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Research performance metrics: Institution and faculty perspectives for strategic capability enhancement

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Abstract

Aim: This study aimed to analyze the research performance metrics of a private educational institution as a basis for proposing a Research Capability Enhancement Program to strengthen its research culture. Specifically, it examined the level of performance of the institution and faculty members across the research phases of production, dissemination, and utilization, and identified teacher-related and school-related problems that hinder optimal research performance.

Methodology: The study employed a quantitative descriptive research design involving 59 full-time faculty members from both basic education and higher education levels. Data were gathered using a researcher-made survey questionnaire that underwent expert validation. Descriptive statistical tools, including frequency, percentage, weighted mean, and ranking, were utilized to analyze the data.

Results: The findings revealed a generally high level of research performance for both the institution and faculty members, particularly in ethical research practices, computer and information technology skills, and the promotion of evidence-based practices. However, lower performance was observed in faculty knowledge of basic statistical and analytical tools, participation in research consortia for funding, and the generation of substantial research contributions or breakthroughs. Time management and limited financial support emerged as the most significant teacher-related and school-related problems affecting research performance.

Conclusion: The study concludes that while the institution demonstrates commendable research performance, particularly in ethical and technological aspects, gaps remain in research utilization, collaborative funding, and statistical competencies. Addressing these gaps through a targeted Research Capability Enhancement Program focused on statistical training, research collaboration, and institutional support mechanisms is essential to further strengthen the research culture and maximize faculty research engagement.

Keywords: *research performance metrics, research phases, faculty research, capability enhancement, research culture*

INTRODUCTION

Research is a vital aspect of promoting academic excellence and institutional growth. It plays a significant role in advancing knowledge, informing practice, and contributing to societal development. Educational institutions globally recognize its value as essential for innovation and critical thinking. By promoting research, institutions enhance their academic reputation and encourage faculty and students to address real-world challenges and achieve educational targets. Mertler (2021) emphasizes that research, as a systematic and critical inquiry, is intended to generate new knowledge, improve practices, and inform policy within the field of education.

Globally, higher education institutions are under increasing pressure to enhance research productivity and impact. Metrics such as publications, citations, and research funding are key indicators of institutional success and are often tied to university rankings and accreditation. Based on a report published by the Second Congressional Commission on Education (EDCOM II), the Philippines has found itself at the bottom half in the list of Southeast Asian countries producing quality research papers. According to the committee's findings, the country failed to attain the ASEAN average threshold as it produced only 6,870 papers based on the number of Scopus articles released for the year 2022.

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In the Philippines, the emphasis on enhancing research productivity is mirrored in the initiatives of the Commission on Higher Education (CHED) and the evaluation criteria set by accreditation bodies. CHED allocates budgets for competitive research grants and underscores the societal impact of university research. Despite these efforts, Philippine universities are falling behind other Southeast Asian countries in terms of research output and citations, with the Second Congressional Commission on Education (EDCOM II) reporting that the country produced only 6,870 Scopus-indexed papers in 2022, placing it in the bottom half of the region. The study by Gopez et al. (2024) highlights several critical findings that the National Capital Region (NCR) excels in bulk research production which is reflected in metrics such as the number of authors and citations per paper. However, significant differences among these productive HEIs are limited to bulk research production, the number of authors, and corporate collaboration. Moreover, privately-owned HEIs outperform publicly-owned institutions, with distinctions only in bulk research production and the number of authors. The study also identifies correlations among bibliometric data, notably between bulk research production and the number of authors. This emphasizes the necessity for effective research management.

These insights underscore that as educational institutions strive to enhance their research capabilities, assessing performance across various research phases, particularly production, dissemination, and utilization, is essential. Understanding these dynamics can help address challenges such as heavy teaching loads and inadequate research facilities, which limit faculty engagement in research. By evaluating and enhancing institutional support, Philippine HEIs can better align with their research vision and mission, and ultimately improve their standing within the global academic community.

As educational institutions in the Philippines strive to enhance their research capabilities, it becomes essential to evaluate the performance of both the institution and its faculty members in the different phases of research. Schools may encounter challenges in cultivating a research culture, making it important to look into the academic community and determine the areas that need to be given emphasis to support the development of a healthy research environment. Heavy teaching loads, inadequate research facilities, lack of funds, and delays in procurement are some of the factors that limit faculty engagement in research activities. By focusing on the performance of researchers in each of the three phases, institutions can gauge the areas that must be addressed to achieve the research vision and mission of the institution.

