring that the Philippine education system remains on pace with international standards, particularly in the Asian region. Various rewards and incentives, such as financial grants and cash incentives, have been designed to achieve these objectives. These rewards are given to teachers who publish their research in reputable journals, specifically those indexed in Scopus. The aim is to establish a strong research base among teachers and encourage the production of a substantial amount of high-quality research.

With this, the researchers' objective is to investigate the research involvement among teaching staff employed by tertiary state institution located in the Province of Davao de Oro. This study aims to investigate the experiences and motivations of tertiary teaching personnel in their involvement in research activities. The findings of this study will assist the administration in tackling concerns related to the limited involvement of the teaching staff in research activities.

Research Objectives

This study will explore the research engagement among tertiary instructors in a Philippine State College. The purpose of this phenomenological inquiry is to identify the factors that affect the research engagement of the faculty, which will be thoroughly examined through data collection via in-depth interviews and focus-group discussion. Specifically, it aims to answer the following questions:

1. What are the experiences of the tertiary instructors with regards to conducting research engagement in the College?
2. What are the practices of tertiary instructors in engaging in research activities?
3. What are the factors that tertiary instructors believe that affect research engagement of the faculty?

Scientific Basis/Theoretical Framework

This study is based on both social cognitive theory and cognitive-behavioral theory. Holt and Brown (1931) were the originators of the original concepts of cognitive theory. They proposed that individuals might learn to copy others if they themselves are imitated. Furthermore, Albert Bandura made significant contributions to the social learning cognition theory. He elucidated the factors that drive and alter individual behaviors. In 1977, Bandura discovered a connection between a person's perceived self-efficacy and their ability to modify their behavior.

He found that a person's perceived self-efficacy is influenced by their past achievements, observing others, being persuaded by others, and their physiological state. Bandura officially founded the social cognitive theory in 1986, demonstrating that human conduct is influenced by personal, behavioral, and environmental factors.

METHODOLOGY

This research study will employ the qualitative research design. In this phase, the phenomenology approach will be employed. Phenomenology is a discipline that examines the subjective experiences of individuals involved in research. The objective is to eliminate biases and preconceived notions about human experiences, emotions, and reactions to a specific situation, in order to accurately depict how humans undergo a particular event. It accomplishes this by elucidating the manner in which humans comprehend a certain occurrence (Creswell, 2017). The selection of subjects in qualitative research was deliberate and intentional. During this phase, the selection of tertiary instructors in one of the higher education institutions in the Philippines will be done using purposive sampling techniques, which is a type of non-probability sampling. The selection of participants was determined on their capacity to make the most contribution to addressing the study inquiries and enhancing our comprehension of the examined phenomena (Levinson, *et al.*, 2018). During the qualitative phase, the researcher invited 22 persons to take part in the aforementioned research study. A total of eleven participants were included in the Focus Group Discussion (FGD), while another eleven people were involved in the In-Depth Interview (IDI). Furthermore, the qualitative data were supplemented with secondary data to enhance the validity of the participants' responses. Additionally, the researcher will utilize an interview guide comprising of questions that facilitated the generation of themes that corroborated the findings in the quantitative phase. The questions from the interview guide will undergo confirmation. The questions will encompass the experiences and perspectives of tertiary educators in their research participation. For each primary inquiry, subsidiary inquiries are established to address the primary inquiry. Furthermore, the probing questions will be included within the main question and its sub-questions. These questions will be used to gather more specific information about the participants' accounts, particularly where their statements were unclear and require additional clarification.

Additionally, the researcher will utilize the Zoom platform for conducting the interview. The objective of this recording is to document the entire duration of the interview in order to facilitate the study of significant issues discussed throughout the interview. This will document the IDI (In-Depth Interview) and FGD (Focus Group Discussion) dialogues. Transcription and theming analysis will be conducted based on the recorded data. Each interviewee will be provided with a duplicate of the interview transcripts for the purpose of verification.

