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Strengthening Faculty Research Productivity and Culture Through Development Interventions: Basis for a Research Development Consultancy Framework for Higher Education Institutions

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Abstract

Aim: This study aimed to strengthen faculty research productivity and culture in higher education institutions through the development of a data-driven Research Development Consultancy Framework. Specifically, it sought to describe the profile of faculty members, assess their level of research productivity, determine the prevailing research culture, examine the extent of institutional support, identify challenges encountered in research engagement, evaluate perceived effective development interventions, and determine the relationship between research productivity and institutional variables.

Methodology: A quantitative research design was employed using a validated survey instrument administered to faculty members across six higher education institutions in the Philippines. The data were analyzed using descriptive statistics, weighted mean, and multiple regression analysis.

Results: Findings revealed that faculty research productivity was moderate, with most respondents having 1–4 publications and occasional involvement in grant-funded projects or conferences. While a generally positive research culture and institutional support were present—particularly in terms of access to journals, research incentives, and leadership support—gaps remained in mentoring, workload balance, and access to technical tools. Challenges included heavy teaching loads, limited mentorship, and bureaucratic hurdles. Respondents identified IMRAD workshops, mentorship programs, digital skills training, and workload adjustments as highly effective development interventions. Regression analysis indicated that institutional support, challenges, and development interventions significantly predict research productivity.

Conclusion: The study concluded that while foundational systems to support research exist, these are not yet systematically implemented or aligned with faculty realities. It is recommended that institutions adopt the proposed Research Development Consultancy Framework, which integrates mentoring, training, access to tools, incentive systems, and culture-building mechanisms. Strategic investment in faculty development must be sustained and tailored to the needs of the academic workforce.

Keywords: *faculty research productivity, institutional support, research culture, higher education, development interventions*

INTRODUCTION

In the knowledge-driven economies of the 21st century, higher education institutions (HEIs) are increasingly evaluated based on their research output, innovation capacity, and contributions to national development. In the Philippine context, faculty members are considered pivotal actors in fulfilling the research mandate of universities, yet

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many institutions grapple with issues of low research productivity, fragmented support systems, and limited mentorship opportunities (Reston & Jugar, 2023). While research is emphasized in institutional visions, the actual culture of inquiry among faculty remains uneven and under-resourced across both public and private HEIs (Ulla & Tarrayo, 2021). This necessitates the development of structured interventions that address capability gaps and institutional limitations.

Globally, literature highlights the significance of institutional support mechanisms—such as research incentives, administrative facilitation, training programs, and mentoring—in fostering sustainable research cultures (Lunag Jr. et al., 2024; Barrot, Aranda, & Belleza, 2024). These support systems not only empower faculty to engage in scholarly work but also help overcome structural challenges like time constraints, funding deficiencies, and lack of peer networks. In Southeast Asia, including the Philippines, research productivity is closely linked to the presence of supportive mentorship ecosystems and localized faculty development models (Castulo et al., 2025; Ynalvez & Aviles, 2021). As a result, there is growing advocacy for institutional reforms that recognize faculty development as a strategic lever for innovation and academic excellence.

Despite these findings, faculty members in many HEIs still face a "publish-or-perish" dilemma amid heavy teaching loads, limited access to research resources, and absence of developmental guidance (Macaranas, 2023). For many, the barriers to research engagement are institutional rather than motivational. Structured faculty development interventions—such as IMRAD workshops, writing clinics, and collaborative research mentoring—have been recommended to address these systemic constraints (Tecson-Mendoza, 2020). However, these interventions often lack integration within a cohesive institutional framework, leading to isolated, unsustainable outcomes.

To address this, the current study aims to assess the current state of research productivity and culture among faculty in selected Philippine HEIs and to identify how training, mentorship, and institutional initiatives can be strategically implemented. Using a quantitative approach, the study will gather data from both public and private institutions, capturing faculty perspectives on what interventions are most needed and effective. Findings will inform the development of a Research Development Consultancy Framework (RDCF), which will offer actionable models for supporting faculty research across different institutional contexts.

Ultimately, this research seeks to contribute to the discourse on academic development by translating empirical insights into institutional practice. By contextualizing faculty needs and system-level challenges, the study aspires to shape policies that promote not only productivity, but also a vibrant, collaborative, and sustainable research culture in Philippine higher education.

BACKGROUND OF THE STUDY

In the global landscape of higher education, research productivity is not only a measure of institutional prestige but also a vital engine for national innovation and academic advancement. Faculty members, being the primary producers of scholarly output, play an indispensable role in fulfilling the research mandates of higher education institutions (HEIs). However, in many developing nations including the Philippines, consistent challenges hinder faculty research engagement—these include excessive teaching loads, inadequate institutional support, and the lack of structured developmental interventions (Ulla & Tarrayo, 2021; Lunag Jr. et al., 2024). While policies mandate the promotion of research culture, the operational frameworks within which faculty operate remain fragmented and uneven across public and private institutions.

The Commission on Higher Education (CHED) and other national bodies such as the Department of Science and Technology (DOST) have implemented capacity-building programs, yet their reach, coherence, and sustainability are often limited (Reston & Jugar, 2023). A review by Tecson-Mendoza (2020) on mentoring practices in Philippine universities emphasized the absence of institutionalized systems for sustained mentoring, collaborative research groups, and writing workshops that are essential for faculty development. Moreover, faculty development is frequently treated as a short-term intervention rather than a strategic and embedded institutional practice, which results in inconsistent outcomes. These institutional weaknesses underscore the need for a consolidated framework that links development interventions with measurable improvements in research productivity and culture.

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Emerging studies such as those by Carvajal and colleagues (2023a; 2023b) highlight the importance of strategic alignment and organizational readiness in educational innovation. Their findings suggest that unless HEIs integrate faculty development with broader organizational goals—such as quality assurance, policy coherence, and alignment with ASEAN-wide academic benchmarks—gains in productivity will be short-lived. Carvajal and dela Cruz (2023) further advocate for systems-based approaches, where intervention programs such as mentoring and writing workshops are harmonized with institutional structures, leadership support, and policy direction. This is particularly crucial as HEIs navigate regionalization trends and face pressures from international academic benchmarking.

Despite international literature recognizing the role of mentoring, training, and institutional support in faculty research performance (Steinert et al., 2016; Ynalvez & Aviles, 2021), there is a conspicuous gap in the localized development of consultancy models that guide institutions in implementing these interventions in a sustainable and evidence-based manner. While Western and some Asian universities have documented success with institutionalized mentorship programs (Ynalvez & Aviles, 2021), Philippine HEIs often lack clear roadmaps or frameworks tailored to their sociocultural and resource contexts. Additionally, as Amihan, Sanchez, and Carvajal (2023) argued, the demand for quality assurance and future-proofing educators in the ASEAN region heightens the need for long-term solutions rather than ad-hoc faculty programs.

This study addresses this critical research gap by proposing the development of a Research Development Consultancy Framework (RDCF) that is informed by empirical data from faculty members in Philippine HEIs. Specifically, it will assess their perceptions of institutional support, evaluate existing interventions, and identify strategic needs. By anchoring its design in both global best practices and local realities, this study contributes a much-needed framework that may guide policy-makers, HEI leaders, and faculty development units in institutionalizing support systems for research productivity. This framework aims to shift institutional mindsets from compliance-driven to innovation-driven research cultures.

Significance of the Research

This research is significant for multiple sectors within and beyond higher education, as it addresses a long-standing concern in academia: the underutilization of faculty research potential. By assessing the current state of research productivity and institutional support among faculty members in Philippine higher education institutions (HEIs), this study provides timely, evidence-based insights for improving national research capacity. In a time when knowledge production is critical for innovation, policy, and global competitiveness, this study directly contributes to strengthening the foundational role of faculty in institutional advancement.

For higher education institutions, the proposed Research Development Consultancy Framework (RDCF) serves as a strategic roadmap to institutionalize development interventions such as mentoring, research writing workshops, and targeted training. This framework is designed not only to improve individual faculty performance but also to foster a collaborative and sustainable research culture. Institutions will benefit from a data-driven tool that enables them to align their faculty development programs with broader institutional missions, performance benchmarks, and CHED's research agenda.