A private educational institution in Batangas recognizes the importance of establishing a strong research culture. It has initiated efforts to familiarize faculty and students with research practices through training sessions and forums to promote engagement and collaboration. Despite these efforts, many faculty members and students have not fully embraced research activities. They face significant barriers, including limited research skills, time constraints, and a lack of mentorship. These barriers to research performance such as heavy teaching loads and inadequate research facilities, are compounded by faculty's graduate studies and the absence of technical writing skills, as highlighted by Sayao et al. (2023). These challenges impede faculty engagement in research and reveal a need for ongoing mentorship and additional incentives. Many research outputs are presented only in internal reviews or conferences, without publication in scientific journals. Thus, it is crucial to assess levels of research performance and identify barriers that hinder progress.

This study addresses a critical contextual gap by focusing specifically on the unique environment of private educational institution in Batangas, which has not been thoroughly explored in existing literature. It highlights a performance gap by evaluating faculty engagement in the phases of production, dissemination, and utilization. While prior studies have explored research culture and faculty involvement across the Philippines, few have specifically targeted private institutions in the Calabarzon region. This study differs from prior works by providing a targeted assessment of research performance across these phases.

Based on its findings, the study proposed a Research Capability Enhancement Program designed to address identified gaps and foster a culture of research excellence. This program aims to ensure that the entire research process, from production to dissemination and utilization, is effectively integrated into the private educational institution in Batangas. This can contribute to its academic development and its faculty members' professional growth. It can also add to the disciplinary lens by examining private institutions as well as emphasize practical relevance by addressing community needs.

Review of Related Literature and Studies

This review of related literature encompasses both conceptual and research literature that address topics related to research performance in educational institutions. It examines the institution's performance level in research, as well as the faculty's effectiveness across the three phases of research, namely production, dissemination, and utilization. The review also highlights the challenges encountered in research activities and explores the significance of research

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capability enhancement programs to foster a strong research culture, promote collaboration, and improve overall research outcomes within the academic community.

Level of Performance of the Institution in Research

The performance of an institution in research plays a pivotal role in shaping its academic reputation and effectiveness. This performance is often reflected in key metrics such as collaboration levels, funding acquisition, and publication rates, which collectively indicate the institution's research impact. In this context, institutional research performance is crucial for creating a supportive academic environment that encourages research excellence.

Resnik (2024) asserts that institutional leaders must actively demonstrate their commitment to ethical research practices through clear actions and communication. This aligns with the indicator of the institution's level of performance that ensures researchers respect and adhere to moral and ethical standards. Furthermore, Zhakssylyk et al. (2023) argue that maintaining research integrity is a shared responsibility among researchers and institutions, emphasizing the need for collaborative efforts in upholding quality research practices, thereby enhancing institutional reputation and trust. This relates to the performance of an institution, which involves engaging in research collaboration and partnership with government and private agencies and other institutions. Additionally, Frantz (2022) emphasizes the necessity of cultivating a solid institutional research culture, which fosters an environment conducive to long-term productivity and innovation. This aligns with the need for the institution to encourage faculty to produce research outputs that incorporate new knowledge and organize initiatives and events to advance research culture.

Moreover, Muborak (2024) discusses the importance of improving institutional resources dedicated to research support, such as funding and mentorship programs. This enhancement can significantly affect research performance metrics by facilitating faculty engagement and productivity. It connects to the current research study, which includes determining performance in conducting training and mentorship programs to enhance research skills and competencies, as well as allocating funds for mentoring, coaching, and training in research.

In another study, Islam (2023) highlights the need to align research initiatives with societal challenges. This reinforces the aim to evaluate the impact of relevance in research on institutional performance. The connection between the studies is evident in the indicators that include conducting research studies to improve community engagement activities and assisting in addressing local and global development concerns through research.

Together, the studies underscore the multifaceted nature of institutional performance in research and its alignment with the established indicators, thereby creating a comprehensive framework for enhancing research capabilities. They illustrate that institutional performance is multi-dimensional, reliant on ethical practices, resource allocation, collaboration, and the capacity to address societal challenges. The studies collectively emphasize that fostering a supportive research environment, enhancing resources, and establishing a strong research culture are essential for improving institutional research outcomes.

Faculty Performance in the Research Phases

Research is a multifaceted process that encompasses three critical phases: production, dissemination, and utilization. Each phase plays a vital role in the overall effectiveness and impact of research efforts within an institution. First, the production phase involves the generation of new knowledge through inquiry and investigation and lays the foundation for quality research outputs. Next, the dissemination phase focuses on effectively communicating research findings to relevant stakeholders. This phase ensures that valuable insights reach broader audiences and contribute to informed decision-making. Lastly, the utilization phase emphasizes the application of research findings in real-world contexts and translates academic knowledge into actionable solutions that address societal needs and challenges. Together, these three phases create a comprehensive framework for evaluating research capabilities, guide institutions in enhancing their research strategies, and maximize their contributions to knowledge and society.

