

DIGGING DEEPER INTO BARRIERS TO RESEARCH PRODUCTIVITY IN PHILIPPINE HIGHER EDUCATION

Mark Gabriel Wagan Aguilar¹

Abstract

In the Philippines, many Higher Education Institutions (HEIs) fall short in the area of research. Several studies have already assessed the research competencies of Filipino educators, highlighting the need for improvement in this field. However, even with HEIs providing programs addressing this issue, research accomplishments still do not meet the standard. This raises the question of whether previous research has truly uncovered the real obstacles that educators face in terms of research productivity. Guided by a descriptive-concurrent mixed methods research design, this study sought to determine the primary reasons why many Filipino educators do not present at research conferences and have few publications. Results revealed that key barriers include systemic bias in favor of Scopus and Web of Science-indexed journals, the high costs of presenting and attending research conferences, and the expense of publishing work, which many educators found demotivating. Furthermore, there is a lack of awareness of free conferences and journals that offer free publication, the reasons for which have also been identified. The findings provide valuable insights into opportunities for developing new policies and initiatives to enhance educators' engagement in research, and in addressing current practices that may help improve the research landscape in the country.

Keywords

research productivity issues, professional development in research, Philippine higher education, concurrent mixed methods, Filipino educators

¹Mark Gabriel Wagan Aguilar, Emilio Aguinaldo College, Lyceum Technological College Philippines, markgabrielaguilar@gmail.com

INTRODUCTION

Academic research aims to enhance human understanding in various fields (Bhattacharjee, 2012; Kivunja & Kuyini, 2017). Its primary objective is to generate new knowledge that drives progress and improves lives. This type of research is based on scientific principles and follows a specific methodology to ensure accuracy and minimize the risk of false conclusions. Consequently, academic research is essential for the growth and development of institutions, benefiting not only students but also society and the nation as a whole. Das (2017) emphasized the significance of research in academic institutions, particularly in a globalized world. It has been explained that knowledge-driven growth, founded on innovation, is crucial for ensuring the sustainability and advancement of these institutions. Additionally, the pursuit of knowledge is at the core of research, and the quality of research work directly impacts the quality of teaching and learning in the classroom. This, in turn, benefits students, society, and the country in general (Sultana, 2019). By promoting research, academic institutions can foster progress and innovation, leading to a deeper understanding of fundamental principles and the creation of new knowledge that can shape lives and the world.

Conducting research has become a vital component of professional development programs for teachers around the world. In the Philippines, the Department of Education [DepEd], through the implementation of DepEd Order No. 39, series of 2016, and the Commission on Higher Education [CHED], through the DBM-CHED Joint Circular No. 01, series of 2022, emphasize the importance of research. These policies encourage teachers from both private and public educational institutions to conduct research for their professional development and to identify and address teaching and learning challenges in their classrooms and schools (Department of

Budget and Management & CHED, 2022; DepEd, 2016; Ulla et al., 2017). As a result, research has become a mandatory component of teachers' performance evaluations and appraisals at the end of the school year (Ulla, 2016).

Moreover, research is one of the trifocal functions of faculty members in Higher Education Institutions (HEIs), alongside teaching and community extension services (Peñaredondo-Untong, 2020). This mandates university faculty to play a crucial role in the academic and professional development of competent, service-oriented, and principled citizens through research. Accrediting agencies have also recognized the significance of research, making it a key criterion for assessing the quality of education provided by institutions. For instance, the Philippine Accrediting Association of Schools, Colleges, and Universities [PAASCU] includes research as Area 7 in its 2021 Accreditation Guidebook (PAASCU, 2021). Similarly, the Philippine Association of Colleges and Universities Commission on Accreditation [PACUCOA] lists "Research Productivity as a Tool for Institutional Effectiveness" as Criterion 2 for assessing programs seeking Level IV accreditation (PACUCOA, 2020).

Educators can also benefit from conducting research by enhancing their professional growth and demonstrating how they are expanding their own professional knowledge. One of the ways educators can examine their own practices is by undertaking action research, which allows them to assess whether they are meeting their own expectations and the criteria or standards used to evaluate their work (Francisco et al., 2023; Ocal, 2018). Duran et al. (2012) also suggested that engaging in research can significantly improve educators' foundational and technical skills, positively impacting their preparedness to use technological tools in the classroom. Additionally, engaging research dissemination activities such as presenting at research conferences provides educators with opportunities

to receive feedback, gain new ideas, and receive suggestions for improvement, leading to future collaborations and higher-quality research with greater impact (Corwin et al., 2018; Knott et al., 2020). Similarly, publishing research in academic journals helps educators gain recognition and promotion while contributing to the broader educational community's professional development (Anderson, 2021; Khasawneh et al., 2023; Wong, 2014). Consequently, these foster a sense of professionalism, community, and identity development (Rimmer & Floyd, 2020).

Research is more than just an additional task for educators; it plays a significant role in the development of education systems and society as a whole. Conducting quality research not only ensures the delivery of high-quality education in higher education institutions that is essential for the nation's future, but also enhances educators' qualifications for promotion and professional growth. However, despite these perceived benefits, producing quality research among Filipino educators remains a challenge. Many HEIs struggle in this area, particularly during accreditation. According to Ulla et al. (2017) and Salazar-Clemeña and Almonte-Acosta (2007), a significant number of educators in the Philippines have conducted little to no research, with few having presented or published their work. Several studies have identified key reasons behind low research productivity, not only in the Philippines but also globally. The most frequently cited barriers include financial constraints, lack of awareness, and low confidence in one's research abilities (Alotaibi, 2023; Landingin et al., 2024; Okoduwa et al., 2018; Quimbo & Sulabo, 2013; Sayao et al., 2023). Other contributing factors include limited funding, insufficient institutional support, and lack of interest in research (Abrugena et al., 2020; Flores, 2024; Wa-Mbaleka, 2015).

Despite these findings, the issue remains complex. This is particularly puzzling given that governing authorities and

HEIs have implemented various interventions to address these concerns, such as financial support and policies emphasizing research as a primary responsibility of educators through training programs (Quitonas & Abuso, 2021; Wa-Mbaleka & Gomez, 2017), and many, if not all, educators are likely aware of these opportunities before entering the profession. Examples of such support include CHED Regional Office III Memorandum 146, Series of 2021, which calls for research proposals eligible for funding (CHEDRO III, 2021), and the ongoing research grants provided by the National Research Council of the Philippines. These considerations suggest that, despite numerous studies on the topic, the true obstacles to research productivity may not yet be fully understood, underscoring the need for further investigation.