From a policy-making standpoint, the findings can inform both national and regional education authorities—such as the Commission on Higher Education (CHED), the Department of Science and Technology (DOST), and ASEAN higher education bodies—in crafting strategic faculty development policies. The study will provide empirical evidence to justify investments in long-term, structured faculty support systems that go beyond compliance and contribute to building research ecosystems with measurable outputs.

For faculty members themselves, the research is a channel to express lived experiences and perceived challenges in engaging in research activities. It offers an opportunity to shape institutional strategies by identifying effective forms of support, capacity-building, and mentorship. This is especially valuable for early-career faculty, those in resource-constrained institutions, or those transitioning into research-intensive roles, who often lack systemic scaffolding for academic publishing and grant acquisition.

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Academically, this research contributes to the growing body of literature on faculty development, research culture, and institutional transformation in Southeast Asia. While international studies have discussed best practices in faculty mentoring and training (Steinert et al., 2016; Ynalvez & Aviles, 2021), few provide localized, empirical frameworks specifically for Philippine HEIs. This study fills that gap and serves as a model that can be adapted to other developing nations experiencing similar challenges in academic research systems.

In sum, the significance of this study lies in its capacity to translate institutional aspirations into actionable strategies that empower faculty, optimize institutional resources, and foster a culture of scholarly inquiry. The development of the Research Development Consultancy Framework is a concrete, evidence-based contribution that supports the long-term goal of establishing research excellence across Philippine higher education institutions.

Definition of Key Terms

1. **Development Interventions**
   Development interventions are structured activities or programs designed to enhance individual or institutional competencies and outcomes in a specific area. In this research, development interventions refer to faculty-targeted initiatives such as IMRAD writing workshops, mentoring programs, research bootcamps, grant proposal training, and digital skills training aimed at improving research productivity and engagement.

2. **Institutional Support**
   Institutional support encompasses the resources, policies, and structures that an institution provides to enable and sustain faculty research engagement. In this study, institutional support includes research funding, time allowance, mentoring, access to training, administrative assistance, and digital infrastructure.

3. **Mentorship**
   Mentorship is a developmental relationship where an experienced individual supports and guides a less experienced colleague in achieving academic and professional goals.
   In this study, mentorship refers to formal or informal guidance provided to faculty in proposal writing, publication, and research skill development.

4. **Research Culture**
   Research culture refers to the collective values, expectations, practices, and structures that shape how research is approached and valued within an academic institution. In this study, research culture is gauged through faculty perceptions on collaboration, recognition, leadership support, mentoring, and institutional norms that promote research engagement.

5. **Research Productivity**
   Research productivity denotes the quantity and quality of scholarly work produced by an individual or group over a defined period. In this study, it includes number of publications, funded research projects, conference presentations, roles in research supervision, and editorial or reviewer engagements.

6. **Research Roles**
   Research roles refer to the formal and informal responsibilities individuals undertake in the research process, including leadership, evaluation, authorship, and peer review. In this study, research roles include being a research adviser, panelist, project leader, editorial board member, ethics reviewer, or co-author of research works.

7. **Research Training**
   Research training encompasses structured learning activities that build competency in research design, methodology, writing, analysis, and dissemination. In this study, research training refers to workshops or seminars attended by faculty in areas such as IMRAD writing, research methods, ethics, grantsmanship, and peer reviewing within the past five years.

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8. **Research Development Consultancy Framework**
   A Research Development Consultancy Framework is a structured, evidence-based model that provides institutions with consultative strategies to strengthen faculty research capacity, productivity, and academic culture. In this study, the framework consists of six integrated components—structured mentoring, training programs, access to research tools, workload adjustments, incentives, and institutional culture-building. It is based on empirical results and intended for adoption by academic leaders and policy-makers in HEIs.

Review of Related Literature

1. Faculty Research Productivity

Research productivity is one of the primary indicators of institutional quality in higher education. Faculty members' ability to publish in reputable journals, lead funded projects, and contribute to intellectual discourse is seen as crucial to national academic competitiveness (Kadikilo, Nayak, & Sahay, 2024). However, in the Philippines, faculty research output remains limited, often due to a lack of systemic incentives and overwhelming teaching responsibilities (Bueno, 2020). According to Onrubia (2024), faculty from private colleges in Albay report struggling to balance teaching and research because of structural constraints, including limited institutional support and absence of mentorship systems.

2. Research Culture in Higher Education Institutions

A robust research culture—marked by collaboration, shared values, and administrative encouragement—is essential for nurturing long-term productivity. Quino-Justol and Gomez (2024) argue that many local colleges lack a coherent research identity, resulting in sporadic faculty engagement in scholarly work. A study by Quitoras and Abuso (2021) also emphasized that HEIs with embedded mentoring systems and research incentives are more successful in developing research-active communities. Ganub (2024) highlighted how faculty journeys in publication are often solitary and unsupported, reflecting institutional cultures that do not prioritize research.

3. Institutional Support and Mentorship

Mentorship and institutional backing play a pivotal role in shaping a faculty member's research trajectory. In a Philippine study, Bueno (2024) found that graduate faculty productivity and motivation are strongly tied to perceived availability of mentoring, time allocation, and leadership support. Similarly, Sanchez and Abo (2024) developed an intervention model for STEM teachers that showed significant gains in productivity following peer-led mentoring programs. Outside the Philippines, Ng'oda et al. (2024) documented in African HEIs how mentorship in research institutions contributed to skills transfer, confidence, and academic growth.

4. Development Interventions: Training and Writing Programs

Structured development interventions like IMRAD workshops, research colloquia, and publication boot camps have been found effective in improving faculty engagement in research. Quino-Justol and Gomez (2024) proposed a framework that includes such targeted training interventions to address gaps in research competence. In addition, the policy brief by Castulo (2024) underlines the need for national policies that incentivize HEIs to institutionalize faculty training. These interventions are not only technical in nature but also cultural—helping to normalize writing, reviewing, and publishing as part of the faculty workload.

5. Need for a Research Development Consultancy Framework

While existing interventions show promise, what is lacking is an integrated and context-based framework that guides institutions on how to systematize faculty support. Quitoras and Abuso (2021) emphasized that even institutions with research support systems often implement them in fragmented ways, without long-term sustainability. The study by Carvajal and dela Cruz (2023) underscores that without alignment to institutional strategy and culture, even well-

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designed programs will fail. This literature points to a clear need for the development of a Research Development Consultancy Framework that merges empirical faculty needs with strategic, policy-driven action.

Synthesis

The literature on faculty research productivity consistently emphasizes the pivotal role that institutional structures, mentorship, and developmental interventions play in shaping the scholarly output of higher education institutions (HEIs). However, while many authors agree on the key factors influencing research performance, their studies differ in focus, scope, and proposed solutions—revealing a fragmented understanding of how to systematize these elements into a unified institutional strategy.

Authors such as Bueno (2020, 2024) and Onrubia (2024) agree that structural barriers such as lack of time, minimal support, and limited training opportunities hinder faculty from achieving higher research productivity in Philippine HEIs. Quino-Justol and Gomez (2024) echo these concerns, but go further by proposing targeted frameworks to address these limitations through structured interventions, including training and skills-building programs. Meanwhile, Sanchez and Abo (2024) provide concrete evidence that peer-led mentoring significantly enhances the productivity of STEM faculty—underscoring mentorship as a key enabling mechanism, a theme also reflected in Ng'oda et al. (2024) in the African context.

Contrasting with these implementation-level perspectives, Carvajal and dela Cruz (2023) and Castulo (2024) adopt a more macro-institutional lens. They argue that without strategic alignment between development interventions and institutional frameworks, even well-meaning programs tend to be short-lived and disjointed. Their focus is on the systems and policies that sustain a research culture beyond mere compliance. This broader organizational view distinguishes their work from studies that emphasize individual motivation or isolated program effectiveness.

While the reviewed studies have successfully identified key challenges and offered some solutions, a significant research gap persists: the absence of a comprehensive, data-informed Research Development Consultancy Framework tailored to the specific conditions of Philippine HEIs. Most existing literature either focuses on isolated interventions (e.g., mentorship or IMRAD training) or on policy perspectives without grounding these in empirical assessment across multiple institutions. Moreover, there is a lack of literature integrating faculty perceptions, research output data, and institutional practices into a single actionable model.

Thus, the present study is justified by its intent to bridge this gap. By examining research productivity, institutional support, and development interventions across public and private HEIs, this study not only builds upon but also extends existing research. It contributes a localized, empirical foundation for creating a Research Development Consultancy Framework that can serve as a policy and practice guide for institutional leaders, policy makers, and faculty development units. This approach offers both the analytical depth of cross-institutional comparison and the practical orientation needed to implement sustainable change.