Subsequently, upon the granting of approval, the participants will receive an informed consent form to be perused by the respondents. After providing the informed consent form, a comprehensive orientation was given regarding the execution of the study, which included an explanation of its significance, purpose, and objectives. Upon reaching an agreement on the terms outlined in the informed consent form, they proceeded to sign it prior to conducting the interview. The interview guide will rewrite and present each question in the language that the participants are most comfortable with. Furthermore, the participant will receive responses to the questions in their native language or any alternative language of their preference. Furthermore, the participants will be required to sign an Informed Consent Form, which explicitly states that their involvement in the study is completely voluntary. Consequently, individuals will have the guarantee that their rights to secrecy and privacy will be upheld, and that the gathered data would be exclusively utilized for the purpose of carrying out the analysis. Throughout the interview, there were no occurrences in which the participant could be deceived or exposed to harm; if this were to happen, they are entitled to discontinue their participation in the study.

In addition, the researcher will employ Braune and Clarke's (2006) methodology in conducting theme analysis on the replies obtained from individual in-depth interviews (IDI) and focus group discussions (FGD). The researcher analyzed the transcribed recorded in-depth interviews and FGDs to identify patterns, fundamental concepts, and themes. These patterns will be utilized to create codes that highlight the common experiences of college instructors in their research involvement. In order to obtain more comprehensive data, it is necessary to utilize a significant tool known as thematic analysis. It is feasible to systematically collect information regarding the experiences of the participants. Subsequently, the analyst commenced the task of scrutinizing the gathered data. Ultimately, the researchers requested the data analyst to identify patterns, and subsequently, they aggregated their

discoveries. Using this strategy is a customary approach in qualitative research for conducting analysis.

In order to promote beneficence, the participants will not be obligated to respond to the questionnaire in person, but rather they will have the option to complete it online. In order to uphold the principle of respecting individuals, the answers provided by each participant will be treated as confidential. The discussion of the outcomes will not include any names of the participants. Furthermore, the participant possesses the prerogative to discontinue their involvement in the study for any rationale. Participants who express a willingness to take part in the study are encouraged to do so, irrespective of their age, gender, race, and similar factors. To ensure justice, fairness, and accountability, we shall accept full responsibility for the outcome, feedback, and impact of this study on the respondents and stakeholders. Therefore, the researcher will ensure that the people selected for the investigation are suitable and that they are genuinely completing the survey instrument.

RESULTS AND DISCUSSION

Lived Experiences of the Tertiary Instructors with Regards to Conducting Research

According to Dikilitas and Saglam (2023), research is the fundamental basis for academic progress, impacting not only the field of knowledge but also the instructional methods and intellectual concepts in higher education institutions. Tertiary instructors, who have the dual responsibility of teaching and promoting knowledge, encounter a demanding endeavor as they endeavor to achieve research excellence inside the college setting. Presented in Table 1 explores the complex experiences of college professors as they engage in the scholarly pursuit of conducting research, providing insight into the difficulties, successes, and ambitions that define their path. The results yielded three themes: advancing knowledge along the institutional research journey, navigating multiple responsibilities under time pressure, and ensuring research feasibility despite budget challenges.

Table 1: Lived Experiences of the tertiary instructors with regards to conducting research

Themes	Code/Categories
Advancing Knowledge Along the Institutional Research Journey	Conducting Original Research
	Continuous Learning and Professional Development
	Collaboration and Interdisciplinary Exchange
Navigating Multiple Responsibilities Under Time Pressure	Balancing Teaching and Research
	Meeting Institutional Expectations
	Engaging in Service and Administrative Duties
	Maintaining Work-Life Balance
Ensuring Research Feasibility Despite Budget Challenges	Strategic Resource Allocation
	Seeking External Funding Opportunities
	Collaborative Research Initiatives
	Emphasizing Efficiency and Innovation

Advancing Knowledge along the Institutional Research Journey

To the participants, research is an ongoing cycle of acquiring knowledge, uncovering new information, and introducing novel ideas in the field of institutional research, specifically in relation to higher education. Tertiary teachers, being important participants in this process, have a vital role in promoting knowledge through their involvement in research.