This study is among the few that sought to determine the primary reasons for the limited research productivity of Filipino educators. However, it is potentially the first to uncover unconventional barriers to participation in research conferences and journal publications; barriers that arise not from the educators' own capacities but from the shortcomings of HEIs. Specifically, this study aims to answer the following research questions:

1. To what extent do financial difficulties, lack of confidence in research, and lack of awareness of research presentation and publication opportunities serve as barriers to research productivity?
2. What are the primary sources Filipino educators rely on to obtain information about research conferences where they could potentially present their work, as well as the sources they use to identify suitable research journals for publication?
3. Are there significant differences in educators' perceptions of the pre-determined barriers; financial difficulties, awareness of conferences and journals, and lack of confidence, when

grouped according to age, sexuality, and highest educational attainment?

4. What additional barriers, aside from financial difficulties, lack of confidence in research, and lack of awareness of presentation and publication opportunities, do educators face?

REVIEW OF LITERATURE

Challenges to research productivity all over the world

Globally, many HEIs struggle with achieving high research productivity, largely due to the low research output of educators. In Pakistan, Iqbal and Mahmood (2011) identified heavy teaching loads as a major obstacle to research writing and presentation, with administrative duties further contributing to it. Similarly, research output among educators remains a challenge in Afghanistan; Orfan et al. (2024) found that 82% of educators in public HEIs in northern Afghanistan had never published in indexed international journals such as Web of Science, Scopus, or PubMed, while 54% had not published in any international journal in the previous year, citing a lack of funding as a key barrier. In Japan, young faculty members also face challenges in research productivity. Oyama et al. (2015) attributed this issue to limited research skills, insufficient resources, and a lack of mentoring services.

The situation in Tanzanian higher education is similar, with many educators falling short of research productivity expectations. Kadikilo et al. (2024) identified two categories of barriers: institutional and individual. Educators cited inadequate research funding, heavy workloads, weak collaboration, fragmented research policies, limited mentorship opportunities, and a lack of formal rewards and incentives as key institutional challenges. On an individual level, limited interest in research and a lack of research expertise further contributed to

low productivity. Similarly, a study by Farzaneh et al. (2016) found that in Iran, professors face multiple obstacles when conducting research. Personal barriers include limited English proficiency, while work-related challenges stem from strict administrative policies, which make it difficult for professors to allocate time for research due to their demanding workloads. Beyond these commonly cited barriers, this research highlighted an overlooked yet critical issue: the failure of HEIs to provide adequate access to research-related information and dissemination opportunities, further hindering educators' research productivity.

Research productivity in the Philippines

The Philippines ranks 5th in research productivity among Southeast Asian nations (Guido & Orleans, 2020). The country has made significant progress, increasing its research output from just three publications in 1996 to 170 in 2018, which is an annual growth rate of 19.19% over 23 years. In total, the Philippines recorded 898 publications, placing it behind Thailand with 2,345, but ahead of Vietnam with only 488. Within the country, the most research-productive higher education institutions (HEIs) are predominantly publicly owned (Gopez et al., 2024). Geographically, the National Capital Region (NCR) leads in research productivity, followed by Luzon, Visayas, and Mindanao, respectively. This trend suggests that research output is concentrated in government-funded institutions and prestigious universities, as NCR is home to many of these. However, it also highlights a concerning disparity: despite Mindanao having more public HEIs and a greater number of HEIs overall compared to the NCR (Commission on Higher Education, 2020), research productivity in Mindanao remains the lowest.

Numerous studies have examined the research productivity of educators in the Philippines. Palmiano (2024) reported low

research output among educators at a public university, where only 27.5% of conducted research was presented in 2022, 25% in 2020, and just 3.1% in 2021. Publication rates were even lower, with only 3 of 12 completed studies published in 2021, 1 of 65 in 2020, and 2 of 40 in 2022, resulting in a mere 5.1% publication rate. These findings align with those of Monsura et al. (2022), who found that approximately 75% of educators did not engage in research production, presentation, or publication, with overall participation below 26%. A similar trend was observed in a public university in northern Philippines, where only 46% of faculty members conducted research, 25% presented their outputs at conferences, and just 8.33% published their work (Cocal et al., 2017).

This issue is not limited to public HEIs. Etcuban et al. (2016) found that faculty members at a private HEI in central Philippines exhibited low research productivity despite the availability of financial assistance and cash incentives from the university. Their research output in journal and book publications, conference presentations, and research projects remained minimal. These findings suggest that while financial constraints are a significant barrier to research productivity in many HEIs, personal factors such as time management, research knowledge, and technical skills also play a crucial role.

METHODOLOGY

Objectives

While numerous studies have evaluated research productivity in various countries, including the Philippines, and explored factors contributing to low research output and publication rates among educators, few have examined educators' familiarity with research conference presentation and research journal publication. As a result, the reasons behind limited

research output remain only partially understood and are often attributed to financial constraints, lack of academic writing skills, and low confidence in research abilities.

This study shifts the focus to the research dissemination process itself rather than relying solely on perceptions or opinions, aiming to uncover the true barriers to research productivity. For instance, a lack of awareness about the existence of free-to-publish journals may present a greater obstacle than financial difficulties. Similarly, low research output may stem from pressure to publish in specific journals rather than from the perceived value of research in an educator's career. Moreover, this limited awareness of free-to-publish journals, free-to-present research conferences, and the research dissemination process as a whole, may not stem from disinterest but rather from HEIs' failure to effectively communicate these opportunities. This, in turn, may be linked to the limited knowledge of research heads in HEIs in the Philippines.

This research sought to further examine the reasons behind the limited participation of Filipino educators in research conferences and their low publication rates in academic journals. To provide a clearer understanding of the situation, the study also explored the primary sources Filipino educators rely on to discover research conferences where they can present their work, as well as the sources they use to identify suitable research journals for publication. This analysis helped determine the extent of their exposure to research opportunities. Additionally, the study examined significant differences in educators' perceptions of pre-determined barriers; financial difficulty, awareness of conferences and journals, and lack of confidence, when grouped according to age, sexuality, and highest educational attainment. These findings would facilitate the development of targeted training programs tailored to specific groups.

Research design

This study employed a descriptive-concurrent mixed-methods research design to achieve its objectives. This approach enables the simultaneous collection and analysis of both qualitative and quantitative data, providing a more comprehensive understanding of the research question (Creswell et al., 2003). By using this design, the questionnaire was structured to include both multiple-choice and open-ended questions, which respondents answered in a single sitting. Unlike the explanatory mixed-methods design, where quantitative data is gathered first and followed by qualitative interviews to interpret the results, or the exploratory mixed-methods design, where the process is reversed, the concurrent approach used in this study required all respondents to answer both qualitative and quantitative questions simultaneously.

Tools for data collection

The study employed a survey method using a questionnaire consisting of 20 questions for the quantitative component. Among these, three questions gathered demographic information, including respondents' age, sexuality, and highest educational attainment, while the remaining 17 questions focused on identifying barriers to research engagement among educators. To ensure validity, the questionnaire was reviewed by two experts in educational research, while two potential respondents assessed it for clarity and comprehension. Additionally, open-ended interview questions were used to explore further reasons behind educators' limited participation in research and to identify the sources they rely on for information about research conferences and journals.