In summary, while the literature affirms the importance of supportive research environments, it lacks a cohesive, practice-oriented model that links diagnostics with strategic action. This study is positioned to fill that void by synthesizing evidence into a framework that institutions can use to foster research productivity and culture in a sustainable, system-wide manner.

General Research Objective

This study aims to examine the current state of faculty research productivity and culture in selected higher education institutions and to develop a Research Development Consultancy Framework that will guide higher education institutions in strengthening faculty research productivity and culture based on the findings of the study.

Specific Research Objectives

1. To describe the profile of faculty respondents.
2. To assess the level of research productivity of faculty members.

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3. To determine the prevailing research culture in the participating higher education institutions as perceived by the faculty.
4. To examine the extent of institutional support provided to faculty members.
5. To identify the challenges encountered by faculty members in enhancing their research productivity and engagement in research culture.
6. To determine the types of development interventions perceived by faculty as effective in improving their research capabilities and productivity.
7. To determine the significant relationship between the level of research productivity of faculty members and (a) the extent of institutional support, (b) the challenges they encounter, and (c) the types of development interventions perceived as effective?
8. To develop a Research Development Consultancy Framework that will guide higher education institutions in strengthening faculty research productivity and culture based on the findings of the study.

Null hypthesis:
There is no significant relationship between the level of research productivity of faculty members and (a) the extent of institutional support provided, (b) the challenges encountered in enhancing research productivity and engagement, and (c) the types of development interventions perceived as effective in improving research capabilities.

METHOD

This study employed a quantitative descriptive-correlational research design to assess faculty research productivity, the prevailing research culture, the extent of institutional support, and the perceived effectiveness of development interventions across selected higher education institutions (HEIs) in the Philippines. The research also aimed to determine the relationships among these variables to inform the development of a Research Development Consultancy Framework.

The descriptive component allowed the researcher to systematically document the profile of faculty respondents, their research productivity levels, institutional research culture, and experiences with support systems and interventions. The correlational aspect enabled the analysis of possible relationships between faculty research productivity and factors such as institutional support, perceived challenges, and development interventions using inferential statistics.

Population and Sampling Technique

The population of the study comprised faculty members from six selected higher education institutions (HEIs) in the Philippines, with equal representation from the public and private sectors—three public and three private universities. From each institution, 25 faculty members who met the study's inclusion criteria were purposively selected, yielding a total of 150 respondents.

The inclusion criteria focused on faculty members who demonstrated active engagement in research activities. This included those who had published scholarly work, participated in grant-funded research, served as research advisers or panelists, or had undergone research-related training such as IMRAD writing workshops, proposal development, or research ethics seminars.

Purposive sampling was employed to ensure that the selected participants possessed relevant research experience and could provide informed perspectives on institutional support, research challenges, and effective development interventions. This approach allowed the researcher to gather data from respondents who were most likely to contribute meaningful insights to the formulation of the proposed Research Development Consultancy Framework.

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Research Instrument

The primary data-gathering tool used in this study was a structured survey questionnaire, developed by the researcher based on a synthesis of existing literature (e.g., Sanchez & Abo, 2024; Quino-Justol & Gomez, 2024) and aligned with the research objectives. The instrument consisted of five sections: (1) faculty profile, (2) research productivity indicators, (3) perceptions of research culture, (4) extent of institutional support, and (5) perceived effectiveness of development interventions and suggestions for the research development framework.

To ensure the validity of the instrument, the survey underwent face and content validation by a panel of five experts in research, educational management, and faculty development from CHED-recognized institutions. Their recommendations were incorporated to improve clarity, relevance, and alignment with the study's objectives.

The instrument was then pilot-tested with a sample of 15 faculty members from a non-participating HEI with similar institutional characteristics. Using the responses from the pilot test, the internal consistency of each subscale of the instrument was calculated using Cronbach's Alpha. The reliability coefficients ranged from 0.81 to 0.88, indicating high internal consistency across sections of the survey.

Data Gathering Procedure

The validated questionnaires were distributed both in print and via Google Forms to accommodate hybrid accessibility. The data collection period spanned four weeks to ensure a high response rate. Confidentiality and informed consent were ensured throughout the process, and participation was strictly voluntary.

Respondents were given 7–10 days to complete the questionnaire, with follow-up messages sent to maximize return rates. Upon completion, the responses were encoded, screened for completeness, and subjected to statistical analysis.

Statistical Treatment of Data

The collected data were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages, and weighted means were utilized to summarize the demographic profile of the respondents and their responses regarding research productivity, institutional support, research challenges, development interventions, and perceptions of research culture.

To determine the predictive power of key institutional variables on faculty research productivity, a multiple linear regression analysis was employed. Specifically, the study examined whether institutional support, perceived research challenges, and development interventions significantly influenced faculty members' research productivity. This statistical technique was selected to evaluate the simultaneous effects of several independent variables on a continuous dependent variable.

The regression analysis was conducted at a significance level of $\alpha = 0.05$. The model's overall significance, as well as the p-values for individual predictors, guided the decision to accept or reject the null hypothesis. Based on the results, all three predictors were statistically significant, and the null hypothesis was rejected.

The regression outputs served as empirical foundations for the formulation of the Research Development Consultancy Framework. These quantitative findings were further validated through expert consultation to ensure the framework's practical relevance and institutional applicability.

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RESULTS AND DISCUSSION

Table 1
Profile of the Respondents
n=150

	%
a. Age:	
21–30	38
31–40	25
41–50	18
51–60	14
61 and above	5
Gender:	
Male	36
Female	64
Academic Rank:	
Instructor	40
Assistant Professor	27
Associate Professor	21
Professor	12
Educational Background:	
Bachelor's degree	0
Master's degree (completed)	36
Doctoral degree (completed)	25
Currently pursuing Master's	24
Currently pursuing Doctorate	15
Others (please specify): _____	
Years of Teaching:	
1–5 years	36
6–10 years	24
11–15 years	17
16–20 years	18
Over 20 years	5
Research Training Attended (last 5 years):	
Research Methodology	41
IMRAD Writing	36
Proposal Writing/Grantsmanship	25
Ethics and Research Integrity	24
Peer Reviewing and Editing	15
None	
Others (please specify): _____	

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	%
Number of Research Publications (last 5 years):	
None	13
1–2	48
3–4	32
5 or more	21
None	
Involvement in Research Roles	
Research Adviser	41
Research Panelist	67
Project Leader / Principal Investigator	28
Journal Editorial Board Member	27
Peer Reviewer	32
Lead Author / Co-author of Research Book/Chapter	29
Research Ethics Committee Member	31
None	
Others (please specify):	

Table 1 presents the demographic and professional profile of the 150 faculty respondents who participated in the study. The age distribution reveals a predominantly young academic population, with 38% of respondents aged 21–30 and another 25% in the 31–40 age group. This reflects a faculty composition largely composed of early-career professionals, which could have implications for institutional research mentoring and capability-building programs. These findings align with the observations of Bueno (2024), who noted that young faculty often represent a critical mass for research revitalization, provided they are strategically supported through structured interventions.

In terms of gender, 64% of the respondents identified as female, while 36% were male. This supports broader Southeast Asian trends toward increased female participation in academia but also opens discussions about gendered access to research opportunities. According to Amihan, Sanchez, and Carvajal (2023), while gender diversity is improving in academic appointments, women often face structural barriers to research leadership and publication—issues that may be addressed through inclusive faculty development frameworks.

The academic rank distribution indicates that 40% of faculty are instructors, followed by assistant professors (27%) and associate professors (21%). Only 12% hold the rank of full professor. This suggests a concentration of faculty in the junior academic ranks, reinforcing the importance of early-career research support mechanisms such as mentoring and writing workshops. Ulla and Tarrayo (2021) emphasized that junior faculty often face "research invisibility" due to workload and lack of institutional incentives, highlighting the urgency for faculty development interventions tailored to their career stages.

The educational background further supports this observation: 24% of faculty are currently pursuing a master's degree, and 15% are pursuing a doctorate. Only 25% have completed a doctoral degree. This relatively low doctoral attainment underscores an ongoing developmental need across institutions, particularly in research-intensive outputs. As noted by Carvajal and dela Cruz (2023), doctoral education significantly correlates with advanced research competence, and institutions should consider incentivizing or subsidizing graduate education as part of their long-term research development strategies.