Faculty performance in research production significantly influences overall research capability. Zhao (2021) notes that digital technologies have transformed the methods of knowledge production. This transformation necessitates that faculty adapt to new research methodologies to enhance research outputs, which can be evaluated through performance metrics. Ensuring effective performance in the production phase is crucial, as it lays the foundation for generating high-quality research that meets both academic and societal needs.

Focusing on the indicators of level of faculty performance in research production, Lailiyah (2021) emphasizes critical thinking as a vital skill in higher education. Fostering critical thinking among faculty can lead to improved research quality, which serves as a Key Performance Indicator (KPI). Similarly, Field (2021) asserts that familiarity with statistical and analytical skills is crucial for conducting accurate data analyses. This proficiency directly informs the focus on evaluating faculty competencies as part of research performance metrics. By regularly assessing performance in

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production, institutions can identify strengths and areas for improvement and guide strategic initiatives for enhancing research capabilities.

Effective dissemination of research findings is essential for maximizing the impact of research efforts. Bastida and Saysi (2023) identify language proficiency as a barrier to effective research communication. Addressing this issue is crucial, as improved communication can lead to better dissemination of research findings, thereby enhancing overall research impact. Ensuring effective performance in dissemination fosters a culture of transparency and accessibility. It also allows research outcomes to reach broader audiences. Considering dissemination, Bagita-Vangana et al. (2025) highlight the importance of sharing research results to build trust with participants. Such trust is essential for upholding ethical responsibilities and ensuring that research impacts are recognized. Moreover, Vlegels (2021) points out that networking opportunities enhance collaboration among researchers. This finding supports the aim to assess the role of collaboration in improving research outputs and metrics. Gauging performance in dissemination does not only enhance the visibility of research but also informs institutions about the effectiveness of their communication strategies thereby enabling continuous improvement in engaging stakeholders.

The utilization of research findings is critical for translating academic knowledge into real-world applications. Zhidebekkyzy et al. (2023) argue for regular evaluations of research efficiency. This aligns with the objective of measuring both economic and knowledge outcomes to assess research effectiveness. Ensuring effective performance in the utilization phase is essential for maximizing the societal impact of research, as it translates findings into actionable solutions that address local and global development concerns. By focusing on the practical application of research, institutions can ensure that research initiatives are relevant and impactful. Furthermore, the systematic evaluation of performance in this phase provides insights into how well research influences policy and practice, guiding future research agenda.

The ideas highlight that faculty performance across the three research phases is crucial for the effectiveness and societal impact of research. The emphasis on critical thinking, digital skills, and effective communication collectively underscores the need for continuous professional development and strategic evaluations to enhance faculty capabilities and research contributions.

Problems Encountered in Research

Understanding the challenges faced by faculty members is essential for creating supportive research environments. These challenges can hinder research productivity and diminish the overall effectiveness of academic institutions in contributing to knowledge advancement. In this regard, despite faculty willingness to engage in research, various challenges hinder their efforts.

Santiago (2023) finds that excessive workloads limit faculty members' research capabilities. This limitation indicates the need for institutions to manage workloads effectively to promote research engagement. Additionally, Li et al. (2024) underscore how personal responsibilities can restrict scholarly engagement. This suggests that external factors must be considered when evaluating research performance. This can provide a more comprehensive analysis of faculty capabilities.

Moreover, Antes and Maggi (2021) emphasize the importance of conducting research responsibly. Incorporating this principle into the study enhances the focus on ethical standards, which are essential for accurate performance evaluation. Focusing on researchers' basic qualities, Clark (2022) highlights the role of curiosity in driving effective research. This intrinsic motivation is crucial for fostering an environment that encourages exploration and innovation among faculty. In addition, Zhang et al. (2024) note that employers increasingly demand digital skills. This trend necessitates that institutions provide training in digital competencies to enhance faculty performance in research. With emphasis on other limitations in competencies as possible challenge in research, Cargill and O'Connor (2021) stress the importance of clear communication in research dissemination. Ensuring that research findings are accessible and impactful is fundamental for achieving broader academic and societal engagement.

Tabatadze (2022) examines the influence of funding structures on universities' research productivity which reveals that current financing models often fail to effectively enhance scholarly capacity. This finding suggests a need for reform in funding mechanisms to better support academic institutions in their research efforts. Furthermore, Miraj et al. (2022) explore how academic advising, motivation, and effective time management influence students' attitudes towards research work. Their findings indicate that support mechanisms are crucial for enhancing faculty engagement, which is a key focus of the study.