Population and sampling procedure

Due to the unavailability of exact data on the total number of educators in Philippine higher education institutions, provided that educators come and go, this study limited its sample to 300 randomly selected educators from various regions in the country. The final sample included respondents from 13 higher education institutions across Region I, Region III, Region IV-A and B, NCR, Region VIII, Region IX, and Region X. The decision to sample 300 respondents was based on statistical considerations, as 100 is generally regarded as the minimum sample size necessary for meaningful results (Fox, 2022). Additionally, applying Slovin's Formula, which is commonly used when population data is available, typically results in a sample size of around 300 when using a 5% margin of error and a 95% confidence level.

Data analysis

Frequencies, percentages, and mean scores were computed to analyze the levels of agreement among respondents, where 1.00–1.75 was equivalent to strongly disagree and interpreted as false, 1.76–2.50 was equivalent to disagree and interpreted as somehow false, 2.51–3.25 was equivalent to agree and interpreted as somehow true, and 3.26–4.00 was equivalent to strongly agree and interpreted as true. To determine significant differences based on respondents' profiles, T-tests and Analysis of Variance (ANOVA) were conducted. Meanwhile, Thematic Analysis was used to process and analyze qualitative data from open-ended responses.

Ethical considerations

No person was forced to participate in the study, as participation was strictly voluntary. Respondents expressed their willingness to participate by signing an informed consent form

before answering the questions. To ensure anonymity, no personal information that could directly identify respondents was collected, except for age, sexuality, and educational attainment, which were necessary for the study's objectives. All collected personal data were kept confidential during the research process and were immediately disposed of after analysis. Data privacy laws, particularly Republic Act 10173 or the Data Privacy Act of 2012 in the Philippines, were strictly followed to uphold the privacy rights of respondents. Additionally, ethical guidelines established by the Directorate General for Research and Innovation of the European Commission, specifically those outlined in the document "Ethics in Social Sciences and Humanities", were considered. These measures ensured the highest standards of ethical conduct, safeguarding the rights and welfare of all respondents throughout the study.

RESULTS

Perception on pre-determined barriers to research productivity

Financial difficulty

Data in Table 1 suggest that financial challenges being a barrier in terms of participating in research conferences and publishing work is somehow true, with a mean score of 2.98. The surveyed educators expressed that they limit the number of conferences they attend and publish fewer papers due to high registration and publication fees, as well as a lack of knowledge on where to seek funding. These findings align with studies by Duracinsky et al. (2017) and Raby and Madden (2021), which highlighted financial constraints as a barrier preventing researchers from attending conferences and publishing their work. This underscores the need for financial support from higher education institutions and the

government. However, numerous free research conferences exist, which indicates that there is more to know behind this problem. Free research conference includes the National Research Conference on Physical Education hosted by Don Honorio Ventura State University, the 2nd CDSGA Research Gala: Gabrielian Festival hosted by Colegio de San Gabriel Arcangel, and the 2nd Asian Summit on Business, Entrepreneurship, Tourism, and Hospitality, funded and hosted by Nueva Ecija University of Science and Technology. Similarly, several reputable journals offer free publication, including the Tourism and Sustainable Development Review Journal by Universitas Padjadjaran, Indonesia, in partnership with Research Synergy Press; the Journal of Global Awareness by St. John's University, USA; Issues in Educational Research by Institutes for Educational Research in New South Wales, South Australia, and Western Australia; and the Journal of Educational Studies by Adventus University, Cernica. Therefore, the real challenge for educators is not financial limitations but a lack of awareness regarding these opportunities, leading them to assume that research dissemination always requires significant financial investment when, in fact, free options are available.

Table 1.

Financial difficulty as a barrier in research conference presentation and research publication

Statements	Mean	Descriptive Meaning
I limit the conferences I attend because they are costly; I need financial resources to be able to present.	2.98	Agree
I have a limited budget, making it difficult for me to join conferences.	2.82	Agree
I don't have many research publications in journals because the publication fees are expensive.	3.01	Agree

My budget is limited, so I cannot afford to pay for journal publication fees.	3.08	Agree
I do not know where to find funding to support my conference presentations and journal publications.	3.03	Agree
Composite Mean	2.98	Agree

Lack of awareness in presentation and publication opportunities

Table 2 shows that educators are well-informed about professional development opportunities in research, indicating that it is false to think that a lack of awareness, specifically regarding research conferences and publishing in journals, is a barrier to research productivity, with a mean score of 1.75. The table reveals that the educators have a strong understanding of the benefits of presenting at research conferences and publishing in journals, as well as where to find information about these opportunities. They also recognize that research conferences and journals provide platforms for sharing their research findings, contributing to the existing body of knowledge and its practical applications, which is the fundamental purpose of conducting research. These findings demonstrate a high level of awareness of the importance of research engagement among Filipino educators, including its contributions to their fields of specialization, professional practice, and society. These also show that they are motivated to participate in research-related activities. This is consistent to the situation in Nigeria, where Okoduwa et al. (2018) found that the majority of educators and researchers consider research vital for their organization and believe that it should be mandatory for all academic staff.

Table 2.*Lack of awareness as a barrier in research conference presentation and research publication*

Statements	Mean	Descriptive Meaning
I am not aware that a research conference serves as a platform for sharing the findings of my study.	1.74	Strongly Disagree
I am not aware that presenting at conferences can enhance my qualifications as an educator.	1.67	Strongly Disagree
I am not aware that research conferences can be conducted online, face-to-face, or in a hybrid format.	1.50	Strongly Disagree
I do not know where to find research journals where I can publish my research.	2.15	Disagree
I am not aware that publishing in research journals will boost my qualifications as an educator.	1.70	Strongly Disagree
Composite Mean	1.75	Strongly Disagree

Lack of confidence

Educators do not view confidence as an obstacle to their participation in research conferences or publishing their research, indicating that a lack of confidence is likely a somewhat false barrier to research productivity, with a mean score of 2.17, as seen in Table 3. They expressed confidence in the quality of their research papers, believing that they are likely to be accepted for presentation and publication should they submit them. Moreover, they feel comfortable speaking in public and believe they can handle questions raised during conferences. These findings suggest that educators are willing and able to present their research at conferences and publish it in journals if given the opportunity. These results are consistent with Balangon (2022), who found that Filipino

educators are highly competent in writing research papers. These also indicate that Filipinos share the same belief with Pakistanis who do not exhibit apprehension or unease toward research, as engaging in research activities does not induce stress or nervousness in them (Khan et al., 2018). However, they contradict the study of Maravilla (2020), which revealed that anxiety prevented Filipino educators at a provincial university from engaging in research. Nevertheless, given the broader scope of the present study, the results are deemed to be a better representation of educators in the country.