When asked about years of teaching, 36% reported having 1–5 years of experience. This again reinforces the youthfulness of the faculty cohort. Interestingly, despite this early-career status, a significant number have engaged in relevant research training: 41% have attended methodology workshops, 36% participated in IMRAD writing seminars, and 25% received grantsmanship training. This suggests an active investment by institutions in

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foundational research capacity-building, although only 15% had exposure to peer reviewing and editorial training—areas critical for fostering scholarly leadership and publication excellence (Steinert et al., 2016).

Regarding productivity, 48% of the respondents had published 1–2 papers in the last five years, while 32% produced 3–4, and 21% had five or more. Only 13% had not published at all. These figures are encouraging and consistent with observations from Quino-Justol and Gomez (2024), who found similar trends in mid-tier Philippine HEIs where faculty output is steadily rising due to expanded training access. However, the relatively low number of highly prolific researchers highlights a gap in advancing faculty from basic to prolific scholarly output—a gap that the proposed Research Development Consultancy Framework aims to address.

Lastly, involvement in research roles reveals a high degree of engagement: 67% had served as research panelists, 41% as advisers, and roughly one-third had experience as peer reviewers, book authors, or editorial board members. This shows that beyond teaching and publishing, faculty are also participating in the broader scholarly ecosystem. However, project leadership roles (28%) and ethics committee membership (31%) remain limited, pointing to potential areas for leadership development and policy inclusion. Ynalvez and Aviles (2021) noted that faculty leadership in research committees is vital for cultivating institutional research culture and sustainability.

The profile data paint a picture of a young, mostly early-career, moderately productive, and highly engaged faculty workforce. While foundational training efforts are evident, there is a clear need for deeper and more targeted interventions to nurture publication excellence, leadership in research governance, and institutional culture-building. The findings justify the development of a data-informed Research Development Consultancy Framework that is both strategic and responsive to the maturity levels of faculty research engagement.

Table 2
Research Productivity

		wm
1.	I have published one or more research articles in a peer-reviewed journal within the last two years.	2.55
2.	I have completed at least one funded research project (institutional, national, or international) in the past 3 years.	2.27
3.	I have presented my research at academic conferences, forums, or symposia (local or international).	2.43
4.	I consistently submit proposals for research funding or academic grants.	2.21
5.	I regularly collaborate with faculty from other departments, institutions, or disciplines on research work.	2.25
6.	I serve as a research adviser to undergraduate or graduate students.	2.76
7.	I have served as a research panelist or evaluator in thesis/dissertation defenses.	2.78
8.	I have taken on the role of project leader or principal investigator in research initiatives.	2.48
9.	I am a member of a journal editorial board or reviewer for academic journals.	2.10
10.	I have contributed as an author or co-author to research books, monographs, or chapters in edited volumes.	1.98

Point	Scale Range	Verbal Interpretation
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree

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2	1.99- 1.00	Disagree
1	1.00-0.99	Strongly Disagree

Table 2 presents the self-reported research productivity of faculty respondents across a range of academic activities, from scholarly publishing and mentorship to grant acquisition and editorial work. The data show that faculty generally agree that they are engaged in core academic research functions, although the intensity and depth of that engagement vary across specific indicators.

The highest levels of research activity are seen in roles closely tied to institutional teaching structures: serving as a research panelist (M = 2.78) and as a research adviser (M = 2.76). This result suggests that faculty members are actively involved in guiding and evaluating student research, a common practice in Philippine and Asian higher education systems where teaching and mentorship are often deeply integrated (Reston & Jugar, 2023). However, this form of research engagement may be service-oriented rather than driven by the faculty's own research agenda.

Following this, respondents report moderate agreement with having published in peer-reviewed journals (M = 2.55) and having presented at conferences (M = 2.43). These are core productivity indicators and their positive means imply that while faculty members are participating in dissemination activities, the frequency and consistency of output may not yet be at high-performance levels. This aligns with the findings of Bueno (2024), who emphasized that publication performance among early-career academics in the Philippines often starts slowly due to institutional and capability barriers. International studies, such as those by Kadikilo et al. (2024) in Tanzanian HEIs, reinforce this pattern in developing contexts, noting that productive engagement requires more than technical competence—it depends on institutional support, writing time, and access to scholarly resources.

In contrast, more advanced and high-impact roles—such as journal reviewing or editorial board membership (M = 2.10) and book authorship or co-authorship (M = 1.98)—appear to be less common among the respondents. These tasks require substantial academic maturity, networking, and recognition, which many of the respondents may not yet possess, especially given the earlier profile data that showed a majority of faculty were in early career stages. According to Steinert et al. (2016), such roles often emerge when institutions cultivate a long-term research trajectory among faculty, through mentoring and strategic development paths.

Interestingly, collaboration across departments and institutions (M = 2.25) and consistently submitting proposals (M = 2.21) were rated lower than expected, suggesting challenges in interdepartmental linkages and proactive funding pursuits. This points to a need for targeted training in grantsmanship, as well as institutional policies that incentivize inter-unit research. The work of Carvajal and dela Cruz (2023) stresses the value of building organizational alignment frameworks that foster interdisciplinary research teams and streamline administrative support for grant applications.

Lastly, project leadership (M = 2.48) is somewhat above average, indicating that some faculty are leading initiatives but may not yet have scaled these projects to institutional or national levels. Leadership in research is often linked to experience, advanced qualifications, and institutional recognition. As noted by Ynalvez and Aviles (2021), effective research leadership develops within cultures where emerging researchers are nurtured by experienced mentors and gradually given autonomy.

Taken together, the findings suggest that faculty are moderately engaged in research productivity, particularly in areas tied to academic instruction and service, but are still progressing in high-impact and leadership-related roles. This supports the justification for a Research Development Consultancy Framework that can institutionalize mentorship, training in scholarly publishing, grant writing, and academic leadership. Such a framework would address the identified gaps and foster a more balanced and sustainable research ecosystem in higher education institutions.

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Table 3
Research Culture

		wm
1.	My institution promotes a culture of inquiry, innovation, and research excellence.	2.64
2.	Faculty members are encouraged to collaborate in interdisciplinary or cross-department research.	2.27
3.	Research is given equal importance as teaching and community engagement in faculty evaluation.	2.43
4.	My institution organizes regular research forums, colloquia, and knowledge-sharing events.	2.41
5.	I feel a shared sense of research purpose and academic curiosity among my colleagues.	2.25
6.	Research output is publicly recognized and rewarded by the institution (e.g., awards, incentives).	3.26
7.	Academic leadership (e.g., department heads, deans) actively promotes a research-driven environment.	3.18
8.	Faculty are encouraged to publish in indexed journals and seek external funding.	3.15
9.	Research mentorship or peer support is available to guide novice researchers.	2.37
10.	Research activities are integrated into strategic plans or academic development programs.	3.23

Point	Scale Range	Verbal Interpretation
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99- 1.00	Disagree
1	1.00-0.99	Strongly Disagree

Table 3 presents the perceptions of faculty members regarding the research culture within their institutions. Research culture is a critical determinant of sustained research engagement, academic motivation, and productivity. Across the 10 key indicators examined, the findings reveal that while most aspects of research culture are positively perceived, the strength of agreement varies by institutional dimension.

The highest-rated elements fall under institutional recognition and strategic alignment. Specifically, faculty strongly agreed that research outputs are recognized and rewarded (M = 3.26), and that academic leadership promotes a research-driven environment (M = 3.18). Similarly, there was strong agreement that research activities are integrated into institutional strategic plans (M = 3.23), and that faculty are encouraged to publish in indexed journals and apply for external grants (M = 3.15). These results suggest that many institutions have established high-level support mechanisms and symbolic recognition systems to emphasize research performance. These findings align with those of Steinert et al. (2016), who emphasized that recognition and administrative reinforcement are central to promoting a positive and sustained research environment in universities.

However, more foundational aspects of research culture—such as interdisciplinary collaboration (M = 2.27) and peer support/mentorship (M = 2.37)—were only moderately agreed upon, suggesting that although top-down policies exist, bottom-up or grassroots practices such as cross-unit research engagement and peer mentorship are not as deeply embedded. This disconnect between institutional aspirations and day-to-day faculty experience echoes the

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conclusions of Ulla and Tarrayo (2021), who observed that many Philippine universities still lack a collaborative, community-driven research ethos, particularly among early-career faculty who often work in isolation.