Addressing these school-related problems is critical for enhancing research capability and overall academic performance. By focusing on these areas, the study can provide actionable insights that lead to improved research outcomes and performance metrics across institutions.

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Research Capability Enhancement Program (RCEP)

The Research Capability Enhancement Program (RCEP) is designed to empower educators by providing them with the necessary skills and knowledge to engage in effective research practices. In an era where evidence-based teaching is paramount, RCEP aims to address the existing gaps in research proficiency among teachers, thereby enhancing their ability to produce, disseminate, and apply research findings in their classrooms. By fostering a culture of continuous professional development, the program can improve teaching and learning outcomes and equip educators to contribute meaningfully to their fields and the broader educational community through research.

Tamban and Maningas (2020) emphasize the need for structured programs that enhance the research capabilities of public school teachers. Their study identifies moderate levels of technical writing skills among educators and highlights the necessity for targeted training initiatives. They recommend intensive seminars and writeshops to develop these skills, ensuring that teachers can produce high-quality research outputs that meet academic standards. By implementing such programs, RCEP aligns with the findings of Tamban and Maningas, promoting a culture of research excellence that benefits both educators and students alike.

In addition to the findings from Tamban and Maningas (2020), the recommendations from Vasquez, Zales, and Atmosfera (2022) further emphasize the importance of enhancing research capabilities among teachers. They suggest that the administration of private schools should actively send their faculty to participate in research writing enhancement programs. Furthermore, a continuous assessment of the teachers' needs in research writing is highly recommended to support their professional growth and ensure that training initiatives are effectively aligned with their development goals.

Creating a research capability enhancement program is significant as it can empower faculty with the necessary skills to contribute effectively to their fields. It can also foster a culture of research excellence that will benefit not only educators but also students and the wider community by aligning educational practices with societal needs. By addressing gaps in skills and fostering continuous professional development, the program will not only improve research proficiency but also contribute to a culture of research excellence that positively impacts both educators and the educational community.

The ideas and concepts in this literature review focus on the research performance of educational institutions, specifically examining faculty effectiveness during the phases of production, dissemination, and utilization. They highlight the significance of ethical standards, resource allocation, and collaboration in enhancing research outcomes. The review also points out challenges that faculty encounter, such as heavy workloads and insufficient funding. Furthermore, it advocates for Research Capability Enhancement Programs to equip educators and foster a robust research culture. This analysis serves as a foundation for conducting evaluations of research performance metrics at a private educational institution in Batangas. It assists in assessing institutional and faculty performance, identifying challenges, and developing a Research Capability Enhancement Program to strengthen the research culture.

Theoretical Framework

The theoretical framework for this study is built upon Social Cognitive Theory (SCT) and the Theory of Performance (ToP). The Social Cognitive Theory, proposed by Albert Bandura, emphasizes the reciprocal interaction between personal factors, environmental influences, and behavior. This framework guided the instrument development by ensuring that the survey items effectively assessed individual research skills, institutional support, and the factors influencing research performance. Key components of this theory include observational learning, self-efficacy, and the impact of environmental factors. In variable selection, this theory informed the choice of metrics related to self-efficacy and institutional support, which are critical for measuring faculty members' research performance. According to this theory, faculty members can improve their research performance by observing and modeling behaviors of peers or mentors, and their belief in their capabilities to perform research tasks is crucial. Furthermore, institutional support systems significantly impact faculty research engagement and performance.

Complementing SCT, in the Theory of Performance (ToP), performance is not simply a process or an outcome but a "system," defined as a collection of interdependent components that together create a unified whole. This theory guided the interpretation of results by framing performance as a dynamic system, enabling a nuanced understanding of how various components, such as individual capabilities and institutional factors, interact to affect overall research outcomes. More specifically, performance is viewed as a dynamic multicomponent system that incorporates firm-level capabilities, structures, and transactions, along with individual-level knowledge, skills, abilities, and other characteristics, roles, and relationships (Marshall et al., 2024). The dynamic aspect of performance reflects the continual changes within organizations. By integrating Social Cognitive Theory (SCT) and the Theory of Performance (ToP), this framework provides a lens for examining the multifaceted influences on research performance within the institution.