The participants asserted that they enhance the progression of knowledge through the execution of innovative research in their respective fields of expertise. They engage in the exploration of novel concepts, the formulation of hypotheses, and the execution of experiments or investigations in order to augment the current body of knowledge. In addition, they consistently strive to enhance their knowledge and skills by actively participating in research endeavors. They actively seek advanced degrees, participate in conferences, and participate in academic conversations to be informed about the most recent advancements in their specific areas of expertise. Further, they engage in collaborative efforts with colleagues both within and beyond their institutions, as well as across different fields of study, in order to address intricate research inquiries that go beyond conventional limitations. By integrating varied viewpoints and specialized knowledge, they cultivate creativity and challenge the limits of understanding.

Consequently, according to Dille and Rokenes (2021), tertiary instructors promote the ongoing process of learning, discovery, and innovation that occurs within tertiary education, with tertiary instructors having a major role in pushing this advancement through their engagement in research.

Navigating Multiple Responsibilities Under Time Pressure

Tertiary instructors frequently encounter a multitude of obligations, such as instructing, providing guidance to students, doing administrative tasks, and managing personal commitments, all while endeavoring to progress their research objectives.

To the participants, they effectively manage their teaching responsibilities alongside their research pursuits. Effective execution of this task necessitates meticulous time allocation and prioritizing to guarantee sufficient attention is given to both components of their professional obligations. Further, they are frequently required to fulfill institutional requirements for research productivity, which include publishing in peer-reviewed journals, obtaining research funds, and delivering presentations at conferences. The demands placed on instructors to provide high-quality research outputs while meeting tight deadlines might create severe time pressure. Moreover, they are frequently engaged in committee work, contribute to departmental meetings, and assume administrative responsibilities within their institutions. Additionally, they prioritized their personal well-being and

maintained a healthy work-life balance while managing various tasks within strict time constraints. Instructors prioritized self-care, relaxation, and leisure activities to avoid burnout and maintain long-term productivity.

According to Feldman (2020), strong time management skills, the ability to prioritize, and a proactive approach to maintaining a healthy work-life balance are required in order to effectively handle teaching, research, administrative responsibilities, grant applications, student supervision, and personal commitments. Instructors continue to make significant contributions to research and scholarship despite the difficulties they face, despite the fact that their schedules are quite full.

Ensuring Research Feasibility Despite Budget Challenges

Research endeavors, particularly in academic environments, frequently necessitate financial resources for a multitude of goals, including procurement of equipment, remuneration of participants, covering travel costs for data collecting, payment of publishing fees, and recruitment of research assistants. Nevertheless, financial constraints can impede the efficient execution of research.

As per the participants' perspective, they strategically deploy their constrained research budgets to optimize their influence. This entails the process of giving priority to expenses by considering the specific requirements of the research project and evaluating the prospective advantages in comparison to the costs. Furthermore, they proactively pursue external funding sources, such as research grants from government agencies, private foundations, or corporate sponsors, to bolster their research pursuits. Acquiring external financing might offer more resources to complement current expenditures and broaden the range of research topics. To them, engaging in collaboration with fellow scholars both within and beyond their school might enable them to utilize resources and knowledge effectively in order to overcome financial constraints. Through the consolidation of resources and the division of expenses, they are able to engage in more extensive and ambitious projects than they would be capable of pursuing singly. Besides, they endeavor to carry out research in a manner that is both cost-effective and innovative, by optimizing methods and methodologies to maximize the value of the resources at their disposal.

Kelly *et al.* (2020) believed that the ability of tertiary teachers to overcome financial restraints and follow their research aims is often evident, demonstrating their resourcefulness and adaptability. By strategically allocating resources, seeking external funding, fostering collaborations, exploring cost-saving strategies, and placing an emphasis on efficiency and innovation, instructors are able to conduct high-quality research that contributes to the advancement of knowledge and contributes to their academic and professional development.

Coping Mechanisms of the Tertiary Instructors with regards to Conducting Research

Tarrayo *et al.* (2021) believed that research is an essential component of academic life at higher education institutions, as teachers must balance their teaching duties with their scholarly pursuits.

However, the demands of conducting research in the college setting can be daunting, requiring educators to navigate numerous challenges in their pursuit of

academic excellence. Table 2 analyzes the strategies employed by university professors to overcome obstacles and achieve success in their research endeavors within the higher education environment. Four themes emerged as the result of this study: keeping abreast through research enrichment sessions, conducting research through interdisciplinary collaboration, framing research topics with practical relevance, and refining research engagement through active feedback.