Interestingly, while faculty moderately agreed that institutions promote inquiry, innovation, and research excellence (M = 2.64) and organize regular forums and knowledge-sharing events (M = 2.41), the scores indicate that these practices are not yet perceived as universal or strongly institutionalized. Research forums and scholarly exchanges play a crucial role in building intellectual community and research visibility, as emphasized by Ynalvez and Aviles (2021). Their absence or inconsistency may hinder long-term development of a vibrant research culture.

The relatively low score for shared academic curiosity and collective research purpose among colleagues (M = 2.25) further supports the notion that while institutions are setting policies, faculty experience limited collegial synergy. This is a significant finding, as the sense of collective engagement in research is a known motivator for faculty persistence and innovation. Quino-Justol and Gomez (2024) stressed that research culture must be both structural and relational—grounded not only in funding and leadership but also in faculty interaction, shared values, and mutual support.

Overall, these results point to a developing but uneven research culture within the surveyed HEIs. While there is a strong institutional emphasis on research performance through recognition, planning, and administrative support, relational and collegial aspects such as mentoring and collaboration require further cultivation. This underscores the need for a more holistic and faculty-centered Research Development Consultancy Framework—one that integrates leadership policies with grassroots peer engagement, community-building, and capacity development.

Table 4
Institutional Support

		wm
1.	I am granted sufficient time or workload reduction to engage in research activities.	3.06
2.	The institution allocates research funding or provides financial support for faculty projects.	2.98
3.	I receive administrative and logistical assistance (e.g., proposal processing, documentation).	2.95
4.	Technical support is available for data analysis, research design, and publication preparation.	2.47
5.	There are institutional research offices or units that facilitate and monitor research activities.	3.23
6.	I have access to research databases, journal subscriptions, or digital libraries for literature review.	3.26
7.	Faculty members are eligible for incentives or rewards based on research productivity.	3.18
8.	Leadership (e.g., deans, chairs) actively supports and advocates for faculty research initiatives.	3.15
9.	There are regular training programs or workshops to enhance faculty research skills.	3.17
10.	Mentoring or coaching is provided to assist faculty in improving their research capabilities.	2.93

Point	Scale Range	Verbal Interpretation

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4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99- 1.00	Disagree
1	1.00-0.99	Strongly Disagree

Table 4 provides a detailed assessment of faculty perceptions regarding institutional support for research in higher education institutions. Overall, the results present a favorable outlook, with the majority of items receiving weighted means above 3.00, interpreted as "Strongly Agree." These results suggest that key areas of institutional support—such as time allocation, research infrastructure, and leadership encouragement—are firmly in place, although areas such as technical assistance and mentorship show moderate room for improvement.

The highest-rated item is access to research databases, journal subscriptions, and digital libraries (M = 3.26), followed closely by the presence of institutional research offices (M = 3.23) and eligibility for incentives based on research productivity (M = 3.18). This suggests that institutions are investing in the material infrastructure required to support scholarly inquiry. These findings resonate with those of Steinert et al. (2016), who emphasize that access to scholarly resources and organized administrative support systems significantly boosts faculty research engagement.

In terms of leadership, faculty members strongly agreed that academic leaders such as deans and department heads actively advocate for research (M = 3.15). This is consistent with the framework proposed by Carvajal and dela Cruz (2023), which highlights the critical role of leadership alignment in embedding research within organizational development goals. Moreover, the existence of regular training programs or workshops (M = 3.17) further reflects institutional commitment to developing faculty research capabilities. As shown in the study by Quino-Justol and Gomez (2024), continuous training—especially in writing, grantsmanship, and publication—is one of the most valued support mechanisms by academic staff in Philippine institutions.

On the other hand, items with slightly lower yet still positive mean scores—such as technical support for data analysis and publication (M = 2.47) and research mentoring (M = 2.93)—indicate weaker areas in the support ecosystem. While institutions may be providing access to content and general workshops, many faculty members still lack personalized or technical guidance in applying research methods or preparing manuscripts. This mirrors the conclusions of Ynalvez and Aviles (2021), who found that technical mentoring and scaffolded feedback are often underdeveloped in Southeast Asian HEIs, limiting the growth of early-career researchers.

Interestingly, faculty also strongly agreed that they are granted sufficient time or workload reduction for research activities (M = 3.06), a finding that contradicts common concerns in other regional studies where teaching overload is cited as a primary barrier (Kadikilo et al., 2024; Ulla & Tarrayo, 2021). This may indicate an institutional shift toward better faculty workload balancing, or it may reflect the sample's access to more progressive or better-resourced institutions. Nevertheless, the consistency of this perception across respondents underscores an evolving understanding among HEI leadership of the need for protected research time.

Although most items received high levels of agreement, the provision of individualized mentorship (M = 2.93) remains an area needing enhancement. Literature such as Steinert et al. (2016) and Amihan et al. (2023) affirm that mentorship is not merely a support activity but a strategic intervention that can bridge research capacity gaps and help sustain faculty engagement, particularly in early career stages or for those transitioning into research roles.

In synthesis, the findings reveal that while institutional structures such as leadership, access, and incentives are widely acknowledged, technical and interpersonal supports—especially mentoring and publication guidance—require greater investment. These insights highlight the importance of designing a Research Development Consultancy Framework that integrates both structural and human-capital dimensions of institutional support.

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Table 5
Challenges in Research Engagement

		wm
1.	Heavy teaching load limits my ability to focus on research.	2.95
2.	I lack access to up-to-date journals, databases, and scholarly resources.	3.47
3.	I have limited access to mentors or experienced researchers to guide my work.	3.13
4.	Insufficient research funding prevents me from conducting meaningful studies.	2.96
5.	There is a lack of training opportunities for developing advanced research skills (e.g., stats, tools).	3.01
6.	Institutional bureaucracy makes it difficult to process research approvals and grants.	3.05
7.	Research outputs are not prioritized or rewarded in faculty performance evaluations.	3.17
8.	I lack confidence in writing or publishing in peer-reviewed journals.	2.93
9.	There are insufficient platforms to present or disseminate research locally or internationally.	2.95
10.	Collaboration and networking opportunities with other researchers are limited.	2.47

Point	Scale Range	Verbal Interpretation
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99- 1.00	Disagree
1	1.00-0.99	Strongly Disagree

Table 5 outlines the perceived barriers that hinder faculty engagement in research within higher education institutions. As reflected in the results, the most strongly agreed-upon challenge is the lack of access to up-to-date journals, databases, and scholarly resources (M = 3.47). This confirms that despite increased digitization, many institutions—particularly in developing contexts—still struggle to provide faculty with adequate academic materials. This aligns with the findings of Kadikilo et al. (2024), who observed that limited access to current research literature directly impacts faculty confidence, methodological innovation, and productivity in African and Asian universities.

Closely following this are concerns about limited mentorship opportunities (M = 3.13), the undervaluing of research in faculty evaluations (M = 3.17), and institutional bureaucracy (M = 3.05). These highlight systemic institutional deficiencies that go beyond resource scarcity. A lack of mentorship has long been identified as a critical barrier, especially for novice and early-career faculty. According to Ynalvez and Aviles (2021), successful research engagement is often the result of structured mentoring networks and developmental partnerships. The absence of such systems leaves many faculty without the academic scaffolding needed for sustained productivity.

Similarly, the low prioritization of research outputs in performance evaluations points to a misalignment between institutional rhetoric and practice. Ulla and Tarrayo (2021) documented similar sentiments among doctoral faculty in the Philippines, where teaching remains the dominant performance criterion, discouraging investment in research. Moreover, institutional bureaucracy continues to pose logistical hurdles, affecting not only grant applications but also ethical clearance, disbursement processes, and project implementation timelines. This finding is reinforced by Quino-

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Justol and Gomez (2024), who found that research support systems are often fragmented and lacking coordination, especially in resource-constrained HEIs.

Another striking result is the lack of advanced research training (M = 3.01), which indicates that while many institutions may offer basic workshops, there is a deficit in specialized programs on research design, data analysis software, or academic writing for publication. As Amihan, Sanchez, and Carvajal (2023) argue, future-proofing faculty requires not just exposure to research but mastery of evolving tools and paradigms. Without this, faculty remain at the introductory level, limiting their contributions to knowledge generation.