Table 3.

Lack of confidence as a barrier in research conference presentation and research publication

Statements	Mean	Descriptive Meaning
I am not comfortable speaking in public, so I feel hesitant to present at research conferences.	2.09	Disagree
I am hesitant to submit my paper to conferences because I feel that it is not good enough to pass their review.	2.27	Disagree
I am afraid that my research might be rejected by journals, so I feel hesitant to submit my paper for publication.	2.23	Disagree
I am afraid that I might not be able to answer questions raised during conferences, so I don't join as many conferences as possible.	2.05	Disagree
I am not confident enough in research writing, and I think that my work might not be of high quality.	2.22	Disagree
Composite Mean	2.17	Disagree

Comparison of the three pre-determined barriers

Table 4 shows that among the pre-determined factors serving as barriers to the research engagement of Filipino educators, financial difficulty recorded the highest mean score,

indicating that it is the primary reason why the production of quality research and maximum engagement in research activities among Filipino educators remain a challenge. This issue places HEIs in a delicate position during accreditation. On the other hand, a lack of confidence in presenting at conferences and publishing research in journals is only perceived to be somewhat of a barrier, meaning that the number of educators with a low level of trust in their abilities and those who see themselves as competent are relatively close. Meanwhile, a lack of awareness regarding research engagement opportunities, including the significance and benefits of research, has been determined not to be a contributing factor to the dilemma faced by many Philippines HEIs. Additionally, it was found that the differences among these variables were significant.

Table 4.

Summary of factors that serve as barriers in research conference presentation and research publication

Variables	Mean	Descriptive Meaning	Interpretation	Significance Difference
1. Financial Difficulty as barrier in accessing professional development in research	2.98	Agree	Somehow True	.000
2. Lack of Awareness on conferences and publication opportunities as barrier in accessing professional development in research	1.75	Strongly Disagree	False	.000
3. Lack of Confidence on engaging in research as barrier in accessing professional development in research	2.17	Disagree	Somehow False	.000

Significant differences of educators' perception when grouped based on profile

Age

Data revealed significant differences in educators' perceptions of financial difficulty, lack of awareness, and lack of confidence as barriers to research conference presentations and research publication when grouped by age, as seen in Table 5. Results indicate that educators aged 48–57 and 58 years and above rated financial difficulty as the highest barrier to research engagement, whereas those aged 28–37 rated it the lowest. This suggests that millennial educators either have a larger budget allocated for research engagement or are more aware of the existence of funded conferences and journals. Meanwhile, educators aged 58 and above demonstrated the lowest level of awareness regarding the significance of research and the least confidence in research engagement. This indicates a weaker appreciation for and intention toward conference presentations and research publication. In contrast, educators aged 18–27 showed the highest levels of awareness and confidence, recording the highest mean scores. This suggests that younger educators highly recognize the importance of research and possess strong confidence in their research abilities, leading them not to perceive a lack of awareness or confidence as barriers to engaging in research activities.

Table 5.

Significant difference in the perception towards financial difficulty, lack of awareness, and lack of confidence as barriers in research conference presentation and research publication when grouped according to age

Variables	Mean Square	F	Significance
1. Financial Difficulty as barrier in accessing professional development in research	5.292	6.194	.000

2. Lack of Awareness on conferences and publication opportunities as barrier in accessing professional development in research	16.515	38.798	.000
3. Lack of Confidence on engaging in research as barrier in accessing professional development in research	3.219	3.478	.000

Sexuality

Table 6 suggests that sexuality cannot be used as an indicator of whether an educator perceives a lack of awareness and lack of confidence as barriers to maximizing their research engagement, particularly in participating in conferences and publishing their work in journals. Data reveal no significant difference in educators’ perceptions of these factors when grouped by sexuality. However, a significant difference is observed in their perception of financial difficulty, with female educators viewing it as a greater challenge compared to males. This suggests that female educators may have fewer financial resources to support their research engagements or may be less aware of conferences with free presentation opportunities and journals that offer free publication.

Table 6.

Significant difference in the perception towards financial difficulty, lack of awareness, and lack of confidence as barriers in research conference presentation and research publication when grouped according to sexuality

Variables	t	df	Significance
1. Financial Difficulty as barrier in accessing professional development in research	3.245	297.953	.001
2. Lack of Awareness on conferences and publication opportunities as barrier in	-.066	271.947	.947

accessing professional development in research

3. Lack of Confidence on engaging in research as barrier in accessing professional development in research	1.207	297.604	.228
--	-------	---------	------

Educational attainment

Table 7 reveals a significant difference in how educators perceive financial barriers to research activities based on their highest educational attainment. Specifically, those whose highest educational attainment is a bachelor’s degree consider financial difficulties to be a more significant obstacle to research engagement than those with master’s or doctorate degrees. Conversely, educators with a doctorate degree view financial difficulties as the least problem, which could be attributed to their perceived financial stability compared to the other groups. Meanwhile, there is no significant difference in educators’ perceptions of lack of awareness and lack of confidence as barriers to engaging in professional development opportunities in research when grouped by educational attainment.

Table 7.

Significant difference in the perception towards financial difficulty, lack of awareness, and lack of confidence as barriers in research conference presentation and research publication when grouped according to highest educational attainment

Variables	Mean Square	F	Significance
1. Financial Difficulty as barrier in accessing professional development in research	2.175	4.757	.009
2. Lack of Awareness on conferences and publication opportunities as barrier in accessing professional development in research	1.763	4.254	.015

3. Lack of Confidence on engaging in research as barrier in accessing professional development in research	.598	.812	.445
--	------	------	------

Other factors that hinder educators from being research-productive

Figures 1 and 2 illustrate that limited participation in conferences and publication in journals are also due to time constraints caused by heavy workloads and personal responsibilities at home, as expressed by educators during the interview. This is supported by Sabharwal et al. (2020), who explained that female educators' care responsibilities and family restrictions limit their research engagement.

Aydin et al. (2022) also identified family responsibilities as a significant social barrier to educators' research publication, as it makes time management significantly difficult. Meanwhile, Duracinsky et al. (2017) determined that the lack of time to write research due to overwhelming workloads prevents educators from increasing their publications. Additionally, the interview revealed that some educators are not motivated to present at research conferences or make an effort to publish their work due to the lack of recognition given by Higher Education Institutions for such achievements, which undermines the value of their contributions to their institution's success.

Another identified barrier to maximizing the research publication of Filipino educators in journals is the systematic bias of HEIs towards journals indexed in Web of Science and Scopus, which are known to be the most popular indexing databases.

Figure 1.