Table 2: Coping Mechanisms of the tertiary instructors with regards to conducting research

Themes	Code/Categories
Keeping Abreast Through Research Enrichment Sessions	Professional Development and Skill Enhancement
	Knowledge Sharing and Collaboration
	Staying Updated with Emerging Trends
Conducting Research Through Interdisciplinary Collaboration	Broadening Research Perspectives
	Enhancing Research Impact
	Resource Sharing and Funding Opportunities
	Professional Growth and Network Expansion
Framing Research Topics with Practical Relevance	Alignment with Societal Needs
	Enhanced Funding Opportunities
	Interdisciplinary Collaboration
Refining Research Engagement Through Active Feedback	Peer Review
	Mentorship and Collegial Feedback
	Feedback from Conferences and Seminars
	Iterative Improvement Through Self-Evaluation

Keeping Abreast Through Research Enrichment Sessions

This initiative aims to prioritize the preservation and improvement of the research skills of higher education educators through continuous educational and collaborative sessions. These seminars provide a venue for faculty members to be informed about the most recent advancements in their fields, acquire new approaches, engage in discussions about difficulties, and cultivate a community focused on ongoing learning and cooperation.

According to the participants, research enrichment seminars offer educators the chance to improve their expertise in several areas of research, such as data analysis methods, research planning, and the utilization of cutting-edge technology or software. These sessions might be especially advantageous for adjusting to swiftly evolving sectors or integrating cutting-edge approaches into their job. To them, these seminars frequently promote the exchange of best practices, research findings, and theoretical breakthroughs among colleagues. This setting fosters a cooperative atmosphere within organizations, facilitating the dismantling of barriers between different departments or fields of study. Further, research enrichment courses assist them in staying up-to-date with emerging trends and recent advancements in their respective professions. These events may encompass

guest lectures delivered by specialists, workshops focusing on emerging research fields, or debates centered around recent scholarly articles.

Within the context of strengthening their research participation, Floris *et al.* (2024) stated that there is a high significance of continual professional development for teachers working in tertiary education. By taking part in these sessions, teachers not only improve their own research abilities and output, but they also help to the development of an academic community that is dynamic, dedicated to collaboration, and forward considering. After all is said and done, this finally results in changes in educational procedures and breakthroughs in knowledge.

Conducting Research Through Interdisciplinary Collaboration

It is becoming more important in the academic world, especially for college lecturers to be involved in interdisciplinary research. This research methodology prioritizes the incorporation of concepts, techniques, instruments, and models from other academic fields to tackle intricate issues with more efficiency compared to individual disciplines.

According to the participants, interdisciplinary collaboration enables them to address topics from several perspectives, hence resulting in more complete insights and inventions. Tertiary educators have the opportunity

to broaden their study scope by incorporating knowledge from several subjects. Added by the participants, interdisciplinary collaboration in research has the capacity to yield greater academic and practical outcomes. By integrating knowledge from the fields of environmental science and economics, it is possible to design more efficient approaches to achieve sustainable development. Besides, according to the participants, interdisciplinary studies frequently receive financing from a variety of sources that may not typically support research focused on a single area. Engaging in interdisciplinary study can provide tertiary instructors new financing opportunities to promote innovative projects, giving resources that may not be accessible to studies with a narrower focus. Further, engaging in interdisciplinary research enables them to cultivate skills and competence beyond their main field of specialization. To the participants, interdisciplinary research offers substantial advantages, but it also poses hurdles, including communication obstacles arising from divergent terminology and methodology across disciplines, the assimilation of research findings, and the equitable incorporation of contributions from all participating fields.

According to Alhassan and Ali (2020), there is a dynamic and developing approach to research involvement for tertiary teachers that is represented by this activity. Research views are broadened, impact is enhanced, complicated problems are addressed, funding prospects are increased, and professional development and networking are fostered as a result. Instructors not only enhance their careers by participating in multidisciplinary research, but they also contribute to the resolution of some of the most difficult problems in the world, which in turn increases the educational and societal value of their work.

Framing Research Topics with Practical Relevance

This is especially important for college professors because it connects academic investigation with practical uses in the real world, thereby increasing the influence and accessibility of research findings to a wider range of people. This method not only amplifies the societal and economic worth of academic research but also fortifies the link between academia and industry, policy, or community requirements.