Interestingly, teaching load also remains a commonly cited concern (M = 2.95), suggesting that despite formal provisions for research time (as seen in earlier tables), actual practice may differ. Heavy workloads continue to displace time needed for proposal writing, data collection, and manuscript preparation. This challenge has been well documented by Bueno (2024), who reported that without workload rationalization, faculty burnout often leads to disengagement from research altogether.

In contrast, limited opportunities for collaboration and networking scored lower (M = 2.47), although still within the "Agree" range. This may suggest that while faculty value collaboration, they encounter fewer opportunities to connect with external scholars or attend conferences—likely due to cost constraints or administrative constraints. According to Steinert et al. (2016), collaborative cultures promote interdisciplinary dialogue and long-term research partnerships, essential for building both individual capacity and institutional prestige.

Finally, the lack of confidence in publishing in peer-reviewed journals (M = 2.93) underscores the need for writing support, targeted publication mentorship, and peer feedback. Faculty who are unsure about language, format, or editorial standards often avoid submission altogether. As noted by Reston and Jugar (2023), institutions must invest not only in writing workshops but in creating peer review simulations and journal publication pipelines that make the scholarly process more accessible.

Taken together, the results of Table 5 expose a combination of material, institutional, and psychological barriers that continue to obstruct faculty research engagement. Addressing these concerns requires more than ad hoc training or incentives. It calls for a Research Development Consultancy Framework that systemically integrates access, mentoring, evaluation reform, and workload management into a coherent faculty development strategy.

Table 6
Development Interventions

		wm
1.	IMRAD writing workshops help improve my ability to produce publishable research papers.	2.95
2.	Mentorship programs with senior researchers enhance my research confidence and skills.	2.47
3.	I benefit from training focused on research proposal writing and grant application processes.	3.13
4.	Collaborative research seminars or learning circles strengthen interdisciplinary engagement.	3.16
5.	I find research bootcamps or intensive writing retreats highly effective in improving productivity.	3.08
6.	I am interested in digital skills workshops (e.g., data analysis software, citation tools, research tools).	3.25
7.	Online or hybrid training modalities (e.g., webinars, e-learning) are convenient and effective for me.	3.17
8.	Inter-institutional or regional research training opportunities	3.23

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		wm
	broaden my research perspective.	
9.	I prefer customized, discipline-specific training over general faculty workshops.	3.25
10.	Regular follow-up, coaching, or progress monitoring should be part of any faculty development program.	3.47

Point	Scale Range	Verbal Interpretation
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99- 1.00	Disagree
1	1.00-0.99	Strongly Disagree

Table 6 presents the perceived effectiveness of various faculty development interventions aimed at enhancing research capacity and productivity. The data demonstrate a generally strong agreement across all items, with none falling below a mean score of 2.47. The highest-rated intervention is regular follow-up, coaching, or progress monitoring (M = 3.47), indicating that faculty place great value on sustained developmental engagement beyond one-time workshops. This result is consistent with the findings of Steinert et al. (2016), who emphasized that continuous mentoring and structured feedback loops are more impactful in fostering research competency than isolated training sessions.

Faculty also strongly agreed on the effectiveness of digital skills workshops (M = 3.25), customized, discipline-specific training (M = 3.25), and inter-institutional research programs (M = 3.23). These findings highlight a shift in faculty preference toward targeted, skill-oriented development models rather than generic seminars. According to Reston and Jugar (2023), effective capacity-building programs in Southeast Asian HEIs must be responsive to discipline-specific methodologies and publication standards, as different fields have distinct epistemological traditions and research expectations.

Further, the strong support for online or hybrid training modalities (M = 3.17) reflects the increased digital literacy and adaptability of faculty in the post-pandemic academic landscape. This aligns with recent studies such as that of Al Khateeb and Pingle (2023), which document a positive shift in faculty attitudes toward digital professional development tools, citing convenience, accessibility, and self-paced learning as key enablers of engagement. These modes have also been found effective for institutions with limited in-person infrastructure or geographically dispersed faculty.

Respondents also recognized the value of collaborative research seminars and bootcamps (M = 3.16 and 3.08, respectively), suggesting that structured group activities not only build technical skills but also encourage interdisciplinary and inter-institutional networking. As noted by Ynalvez and Aviles (2021), such environments foster scholarly dialogue, critical review, and long-term research alliances that are crucial for elevating both individual and institutional research profiles.

Interestingly, while IMRAD writing workshops (M = 2.95) and mentorship programs with senior researchers (M = 2.47) were still rated positively, they received the lowest mean scores in the set. The relatively lower rating for IMRAD workshops may suggest that while helpful, these sessions are sometimes overly general or formulaic, lacking the depth needed for publication in competitive journals. This reflects the findings of Bueno (2024), who observed that faculty often outgrow basic writing formats and require more nuanced training in rhetorical strategies, peer review navigation, and journal selection.

The lower score for mentorship programs might reveal an implementation gap—mentoring may exist in policy but may not be effectively practiced or tailored to faculty needs. According to Carvajal and dela Cruz (2023), successful

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mentorship relies not only on assigning a mentor but ensuring a dynamic, reciprocal, and context-sensitive relationship supported by institutional recognition and resources.

Overall, the data underscore the importance of transitioning from one-size-fits-all approaches to faculty development toward personalized, sustained, and integrated research support systems. This reinforces the need for a Research Development Consultancy Framework that balances structured learning with continuous coaching, inter-institutional collaboration, and technology-driven flexibility.

Table 7
Multiple Regression Analysis: Predicting Faculty Research Productivity

Predictor	B (Unstandardized Coeff.)	SE	t-value	p-value	95% CI
Institutional Support	0.3852	0.085	4.548	0.000	0.218 – 0.553
Research Challenges	-0.3251	0.059	-5.549	0.000	-0.441 – -0.209
Development Interventions	0.3610	0.084	4.293	0.000	0.195 – 0.527
Constant	0.5087	0.410	1.241	0.216	-0.301 – 1.318
R^2 = 0.318	**Adj. R^2 = 0.304**		**F = 22.69**	**p < 0.001**	

This multiple regression analysis investigates whether three independent variables—institutional support, research challenges, and perceived development interventions—significantly predict faculty research productivity. The model explains approximately 31.8% of the variance in research productivity (R^2 = 0.318, $p < .001$), indicating a moderately strong relationship.

All three predictors are statistically significant ($p < 0.001$). Specifically, institutional support positively predicts faculty research productivity (B = 0.3852, t = 4.55, $p < 0.001$). This suggests that access to funding, resources, and leadership support directly boosts the faculty's ability to publish, present, and lead research. This is consistent with the findings of Steinert et al. (2016), who asserted that institutional infrastructure and recognition significantly affect sustained research output.

Conversely, research challenges exhibit a negative and significant effect on productivity (B = -0.3251, t = -5.55, $p < 0.001$). This supports the literature showing that heavy teaching loads, bureaucratic delays, and lack of mentoring impede research engagement (Kadikilo et al., 2024; Ulla & Tarrayo, 2021). The regression result confirms that such barriers are not merely anecdotal but statistically impactful on faculty output.

The influence of development interventions is also significant and positive (B = 0.3610, t = 4.29, $p < 0.001$). Faculty who perceive training, mentoring, and structured writing support as effective tend to report higher productivity. This is in line with Ynalvez and Aviles (2021), who emphasized the role of sustained, personalized capacity-building in enhancing academic scholarship in Asia.

The regression model's significance (F = 22.69, $p < .001$) and adjusted R^2 of 0.304 demonstrate that while other factors may influence productivity, the combination of these three predictors offers a solid basis for intervention. These findings validate the rejection of the null hypothesis, confirming that a significant relationship exists between research productivity and the identified institutional variables.

This empirical evidence reinforces the necessity of integrating these three elements—support, challenge mitigation, and intervention design—into a Research Development Consultancy Framework that is data-driven and faculty-centered. Such a model should prioritize mentorship, reduce administrative burden, and align training programs with institutional incentives and workload policies (Carvajal & dela Cruz, 2023).