Other factors that serve as barriers to research conference presentation

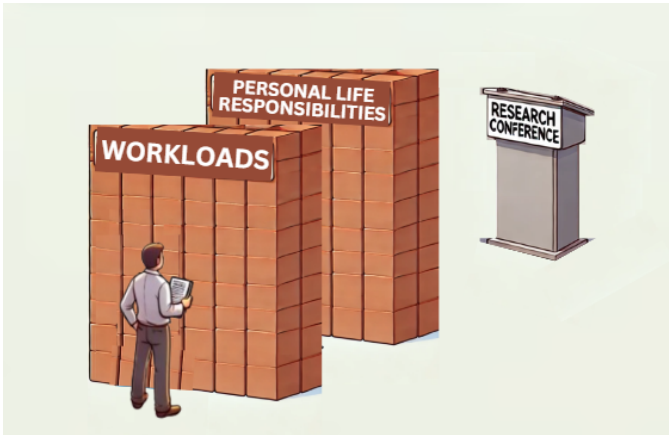
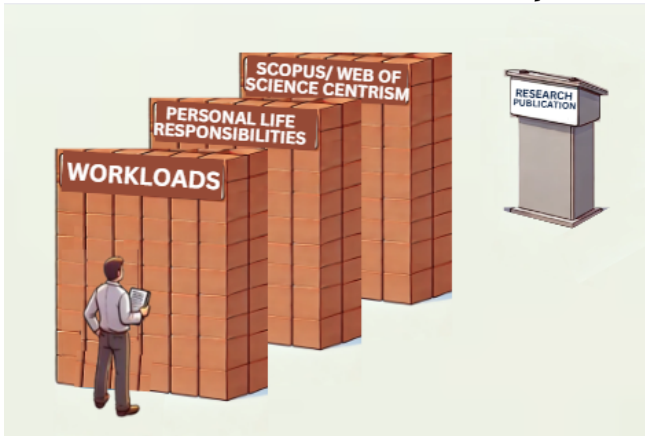


Figure 2.

Other factors that serve as barriers to research publication



Bias in favor of WoS and Scopus indexed journals

A number of educators have expressed that their HEIs require them to publish their work only in Scopus and Web of Science (WoS) journals. In fact, some Filipino educators have

already been influenced by this bias, leading to misconceptions, such as the belief that ‘refereed’ journals are distinct from Scopus-indexed journals (Rogayan & Verga, 2022). However, what some may call ‘refereed’ journals are, in fact, reputable publications defined as peer-reviewed and indexed in various databases, including Scopus, making them essentially similar or at least falling under the same category. Additionally, this bias has led HEIs to become overly fixated on Scopus-indexed journals, unintentionally causing confusion on the legitimacy of others.

It is also critical to understand that, although there are exceptions, journals indexed in these top databases typically have a stricter review process, longer submission-to-publication timeframes, tighter competition, and higher publication fees. This bias in favor of such journals reflects insensitivity toward the financial capabilities of researchers and disadvantages authors whose studies may not be as comprehensive, potentially failing to meet the stringent requirements of highly reputable journals. Additionally, contrary to this bias, educators are often given the option to publish their work in research journals managed and published by the higher education institutions (HEIs) to which they are affiliated. However, these journals are typically not indexed in Scopus or Web of Science (WOS), are of lower quality, and are considered less reputable than other international journals, including those not indexed in the said databases but where educators are still restricted from publishing. The question arises: why are HEIs biased against journals not indexed in Scopus and WoS, yet display a positive attitude toward their own journals, which, like many others, are also not indexed in these databases?

This bias in favor of certain indexing databases, particularly Scopus, sends a problematic message to educators and researchers in the Philippines. It implies that other journals are illegitimate simply because they are not recognized by the

institution, or that their editorial and review processes are sub-standard. If either assumption holds, then HEIs are also suggesting that their own journals, including those established by other universities and colleges in the Philippines but not indexed in Scopus, should not be recognized. This contradiction discourages educators and researchers from choosing local university and college journals as venues for their research. However, if no one publishes in these journals, how can they gain traction and eventually qualify for Scopus indexing? Furthermore, this situation creates an unnecessary exclusion of other reputable journals, particularly those outside the jurisdiction of the Commission on Higher Education (CHED) in the Philippines. Many international journals do not require such accreditation to be considered legitimate and reputable, yet Filipino researchers are often discouraged or even prohibited from submitting to them. This bias, therefore, not only limits the publishing opportunities for educators but also hinders the broader dissemination of Filipino research on a global scale.

Main sources relied on by Filipino educators to obtain information on research engagement opportunities

Most educators learn about conference presentation opportunities and journal publication through social media, their HEIs' research offices, and professional organizations they are affiliated with. However, since many educators express that presenting at conferences and publishing in journals are expensive, this suggests that they are primarily informed about paid opportunities rather than free-to-access ones. This could indicate that the conferences and journals they encounter are those that invest in aggressive social media marketing, including paid promotions, to maximize their visibility. Moreover, the assumption that HEIs and professional organizations in the Philippines predominantly highlight paid conferences and

journals raises concerns about the commodification of research in the country. This situation may indicate that these institutions either prioritize revenue-generating opportunities or lack awareness of fully funded conferences and no-cost publishing options. However, if research offices and professional organizations fail to promote cost-free research dissemination options, educators would be left with the impression that financial constraints are an unavoidable barrier to research engagement. Consequently, this reinforces the exclusion of financially struggling educators from the global research community and limits the accessibility of research dissemination opportunities for many Filipino scholars.

DISCUSSION

This study highlights the constraints that Filipino educators face in participating in research conferences and maximizing their research publication accomplishments. The findings suggest that limitations in research engagement are shaped by the policies and practices of Higher Education Institutions (HEIs) and professional organizations than by educators' capacity and interest. Additionally, social media plays a significant role, as it is a primary platform for advertising research opportunities. However, the prominence of paid conferences and journals in these advertisements suggests a potential bias toward commodified research engagement, further reinforcing financial barriers for educators.

The surveyed educators identified financial challenges as a major barrier to research engagement, particularly the high costs associated with participating in conferences and publishing in journals. Sadly, this financial burden appears to be reinforced by HEIs and professional organizations, which predominantly promote paid research opportunities. As a result, many educators develop the perception that financial

resources are a prerequisite for research engagement, remaining unaware of the existence of free-to-present conferences and fully funded journals. This aligns with previous studies identifying financial constraints as a hindrance to research participation. However, the findings of the current study suggest that the real issue may be a lack of awareness about free professional development opportunities rather than financial limitations alone. This underscores the urgent need to promote greater awareness of accessible, cost-free research opportunities. HEIs and professional organizations play a crucial role in this effort, yet their current focus on paid engagements suggests either a commodification of research in the Philippines or a lack of knowledge about free alternatives. To foster wider participation in research activities, these institutions must diversify their promotions to include more accessible options, ensuring that financial constraints do not become an unnecessary barrier to academic and professional growth.