For the participants, they maintain the practical relevance of their study by focusing on issues that directly address current challenges encountered by society. Topics encompassed may span from health and medicine to environmental sustainability, education reform, and technology advancement. Research that offers concrete solutions or valuable insights into urgent situations tends to get greater interest and funding from both the public and private sectors. Moreover, participants mentioned that research endeavors that have evident and tangible practical uses tend to be more appealing to financing entities, such as government agencies, non-profit organizations, and industry collaborators. They

also added that they actively participate in research that is directly applicable to real-world situations which are more inclined to interact with colleagues from different fields, thereby enhancing the quality of their work and creating opportunities for novel advancements.

To Bednarek and Cybulska-Gomez de Celis (2022), this increases the usefulness and significance of the study that is carried out by instructors at the tertiary level. It makes certain that academic endeavors are not divorced from the larger societal environment, but rather are an intrinsic part of the process of finding solutions to problems that occur in the real world. Not only does this strategy benefit the instructors and their institutions by enhancing the exposure and application of their work, but it also serves the greater community by addressing the most pressing demands and difficulties that it faces.

Refining Research Engagement Through Active Feedback

This highlights the significance of feedback in improving and perfecting the research process for college educators. Feedback systems can originate from diverse sources, such as peers, mentors, reviewers, students, and business or community stakeholders. Efficient utilization of feedback enhances both the caliber and pertinence of study, while also cultivating a more dynamic and adaptable research atmosphere.

According to the participants, peer review is a classic and crucial method of receiving criticism in academia. It is used before publishing in journals, presenting at conferences, or obtaining grant funding. This input is extremely helpful for them in recognizing the strengths and limitations in the research design, methodology, interpretation of data, and the overall presentation of findings. They believed that they can utilize this tough evaluation process to improve their research questions, bolster their analytical skills, and fortify their arguments. Further, to them, seasoned colleagues and mentors can offer valuable feedback and assistance that are essential for the advancement of research projects. This style of feedback is frequently continuous and formative, enabling modifications to be made throughout the research process. They are also participating in conferences, seminars, and workshops which allows them to receive diverse feedback. The varied attendees at these meetings can provide distinct critiques and propose alternate methods or methodologies. To them, active feedback can enhance the quality of their research by consistently assessing their own work in the context of new material, critiques, and their developing comprehension of the subject matter.

Mentioned by Sato and Loewen (2019), the significance of a research strategy that is both responsive and adaptable is brought into attention in the field. In order to guarantee that their research continues to be thorough, current, and influential, tertiary educators should actively seek feedback from a variety of sources and incorporate it into their methodology. A culture of continual learning and growth is fostered within the academic community

as a result of this participation, which not only increases the quality of the research output but also strengthens the research abilities of the instructors themselves.

Insights of the Tertiary Instructors with Regards to Conducting Research

Wulyani *et al.* (2021) stated that conducting research in a college setting is a multifaceted undertaking that alters the academic milieu and influences the professional trajectory of college instructors. The insights gained from their experiences offer crucial perspectives on the challenges,

opportunities, and revolutionary potential of academic research inside higher education institutions. Table 3 explores the insights of college professors on conducting research in higher education, providing detailed insights into their experiences and the wider ramifications for the academic community.

Three themes emerged in this study as the insights of the college instructors: enhanced scholarly drive empowers faculty research, research illuminate pathways for educational advancement, and time and commitment fuel faculty research engagements.

Table 3: Insights of the tertiary instructors with regards to conducting research

Enhanced Scholarly Drive Empowers Faculty Research	Fostering a Research-Oriented Culture
	Recognition and Rewards
	Balancing Teaching and Research
	Creating Impact Through Research
Research Illuminates Pathways for Educational Advancement	Improving Teaching Methods
	Curriculum Development
	Global Educational Trends
	Evidence-Based Educational Advancement
	Lifelong Learning and Adaptability
Time and Commitment Fuel Faculty Research Engagements	Balancing Teaching and Research
	Institutional Support and Resources
	Time Management Skills
	Sustained Effort and Perseverance
	Professional Development and Continuous Learning