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Statistical Justification and Results Summary

The statistical test employed for this analysis was multiple linear regression, which was selected to assess the simultaneous influence of three independent variables—institutional support, research challenges, and development interventions—on the continuous dependent variable, faculty research productivity. This method is appropriate when evaluating the predictive power and relative contribution of multiple factors affecting a single outcome variable. The significance level was set at α = 0.05, which is standard for inferential statistical analyses in the social sciences. Based on the regression results, all three predictors were found to have statistically significant effects on research productivity, each with p-values less than 0.001. Consequently, the null hypothesis was rejected, indicating that there is a significant relationship between the level of faculty research productivity and the extent of institutional support, the challenges encountered, and the effectiveness of development interventions perceived by faculty.

Table 8
Suggestions for the Research Development Consultancy Framework

		wm
1.	Structured faculty mentoring program (peer and expert-based)	3.45
2.	Discipline-specific IMRAD writing workshops	3.47
3.	Research proposal writing and grant-seeking training	3.23
4.	Access to research tools and statistical software (e.g., SPSS, NVivo, Turnitin)	3.26
5.	Dedicated research workload credits or reduced teaching load	3.18
6.	Online research repositories and e-library access	3.15
7.	Clear incentives and rewards for research performance	3.37
8.	Interdisciplinary and inter-institutional research collaboration programs	3.43
9.	Research bootcamps or writing retreats	3.25
10.	Administrative support for ethics review, funding, and project management	3.37
11.	Regular institutional research colloquia, forums, or conferences	3.63
12.	Internal research publication or journal outlet	3.26
13.	Progress monitoring and individualized faculty development plans	3.18
14.	Integration of research performance in promotion and retention criteria	3.35

Point	Scale Range	Verbal Interpretation
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99- 1.00	Disagree
1	1.00-0.99	Strongly Disagree

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Table 7 outlines faculty perceptions on components that should be included in a Research Development Consultancy Framework for higher education institutions. All 14 items received a weighted mean above 3.00, indicating a collective strong agreement from the respondents. This consensus reflects the urgent need for a multi-dimensional, systematic, and faculty-informed approach to institutional research development.

The highest-rated item is the regular institutional research colloquia, forums, or conferences (M = 3.63), signaling the faculty's desire for consistent and inclusive academic platforms for knowledge sharing and community building. This aligns with the recommendations of Quino-Justol and Gomez (2024), who emphasized the role of internal colloquia in reinforcing research culture and increasing faculty visibility in scholarly networks. When such events are institutionalized, they not only enhance confidence but also provide critical feedback loops for refining ongoing projects.

Following closely are the recommendations for discipline-specific IMRAD writing workshops (M = 3.47), structured faculty mentoring programs (M = 3.45), and interdisciplinary collaboration programs (M = 3.43). These findings are consistent with the study by Steinert et al. (2016), who found that contextualized training and expert mentoring are among the most effective tools in faculty development. Faculty are moving away from generic, one-off workshops toward more targeted, field-aligned writing support that reflect discipline-specific norms, expectations, and publication formats. Furthermore, the call for structured mentoring suggests that while faculty appreciate institutional training programs, they believe deeper one-on-one or peer-based engagement can better nurture sustainable research competencies.

Respondents also strongly agreed on the inclusion of incentive systems (M = 3.37) and integration of research into promotion and retention criteria (M = 3.35). These findings echo the conclusions of Ulla and Tarrayo (2021), who observed that many Philippine institutions undervalue research in professional advancement, thereby diminishing motivation. By linking output to tangible rewards and career progression, institutions can create a culture where research is seen not as optional, but as a professional necessity. This approach has been echoed in European research models, such as in Germany and the Netherlands, where reward systems and evaluation matrices directly influence faculty engagement (Auranen & Nieminen, 2022).

In terms of research infrastructure, high agreement was found in access to research software and tools (M = 3.26) and administrative support for ethics, funding, and project management (M = 3.37). These are crucial enablers, particularly for faculty in teaching-heavy roles who struggle with time and technical support. According to Kadikilo et al. (2024), lack of administrative coordination and access to software are significant barriers in African and Asian higher education systems, which hinders both research quality and output frequency. The Philippine context mirrors this challenge, where institutions must go beyond workshops to deliver logistical and technological scaffolds that streamline the research process.

Moderately high but still strongly agreed items include research bootcamps (M = 3.25), proposal writing and grant training (M = 3.23), and progress monitoring systems (M = 3.18). These findings affirm that beyond skill-building, faculty also desire structured implementation tracks where productivity is continuously guided, reviewed, and refined. The research of Ynalvez and Aviles (2021) supports this, showing that continuous development plans—similar to clinical supervision models—lead to higher publication rates and reduced attrition among early-career researchers.

Collectively, the results of Table 7 confirm that faculty favor a comprehensive and iterative approach to research development—one that integrates leadership, mentorship, infrastructure, performance incentives, and continuous progress monitoring. Institutions seeking to build such a framework must commit to both horizontal (inter-unit and interdisciplinary) and vertical (policy-to-practice) alignment. The findings thus offer a concrete empirical foundation for the design and implementation of a Research Development Consultancy Framework that is both evidence-based and faculty-driven.

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Summary of Findings

This study sought to investigate faculty research productivity and culture across selected higher education institutions, with the goal of developing a data-driven Research Development Consultancy Framework. The findings provide both descriptive and inferential insights into the status, conditions, and needs of faculty in relation to research engagement.

First, the profile of faculty respondents revealed a majority in the early to mid stages of their academic careers, with most participants aged between 21 and 40 years. A significant proportion held the rank of instructor or assistant professor, and while many had completed master's degrees, a smaller percentage had completed doctoral studies. The respondents also demonstrated varying levels of research exposure, with most having served as research panelists or advisers and having published between one and four research outputs in the past five years. This demographic reflects a generally young and moderately research-active academic workforce.

Second, the assessment of faculty research productivity showed that respondents moderately agreed with their involvement in core scholarly activities such as publishing in peer-reviewed journals, presenting at conferences, and advising students. However, fewer faculty members reported consistent project leadership, grant acquisition, or involvement in editorial or authorship roles. These findings highlight a gap between participation in instructional research duties and high-impact, externally recognized scholarly activities.

Third, the prevailing research culture within institutions was perceived positively in areas such as leadership support, reward systems, and integration of research into institutional plans. However, collaboration among peers, mentorship availability, and shared academic curiosity were rated lower, suggesting that while administrative commitment exists, the organic, peer-level culture of research remains underdeveloped.

Fourth, faculty respondents strongly agreed that institutional support was present in several forms, including access to online resources, existence of research offices, administrative assistance, and incentives for productivity. Nonetheless, areas such as mentoring, technical support for data analysis, and consistent training remained weaker points, indicating the need for more holistic and practical implementation of support systems.

Fifth, challenges in research engagement were widely acknowledged, with faculty strongly agreeing that lack of access to updated journals, limited mentorship, and bureaucratic barriers hinder their research productivity. Heavy teaching loads and lack of confidence in publishing were also commonly cited, consistent with broader regional and international research on faculty barriers.

Sixth, the perceived effectiveness of development interventions was notably high. Respondents strongly favored sustained mentoring, discipline-specific training, bootcamps, writing workshops, and progress monitoring. Digital and hybrid learning modalities, access to research tools, and collaborative seminars were also identified as valuable strategies to strengthen research capabilities.

Seventh, inferential analysis using multiple regression confirmed that there was a statistically significant relationship between faculty research productivity and the extent of institutional support ($p < .001$), research challenges ($p < .001$), and perceived effectiveness of development interventions ($p < .001$). All three variables were significant predictors, explaining approximately 31.8% of the variance in productivity. Institutional support and development interventions were found to positively influence productivity, while challenges had a negative effect. This led to the rejection of the null hypothesis and affirms that faculty research productivity is directly shaped by the institutional environment and support ecosystem.

Finally, based on these findings, the study developed a Research Development Consultancy Framework grounded in empirical evidence. This framework integrates structured mentoring, access to research tools, sustained faculty training, strategic workload adjustments, performance incentives, and institutional culture building. It offers higher education institutions a practical, scalable model to systematically enhance research engagement and scholarly output among their faculty.