The findings reveal that Filipino educators hold a positive perception of the significance of research engagement for both their careers and society. Despite facing various barriers, they remain confident in the quality of their research and their ability to present at conferences and publish in journals. This contradicts previous studies that suggest anxiety and lack of confidence as major obstacles to research participation among educators. However, time constraints due to heavy workloads and personal responsibilities at home continue to hinder research engagement. It is particularly ironic that HEIs, which push faculty members to be productive in research, also impose demanding workloads that leave little time for scholarly activities. Additionally, interviews with educators highlighted a lack of motivation stemming from the absence of institutional recognition for their research achievements. This undervaluation of their contributions weakens their enthusiasm for participating in research-related activities. Another critical

barrier is the strong preference of HEIs for Scopus and Web of Science indexed journals, which inadvertently discourages faculty members from engaging in research. This bias not only limits the avenues for publication but also contributes to low research productivity within the institutions themselves. Addressing these systemic issues; workload constraints, lack of institutional support, and restrictive publication preferences, will be crucial in fostering a more inclusive and dynamic research culture among Filipino educators.

CONCLUSIONS

The novelty of these findings underscores the need for further investigation and potential advocacy for more inclusive and diverse publication opportunities in the Philippines. This research serves as a wake-up call for education managers to develop innovative strategies that enhance research engagement and productivity, especially among educators who lack motivation or have limited appreciation for research. Additionally, the study challenges prevailing practices in Higher Education Institutions (HEIs) and the policies set by government offices and accrediting agencies that supervise and evaluate these institutions. The findings have significant implications for fostering a genuine research culture within Philippine HEIs and the broader Philippine education system. If the identified barriers, such as restrictive publication preferences, lack of institutional recognition, and heavy faculty workloads are not addressed, many HEIs in the country may continue to struggle with research productivity. This could lead to difficulties in meeting accreditation requirements and achieving institutional excellence. However, the impact of these findings depends on the acceptance and application by key stakeholders, including educational policymakers, HEI administrators, and accrediting bodies. Nevertheless, this study marks an

important step toward initiating dialogue and action to improve the research landscape in the Philippines and elevate the overall quality of education in the country.

RECOMMENDATIONS

Based on these findings, increasing financial support for educators in conducting research is highly recommended. HEIs and the government should provide funding to enable faculty members to produce high-quality research with significant contributions to their field and society. However, financial support for conference presentations and research publication is deemed unnecessary given the abundance of free conferences and fully funded research journals. Instead, efforts should focus on ensuring that educators are well-informed about these opportunities. This highlights the need for HEIs, particularly research directors and deans, to be knowledgeable about such options, which is a responsibility that the Commission on Higher Education (CHED) could take. Additionally, HEIs may still provide financial support for other expenses, such as accommodation and travel costs for in-person conferences.

If financial constraints remain an issue, this study suggests that CHED and other relevant government institutions consider reallocating research budgets in HEIs. Currently, HEIs provide funding for faculty members to apply for sponsorships to present at conferences and publish their research. However, due to budget limitations and high conference fees, not all faculty members receive funding. A more effective approach would be for CHED to centralize and allocate this budget to support organizations and HEIs in organizing Regional, National, and International Research Conferences. This strategy would maximize participation, as faculty members would no longer need grants to attend conferences, which, in turn, eliminates costly presentation fees as a primary barrier to research

productivity. It would also help change the prevailing misconception that presenting at conferences requires a large budget, ultimately encouraging more educators to engage in research activities.

HEIs are also advised to encourage and support educators' research engagement by recognizing their contributions. Acknowledging the significance of research engagement and educators' efforts in this domain is crucial, as the lack of recognition discourages faculty members from conducting research. This not only limits their professional growth but also negatively impacts the institution's research reputation. To address these challenges, HEIs should provide a more flexible workload and foster a supportive research environment. Through the initiative of Deans and Research Directors, a policy granting educators flexibility in their workload to engage in research activities is recommended. Additionally, HEIs should offer research support in the form of mentorship and training programs to motivate educators to actively participate in research.

The findings of this study also highlight that Filipino educators have limited knowledge of research engagement opportunities, emphasizing the need for research collaboration. Educators should seek to collaborate with colleagues from other institutions rather than limiting themselves to working only with co-workers. A noticeable trend in Philippine research is that many studies are conducted by authors from the same institution. While this practice is acceptable, it restricts learning and exposure, as researchers primarily interact with the same group of individuals. Hence, expanding collaboration networks allows researchers to gain new perspectives, acquire fresh insights, and deepen their understanding of research engagement opportunities.

There is also an urgent need to address the systematic bias in favor of journals indexed in Web of Science and Scopus.

HEIs should not limit educators to publishing only in these indexed journals but should recognize and value research publications in other refereed journals. However, to maintain research integrity and avoid predatory publications, it is crucial to develop educators' knowledge of ethical journal evaluation practices. Tools such as Prof. Jeffrey Beall's Criteria for Determining Predatory Open-Access Publishers and the Journal Evaluation Tool by Rele et al. (2017) should be used to ensure that research publications remain credible and that cases of predatory publishing are avoided.

Lastly, the review of related studies revealed that while numerous studies have examined barriers to research productivity across different countries, there is a notable lack of comparative research. Specifically, studies that compare research productivity and its barriers between educators from public and private higher education institutions are scarce. A comparative approach could provide deeper insights into how institutional structures, funding mechanisms, and administrative policies impact faculty research engagement differently in these two settings. Additionally, there is a gap in studies comparing higher education institutions based on their years of operation. Understanding whether long-standing universities encounter different research barriers than younger or newly established institutions could offer valuable perspectives on institutional maturity, research culture, and resource allocation. Hence, future researchers are encouraged to explore these gaps, as such studies could contribute to a more nuanced understanding of the factors influencing research engagement in diverse institutional contexts.

ACKNOWLEDGEMENTS

This research was presented at the following research conferences:

- Online Research Forum on Reshaping Education: Addressing Gaps in the Current Teaching and Learning Landscape, hosted and funded by De La Salle Lipa (DLSL), Philippines
- CNSC 3rd National and 3rd Regional Research Conference, hosted and funded by Camarines Norte State College, Philippines
- International Research Conference on Multidisciplinary Studies for Scientific Writing 2023, hosted and funded by Taguig City University (TCU), Philippines
- 6th PUPOUS-STOU Joint Multidisciplinary Research Colloquium, hosted and funded by the Polytechnic University of the Philippines

Additionally, the researcher was honored with a **Best Presentation Award** at the Online Research Forum on Reshaping Education by DLSL and a **Best Research Abstract Award** by TCU for this study. The author wishes to express heartfelt gratitude for the recognition given and sincere appreciation to the dedicated organizing committees of these conferences for granting the invaluable opportunity to present this study and share his insights with fellow educators and scholars.