Enhanced Scholarly Drive Empowers Faculty Research

This concept revolves around the notion that heightened motivation and dedication to academic pursuits can greatly enhance the caliber and productivity of research carried out by college-level educators. Boosting academic motivation entails fostering a deep interest in exploration, encouraging active involvement in the scholarly community, and offering avenues for career advancement. To the participants, institutions that prioritize the significance of research usually establish conditions that encourage inquisitiveness, originality, and thorough scholarly investigation. Tertiary institutions can foster a robust research culture to stimulate faculty members' intellectual motivation, prompting them to pursue their research interests more passionately and dedicatedly. Further, acknowledging and incentivizing research achievements greatly enhance their academic motivation. Whether it be in the form of awards, promotions, grants, or public acknowledgments, these recognitions act as positive reinforcements that inspire academic members to commit themselves to ongoing research involvement. To them, institutions that effectively manage teaching responsibilities and research obligations typically observe increased levels of intellectual involvement. As per the participants, the awareness that their study has the potential to create tangible impact in the actual

world might serve as a compelling incentive for faculty members. Organizations that foster collaborations between academic research and business, government, or community organizations play a crucial role in showcasing the practical significance and influence of scholarly work, hence enhancing scholarly motivation.

According to Em (2023), tertiary institutions have the ability to significantly boost the intellectual drive of their teachers by cultivating an academic climate that is both supportive and stimulating, by giving the necessary resources and recognitions, and by supporting collaborative and effective research. As a result, not only does this assist the researchers on an individual level, but it also elevates the entire academic and societal contribution that the institution makes.

Research Illuminates Pathways for Educational Advancement

This emphasizes the crucial significance of research in defining and enhancing educational practices and policies, especially in the context of higher education. For tertiary teachers, conducting research not only enhances their field of study but also directly impacts instructional practices, curriculum development, and student outcomes.

For the participants, research undertaken by instructors at the tertiary level can result in substantial enhancements in

teaching methods. For instance, research on educational psychology, learning styles, or the efficacy of technology in the classroom might offer empirically-supported insights that instructors can immediately implement in their teaching. Additionally, research findings can guide them in the creation of curriculum that are up-to-date and applicable. Instructors guarantee that the instructional information offered to students is current and relevant by incorporating the most recent breakthroughs and knowledge from their respective professions. Moreover, they participate in international research collaborations or engage in studies with a global scope which have the ability to offer distinct viewpoints to their classes and academic communities. Also, research-active instructors contribute to the empirical foundation that underpins educational progress. Through rigorous examination of educational phenomena and dissemination of their discoveries, researchers contribute to the accumulation of knowledge that may be utilized by educators to enact modifications and enhancements in their teaching methods and institutional procedures. Consequently, engaging in research activities allows them to stay up-to-date with the latest advancements in their field, which is essential for their professional growth. The dedication to ongoing education demonstrates the flexibility and constant enhancement that is essential in educational settings.

According to Farsani and Babaii (2019), this highlights the concept that the research conducted by tertiary instructors is not only about making contributions to their own fields, but are also essentially about enhancing educational opportunities. It is possible for educators to improve the educational outcomes for a diverse variety of students by conducting research, which allows them to design more efficient teaching techniques, update curricula, influence educational policies, give students with practical experiences, and overall improve educational outcomes. This highlights the symbiotic link that exists between teaching and research in higher education, with each contributing to the advancement of education by informing and strengthening the other towards a more comprehensive growth.

Time and Commitment Fuel Faculty Research Engagements

This addresses the fundamental components that are required for tertiary professors to effectively participate in research activities. This highlights the concept that quality research results necessitate a significant amount of time and a continuous dedication, both of which might be difficult to achieve due to the busy schedules of faculty members.