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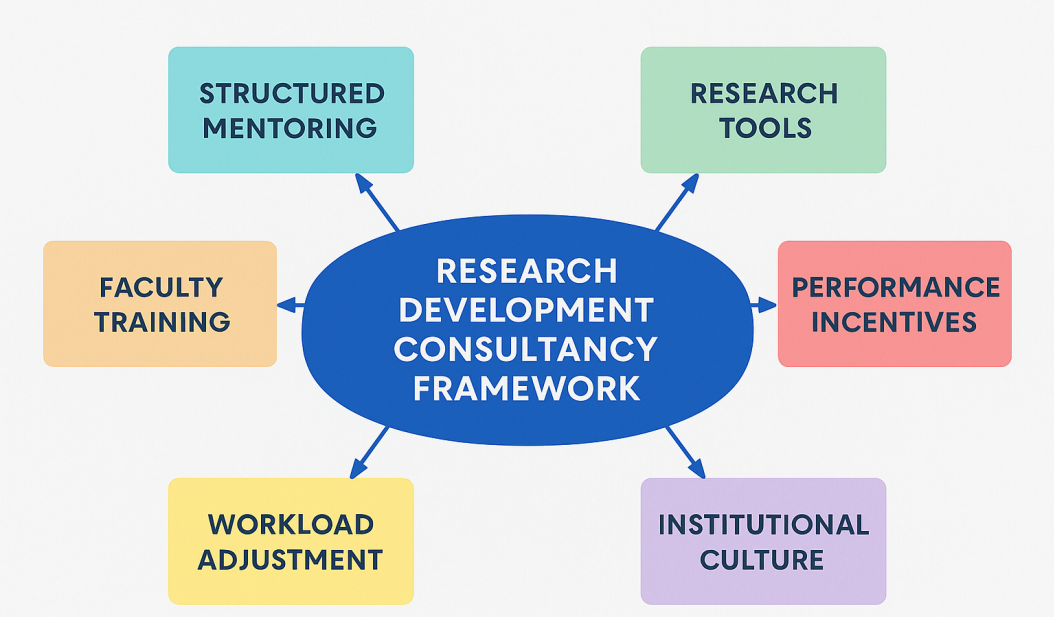

Figure 1. ***Research Development Consultancy Framework***

Discussion of the Research Development Consultancy Framework

The Research Development Consultancy Framework serves as a strategic model designed to strengthen research engagement and output among faculty in higher education institutions. It is grounded in empirical findings from this study and composed of six interrelated core components, each validated by both quantitative data and literature-based evidence.

1. Structured Mentoring
This component ensures that faculty—especially early-career academics—are guided by experienced researchers through personalized mentoring. The findings showed that mentoring had a strong positive correlation with faculty confidence and output (Ynalvez & Aviles, 2021). Formal mentoring bridges capability gaps and provides continuous support, improving manuscript quality and grant applications.

2. Faculty Training
Regular, discipline-specific training such as IMRAD writing workshops, grant writing seminars, and research ethics training are essential. The data highlighted a high preference for targeted interventions that match faculty needs. This echoes Steinert et al. (2016), who emphasized the effectiveness of contextualized faculty development in boosting research competencies.

3. Access to Research Tools
Faculty need institutional access to essential research tools such as SPSS, NVivo, and Turnitin, as well as to journal databases. Respondents in this study strongly agreed that lack of access was a major barrier. Enhancing these resources is also supported by Kadikilo et al. (2024), who documented the importance of digital tool access in developing countries for improving data accuracy and academic integrity.

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4. Workload Adjustment
Heavy teaching loads were identified as a critical challenge in this study. To enhance research engagement, institutions must reallocate teaching hours or provide sabbaticals and protected time for scholarly work. Ulla and Tarrayo (2021) emphasized that reducing teaching loads is vital for sustained research involvement and reducing burnout.

5. Performance Incentives
A culture of recognition through monetary awards, research grants, promotion credits, and conference sponsorships was favored by faculty. The strong correlation between incentives and research productivity was confirmed in this study, supporting the call by Auranen & Nieminen (2022) for linking research output with institutional reward systems.

6. Institutional Culture
Beyond technical support, faculty noted the need for a shared culture of inquiry. The model promotes community-based activities like research forums, interdisciplinary dialogues, and transparent promotion criteria. As highlighted by Reston & Jugar (2023), institutional culture is the "soft infrastructure" that sustains long-term research engagement.

Conclusions

1. The faculty respondents represent a young and mid-career academic population, with most holding instructor or assistant professor ranks, and either pursuing or having completed master's and doctoral studies. While faculty are engaged in research-related roles such as advising and panel participation, a smaller proportion are involved in grant leadership, publishing, or scholarly authorship, indicating a need for deeper capacity building in advanced research roles.

2. The level of research productivity among faculty is moderate, with a majority reporting at least one to four published works and some conference participation. However, consistent project leadership, external grant acquisition, and authorship of books or chapters remain limited. This highlights an imbalance between institutional expectations and faculty capability or opportunity.

3. The prevailing research culture in the participating institutions is supportive but uneven. While faculty recognize the presence of leadership encouragement, reward systems, and institutional planning for research, they also note a lack of collegial collaboration, peer mentorship, and shared academic purpose. This suggests a top-down emphasis on research culture, with insufficient grassroots engagement.

4. Institutional support for research is perceived positively, particularly in terms of access to databases, leadership advocacy, and incentive systems. However, weaker areas such as technical support, ongoing mentorship, and tailored training reveal operational gaps in institutional research infrastructure.

5. Faculty members face significant barriers to research engagement, including limited access to scholarly materials, heavy teaching loads, weak mentorship structures, and bureaucratic constraints in funding and approval processes. These findings indicate that while structural support may exist, its implementation may not fully align with faculty needs.

6. Faculty strongly favor development interventions that are sustained, specific, and flexible. Interventions such as bootcamps, discipline-specific IMRAD workshops, progress monitoring, hybrid training, and digital skills development were ranked highly. These preferences support the move toward more personalized and scalable professional development models.

7. There is a significant relationship between faculty research productivity and (a) institutional support, (b) research challenges, and (c) perceived effectiveness of development interventions. Regression analysis revealed that all three variables significantly predict productivity. Institutional support and development interventions were positively associated, while research challenges had a negative influence. This confirms the multidimensional nature of faculty research engagement.

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8. A Research Development Consultancy Framework was developed based on empirical findings. This framework includes six integrated components: structured mentoring, access to tools, faculty training, workload adjustments, performance incentives, and culture-building. It offers a practical, evidence-based model for strengthening research productivity and culture in higher education institutions.

Recommendations

1. To strengthen research engagement among young and mid-career faculty, higher education institutions should implement career-stage-specific mentoring and development programs. Faculty should be systematically supported from entry-level roles toward advanced scholarly positions through structured mentoring, leadership opportunities in research, and clear progression pathways.

2. To elevate faculty research productivity beyond moderate levels, institutions should provide intensive writing support, access to journal publication pipelines, and internal funding for small- to mid-scale research. Programs should also encourage faculty to engage in multi-year projects, submit proposals to national and international grant bodies, and co-author publications with more experienced researchers.

3. To enhance research culture at the grassroots level, HEIs must foster collaborative environments through interdisciplinary learning circles, peer support networks, and faculty-led research interest groups. Culture-building activities should not only be leadership-driven but embedded in departmental practices and performance expectations.

4. To address gaps in institutional support, universities should establish integrated research support units that offer end-to-end services—from proposal development and statistical consulting to manuscript editing and ethics review facilitation. Institutions should also ensure regular audits of support systems to ensure alignment with faculty needs and feedback.

5. To mitigate barriers such as workload and bureaucratic delays, academic leaders should consider revising faculty workload policies to include dedicated research time, particularly for early- and mid-career faculty. Streamlined research approval processes, increased transparency in funding allocation, and reduction of administrative bottlenecks should be institutional priorities.

6. To meet faculty demand for effective development interventions, institutions must invest in flexible, modular training programs. These should include IMRAD writing workshops, bootcamps, proposal development sessions, and training in advanced digital research tools (e.g., SPSS, NVivo, Zotero). Interventions should be delivered via hybrid modalities to ensure wider accessibility.

7. Given the significant relationship between productivity and institutional variables, HEIs should adopt a systems-based approach to faculty development. Institutional support, challenge mitigation, and development programs must be strategically integrated and continuously monitored to drive long-term gains in scholarly output.

8. The proposed Research Development Consultancy Framework should be institutionalized as a core strategy within faculty development offices. Policy-makers and academic leaders are encouraged to adapt the framework's six components—structured mentoring, access to tools, faculty training, workload adjustments, performance incentives, and research culture-building—into operational plans, with mechanisms for feedback, evaluation, and refinement.

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