It is also important to clarify that this research aims to contribute to the positive development of the research landscape by examining practices related to research presentation and publication. The study does not intend to defame any individuals, institutions, or organizations. Instead, the author's primary objective is to provide insights through a scientific approach, with the ultimate goal of improving research practices and policies within the country. The research is conducted in good faith, with no intent to cause harm, but rather to promote meaningful discussions and reforms that will enhance the research culture in the Philippines. Most importantly, this piece of work is wholeheartedly dedicated to Dr. Ricardo Apolinario Wagan - the first university president of Laguna State

Polytechnic University, former chairman of the Philippine Association of State Universities and Colleges (Regions IV-A and IV-B), the longest-serving State University and College President in Philippine history, and the author's grandfather - who, despite passing away on April 8, 2025, continues to inspire him through the words of wisdom he has shared throughout his life. This work, along with the author's continuous pursuit of professional growth and commitment to knowledge advancement through research, stands as part of Dr. Wagan's enduring legacy.

REFERENCES

- Alotaibi, K. (2023). Barriers to conducting and publishing research among nursing faculty members at Shaqra University, Saudi Arabia: A qualitative study. *Nursing Open*, 10(10), 7048–7057.
- Anderson J. M. (2021). The importance of research publications and citations in academic recognition and promotion: a discussion of faculty advancement and promotion in research universities. *Journal of Dental Education*, 85(8), 1323-1324.
- Aydin, A., Yuruk, S. E., Reisoglu, I., & Goktas, Y. (2023). Main barriers and possible enablers of academicians while publishing. *Scientometrics*, 128(1), 623–650.
- Abrugena, R. L. C., Villena, A. C. D., Laguador, J. M., Lopez, E. R., & Pateña, A. D. (2020). Personal, social and institutional barriers in relation to attitude towards conducting research among general education faculty members. *International Journal of Scientific & Technology Research*, 9(6), 914-921.
- Balangon, W. C. (2022). Research writing capabilities and attitude towards research of social studies teachers of public tertiary schools in Zambales. *International Journal of Computer Engineering in Research Trends*, 9(2), 43-50.
- Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practices* (2nd ed.). University of South Florida. https://digitalcommons.usf.edu/oa_textbooks/3

- Beall, J. (2015). *Criteria for Determining Predatory Open-Access Publishers* (3rd ed.). Beall's List. <https://beallslist.net/wp-content/uploads/2019/12/criteria-2015.pdf>
- Cocal, C. J., Cocal, E. J., & Celino, B. (2017). Factors limiting research productivity of faculty members of a state university: The Pangasinan State University Alaminos City Campus case. *Asia Pacific Journal of Academic Research in Social Sciences*, 2, 43-48.
- Commission on Higher Education (2020). *Distribution of higher education institutions by region and sector: AY 2019-20*. <https://ched.gov.ph/wp-content/uploads/Distribution-of-Higher-Education-Institutions-by-Region-and-Sector-AY-2019-20.pdf>
- Commission on Higher Education (2022). *Guidelines for the implementation of the 8th evaluation cycle of the National Budget Circular (NBC) No. 461, Series of 1998* (Joint Circular 01, Series of 2022). <https://www.dbm.gov.ph/wp-content/uploads/Issuances/2022/Joint-Circular/DBM-CHED-JC-No-1-S-2022.pdf>
- Commission on Higher Education (2021). *Call for submission of proposals for the research, innovation and extension Grants-In-Aid (GIA) Program* (CHEDRO III Memorandum No. 146, Series 2021). <https://chedro3.ched.gov.ph/wp-content/uploads/2021/11/CHEDRO-III-Memorandum-No.-146-s.-2021.pdf>
- Corwin, L. A., Prunuske, A., & Seidel, S. B. (2018). Scientific presenting: using evidence-based classroom practices to deliver effective conference presentations. *CBE Life Sciences Education*, 17(1).
- Creswell, J. W., Clark, V. L. P., Gutmann, M. L., Hanson. W. E. (2003). Advances in mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *SAGE Handbook of mixed methods in social & behavioral research* (pp. 209-240). SAGE Publishing.
- Das, J. K. (2017, March 3). Role of research in an academic institution is significant, here's why. *Financial Express*. <https://www.financialexpress.com/jobs/role-of-research-in-an-academic-institution-is-significant-heres-why/586210/>
- Department of Education (2016). *Adoption of the Basic Education Research Agenda* (DepEd Order No. 39, Series of 2016). https://www.deped.gov.ph/wp-content/uploads/2016/06/DO_s2016_039.pdf

- Duracinsky, M., Lalanne, C., Rous, L., Dara, A. F., Baudoin, L., Pellet, C., Descamps, A., Péretz, F., & Chassany, O. (2017). Barriers to publishing in biomedical journals perceived by a sample of French researchers: results of the DIAzePAM study. *BMC Medical Research Methodology*, *17*, Article 96.
- Duran, M., Brunvand, S., Ellsworth, J., & Sendag, S. (2012). Impact of research-based professional development: Investigation of in-service teacher learning and practice in wiki integration. *Journal of Research on Technology in Education*, *44*(4), 313-334.
- Etcuban, J. O., Andrin, G. R., Niñal, M. M., Campanilla, B. S., Dinauanao, A. M., Macugay, P. J. D., & Belarmino, G. A. (2016). Research productivity among faculty members of the University of Cebu, Philippines. *JPAIR Institutional Research*, *8*(1), 20-40.
- Farzaneh, E., Amani, F., Taleghani, Y. M., Fathi, A., Kahnamouei-aghdam, F., & Fathezadeh-Ardalani, G. (2016). Research barriers from the viewpoint of faculty members and students of Ardabil University of Medical Sciences, Iran, 2014. *International Journal of Research in Medical Sciences*, *4*(6), 1926–1932.
- Flores, J. E. (2024). Unveiling factors influencing research hesitancy and limited research engagement among Filipino beginning teachers. *New Trends in Qualitative Research*, *20*(4), Article e1048.
- Francisco, S., Forssten Seiser, A., & Olin Almqvist, A. (2024). Action research as professional learning in and through practice. *Professional Development in Education*, *50*(3), 501-518.
- Fox, S. (2022, September 11). How to determine survey sample size: A short guide. *Survicate*. <https://survicate.com/blog/survey-sample-size/#toc-1>
- Gopez, C. P., dela Cruz, A. L., Magahis, H. L. A., Resurreccion, A. D., & Demeterio, F. P. A., III (2024). The research productivity profiles of the Philippines' most research productive higher education institutions: Analyses by regional clusters and ownership types. *SciEnggJ*, *17*(1), 134-147.
- Guido, R. M. D., & Orleans, A. V. (2020). Philippine research productivity in education research: A comparative performance in Southeast Asia. *Asia Pacific Journal of Multidisciplinary Research*, *8*(4), 76-90.