A major obstacle encountered by the participants is the requirement to effectively manage their instructing obligations with their research endeavors. Institutions that offer teaching assistants, decreased teaching loads, or research-focused sabbaticals to faculty members can significantly boost research output by allowing them

to allocate more time to their research endeavors. In addition, to them, dedication to research is not solely an individual pursuit but also necessitates support from an organization. Universities that give priority to research generally provide resources such as financial support, access to state-of-the-art laboratory equipment, research databases, and travel funds for participating in conferences. They cultivate robust time management abilities in order to effectively balance several duties. This entails the act of giving priority to projects, establishing achievable objectives, and, maybe the most crucial aspect, allocating specific time periods for research endeavors. To them, the researcher's capacity to maintain focus and involvement throughout extended periods is essential and frequently relies on their enthusiasm for the subject, the significance of the research, and the assistance provided by colleagues and mentors. Besides, remaining informed on the most recent research in one's area of expertise necessitates a continuous dedication to professional growth. This may entail consistently attending lectures, actively engaging in workshops, and being abreast of the most recent publications.

Consequently, Hemsley-Brown and Sharp (2023) highlighted the fact that in order for tertiary instructors to be effective in their research attempts, there must be a conscious and persistent focus on controlling and devoting time to research activities. The development of a suitable climate for research, which ultimately results in important improvements in knowledge and scholarly contributions, is determined by the combination of human dedication and institutional support, both of which play critical roles.

CONCLUSION

Ultimately, college instructors' involvement in research is a complex undertaking that is crucial for the progress of knowledge, the improvement of teaching methods, and the ultimate purpose of higher education institutions. Tertiary instructors make valuable contributions to their specific fields, the wider academic community and society as a whole through their dedication to scholarly research. Our investigation of the themes related to research involvement among college teachers has revealed the intricate interaction of elements that impact their research activity. Successful research engagement necessitates a combination of personal commitment, institutional resources, and a supportive academic environment. This is evident from the importance of time management and institutional support, as well as the significance of interdisciplinary collaboration and practical relevance. Moreover, the results highlight the profound capacity of research involvement to bring about significant changes for both faculty members and their students. Participating in research enhances instructors' knowledge and promotes their professional development. Additionally, it enhances the learning process for students by developing their critical thinking abilities and exposing them to the most recent breakthroughs in their respective professions.

In order to ensure the progress of higher education institutions, they must maintain a strong focus on promoting research involvement among their academic members. This encompasses the provision of sufficient resources, the cultivation of a favorable research environment, and the acknowledgment and incentivization of research accomplishments. By doing this, institutions may guarantee that their academic members stay at the cutting edge of knowledge generation and that their research endeavors continue to have a significant impact on academia and society.

Thus, research involvement should not only be a duty that professionals must fulfill but also a means of finding inspiration, fostering creativity, and creating a significant effect for instructors in higher education. Researchers' continual commitment to research illuminates new discoveries, ideas, and routes for educational improvement.

RECOMMENDATIONS

Based on the exploration of research engagement among tertiary instructors, to support and enhance their research activities, it is crucial for higher education institutions to give priority and allocate resources to establish strong support systems for faculty research. This includes the provision of sufficient financial resources for research endeavors, availability of cutting-edge facilities and equipment, and administrative assistance for grant proposals and project oversight.

Further, in order to support the growth and success of faculty researchers, institutions should provide continuous professional development opportunities that are specifically designed to meet their individual needs. Participating in workshops, seminars, and training sessions focused on research methodology, grant writing, and scholarly publishing can effectively improve the research skills and capabilities of instructors.

Furthermore, promoting and promoting interdisciplinary collaboration can result in novel research outputs and effectively tackle intricate societal concerns. Institutions ought to establish venues and provide incentives for faculty members to engage in interdisciplinary collaboration, so cultivating a culture of cross-fertilization and information sharing.

More so, implementing structured mentorship programs and facilitating networking opportunities can offer important assistance and direction to researchers in the early stages of their careers. Experienced academic members can provide mentorship to less experienced colleagues, imparting their knowledge and perspectives to assist in navigating the research field.

Additionally, maintaining a balance between teaching, research, and service duties is crucial for ensuring continuous faculty involvement in research. Institutions should implement adaptable workload models that enable faculty members to distribute time and effort based on their research goals, so guaranteeing that teaching commitments do not overshadow research activity.

By applying these suggestions, higher education

institutions can establish an atmosphere that encourages and maintains strong research involvement among tertiary teachers. Consequently, this will aid in the progression of knowledge, the improvement of instructional methodologies, and the overarching objective of higher education establishments.

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