- Iqbal, M. Z., & Mahmood, A. (2011). Factors related to low research productivity at higher education Level. *Asian Social Science*, 7(2).
- Kadikilo, A. C., Nayak, P., & Sahay, A. (2024). Barriers to research productivity of academics in Tanzania higher education institutions: the need for policy interventions. *Cogent Education*, 11(1).
- Kivunja, C., & Kuyini, A. B. (2017). understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6, 26-41.
- Khan, S., Shah, S., and Khan, T. (2018). An investigation of attitudes towards the research activities of university teachers. *Bulletin of Education and Research*, 40(1), 215-230.
- Khasawneh, Y. J. A., Alsarayreh, R., Ajlouni, A. A. A., Eyadat, H. M., Ayasrah, M. N., & Khasawneh, M. A. S. (2023). An examination of teacher collaboration in professional learning communities and collaborative teaching practices. *Journal of Education and E-Learning Research*, 10(3), 446-452.
- Knott, J. C., Taylor, D. M., & Simon, E. L. (2020). Conference presentations: A research primer for low- and middle-income countries. *African Journal of Emergency Medicine*, 10(Suppl 2), 158-160.
- Landingin, Q. K. C., Ramos, B. A., & Ramirez, R. L. (2024). Deterrents to research pursuits of university faculty in Northern Philippines: Research management strategy. *Asian Journal of Educational Research*, 12(1), 166-174.
- Mamad, A. (2015). The Impact of Action Research on Professional Development. *Morocco World News*. <https://www.moroccoworldnews.com/2015/01/149231/the-impact-of-action-research-on-professional-development>
- Maravilla, M. (2020). Teachers' attitudes towards research at Palawan State University – Puerto Princesa. *IOER International Multidisciplinary Research Journal*, 2(1), 45-54.
- Monsura, M. P., Dizon, R. L., Tan Jr, C. G., Gapasin, A. R. P., & Testor, T. O. (2022). Why research matter? An evaluative study of research productivity performance of the faculty members of the Polytechnic University of the Philippines. *Journal of Pharmaceutical Negative Results*, 13(6), 680-694.

- Ocal, S. D. (2018). Action research as a tool for reflection in teacher education. In Z. Djoub (Ed.), *fostering reflective teaching practice in pre-service education* (pp. 190-204). IGI Global Scientific Publishing.
- Okoduwa, S. I. R., Abe J. O., Samuel, B. I., Chris, A. O., Oladimeji, R. A., Idowu, O. O., & Okoduwa, U. (2018) Attitudes, perceptions, and barriers to research and publishing among research and teaching staff in a Nigerian research institute. *Front. Res. Metr. Anal.*, 3(26).
- Orfan, S. N., Fazloomand, A. F., Sarmashq, S., Obaidi, S. S., & Qarizada, M. (2024). Faculty research productivity at select higher education institutions in Afghanistan. *Cogent Education*, 11(1).
- Oyama, Y., Fukahori, H., Miyashita, M., Narama, M., Kono, A., Atogami, F., Kashiwagi, M., Okaya, K., Takamizawa, E., & Yoshizawa, T. (2015). Cross-sectional online survey of research productivity in young Japanese nursing faculty. *Japan Journal of Nursing Science*, 12(3), 198–207.
- Philippine Accrediting Association of Schools, Colleges and Universities (2021). *2021 Accreditation Guidebook*. <https://paascu.org.ph/wp-content/uploads/2021/08/PAASCU-Guidebook-2021-compressed.pdf>
- Philippine Association of Colleges and Universities Commission on Accreditation (2020). *PACUCOA policies and accreditation procedure*. <https://www.pacucoa.com/copy-of-accredited-programs>
- Palmiano, D. A. (2024). Research productivity and engagement of faculty. *International Journal of Research Studies in Education*, 13(8), 123-133.
- Peñaredondo-Untong, L. (2020). Ethical climate and faculty's trifocal functions of state universities and colleges (SUCS) in Region XII, Philippines. *International Journal of Education & Literacy Studies*, 8(1), 135-141.
- Quimbo, M. A. T., & Sulabo, E. C. (2013). Research productivity and its policy implications in higher education institutions. *Studies in Higher Education*, 39(10), 1955–1971.
- Quitoras, M. C. L., & Abuso, J. E. (2021). Best practices of higher education institutions (HEIs) for the development of research culture in the Philippines. *Pedagogical Research*, 6(1), Article em0087.

- Raby, C. L., & Madden, J. R. (2021). Moving academic conferences online: Aids and barriers to delegate participation. *Ecology and Evolution*, 11(8), 3646–3655.
- Rele, S., Kennedy, M., & Blas, N. (2017). Journal evaluation tool. *LMU Librarian Publications & Presentations*, 40.
- Rimmer, W., & Floyd, A. (2020). The contribution of conferences to teachers' professionalism. *The Electronic Journal for English as a Second Language*, 24(1), 1-17.
- Rogayan, D. V., Jr., & Corpuz, L. N. (2022). Evaluating the research productivity of a state university in Central Luzon, Philippines: Basis for policy recommendations. *International Journal of Evaluation and Research in Education*, 11(1), 128-135.
- Sabharwal, N. S., Henderson, E. F., & Joseph, R. S. (2020). Hidden social exclusion in Indian academia: gender, caste and conference participation. *Gender and Education*, 32(1), 27-42.
- Salazar-Clemeña, R. M., & Almonte-Acosta, S. A. (2007, September 18-19). *Developing research culture in Philippine higher education institutions: perspectives of university faculty*. [Paper presentation]. Regional Seminar “Competition, Cooperation and Change in the Academic Profession: Shaping Higher Education’s Contribution to Knowledge and Research”, Hangzhou, China.
- Sayao, L. M., Aves, B. J. M. B., Cerbo, A. L. C., Morales, M. E. C., Navarez, J. S., & Villasor, H. D. B. (2023). Barriers of faculty on research productivity. *Psychology and Education: A Multidisciplinary Journal*, 15(5), 406-421.
- Sultana, M. (2019). A study of the importance of academic research in social sciences and the role of university libraries in Andhra Pradesh. *Library Philosophy and Practice* (e-journal), Article 2620.
- Ulla, M. B. (2016). Pre-service teacher training programs in the Philippines: The student teachers' practicum teaching experience. *EFL Journal*, 1(3), 235-250.
- Ulla, M. B., Barrera, K. I. B., & Acompañado, M. M. (2017). Philippine classroom teachers as researchers: Teachers' perceptions, motivations, and challenges. *Australian Journal of Teacher Education*, 42(11), 52-64.
- Wa-Mbaleka, S. (2015). Factors leading to limited faculty publications in Philippine higher education institutions. *International Forum Journal*, 18(2), 121-141.

- Wa-Mbaleka, S., & Gomez, M. A. (2017). State funding of research in the Philippines: Processes and stakeholders' experiences. *PRISM*, 22(1).
- Wong, J. L. N. (2014). How does writing for publication help professional development of teachers? A case study in China. *Journal of Education for Teaching*, 40(1), 78–93.