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Conceptual Framework

The conceptual framework for this study illustrates the relationships among key concepts, namely research performance metrics, institutional support, barriers to research engagement, and capability enhancement. The framework is organized with research performance metrics encompassing the phases of production, dissemination, and utilization of research. Capability enhancement includes training, experience, and self-efficacy in research, while institutional support refers to resources, mentorship, and encouragement provided by the institution. Barriers to research engagement are identified as teacher-related and school-related problems that hinder research performance. Institutional support affects capability enhancement, which in turn influences research performance. Barriers to research engagement negatively impact both skill development and research performance levels, illustrating the need for targeted interventions. This framework serves as a roadmap to conceptualize and structure the work by providing an outline that connects different ideas and concepts within the field of study.

Statement of the Problem

Research plays a critical role in advancing academic excellence, institutional development, and evidence-based practice in educational institutions. Despite sustained efforts to promote research engagement, many private educational institutions continue to experience challenges in cultivating a strong and sustainable research culture. These challenges are often manifested in uneven research productivity, limited dissemination of research outputs, and inadequate utilization of research findings in institutional and community practices. Contributing factors include insufficient research skills, heavy teaching workloads, limited time for research, inadequate financial and institutional support, and restricted access to mentorship and research resources.

In a private educational institution in Batangas, initiatives such as research trainings, forums, and institutional encouragement have been implemented to enhance faculty research engagement. However, research performance across the phases of production, dissemination, and utilization remains inconsistent, and many research outputs do not progress beyond internal presentations or conference participation. These conditions suggest the presence of both teacher-related and school-related barriers that hinder the attainment of optimal research performance.

Given these concerns, there is a need to systematically analyze the research performance metrics of the institution and its faculty members, identify the specific challenges affecting research engagement, and determine areas requiring strategic intervention. Addressing these gaps is essential to strengthen the institution's research culture and to develop a Research Capability Enhancement Program that supports sustained faculty participation, improves research productivity, and enhances the practical application of research outputs.

Research Objectives

General Objective

To analyze the research performance metrics of a private educational institution in Batangas as a basis for proposing a Research Capability Enhancement Program to strengthen its research culture

Specific Objectives

1. To assess the level of performance of the institution in the research area.
2. To evaluate the level of performance of faculty respondents in the following phases of research:
   2.1. Production;
   2.2. Dissemination; and
   2.3. Utilization.
3. To identify the problems that hinder faculty respondents from achieving maximum performance in research in terms of:
   3.1. Teacher-related problems; and
   3.2. School-related problems.
4. To propose a Research Capability Enhancement Program aimed at strengthening the research culture within the institution.

Research Questions

1. What is the level of performance of the institution in the research area?

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2. What is the level of performance of the faculty respondents in the following phases of research:
   2.1. Production;
   2.2. Dissemination; and
   2.3. Utilization?
3. What problems hinder the faculty respondents from manifesting the maximum level of performance in research in terms of:
   3.1. Teacher-related problems; and
   3.2. School-related problems?
4. Based on the findings of the study, what Research Capability Enhancement Program may be proposed and implemented to strengthen the research culture in the institution?

METHODS

Research Design

This study employed a quantitative descriptive design, which is a systematic approach used to collect and analyze numerical data to describe characteristics or performance in a specific context. This design was explicitly chosen to effectively assess the performance of the institution and its faculty members during the critical research phases of production, dissemination, and utilization. The quantitative approach was applied by systematically gathering data on various performance metrics. This method focused on identifying and measuring key indicators of research performance, which provided a clear picture of the institution's strengths and areas for improvement. This approach was deemed the most appropriate compared to qualitative alternatives, as it offers precise quantifiable outcomes that facilitate actionable insights. Unlike qualitative methods, the quantitative descriptive design ensures that findings can be systematically compared and utilized in the development of a Research Capability Enhancement Program.

Population and Sampling

This study targeted faculty members from the Basic Education and College departments of a private educational institution in Batangas. A total of 59 full-time faculty members were selected as respondents through purposive sampling, a method that involves deliberately selecting individuals who possess specific characteristics relevant to the research. Respondents had to possess a minimum tenure of one year at the institution to ensure their familiarity with its research performance. This selection method aimed to obtain a representative sample capable of providing meaningful insights into the institution's research performance. No other data sources were utilized, as the study concentrated exclusively on faculty respondents.

Instruments

Data were collected using a researcher-made survey questionnaire specifically designed to assess the performance metrics of faculty members across the research phases. The questionnaire was developed based on a thorough review of existing literature and aligned with the study's objectives. The validation process involved consultation with three subject matter experts, who provided both content and face validation for the instrument. These validators, possessing qualifications in educational research, assessment, and instructional design, reviewed the questionnaire for clarity, relevance, and comprehensiveness. To further ensure reliability, a pilot test was conducted with a small group of faculty members, resulting in reliability statistics in which the instrument obtained a Cronbach's alpha of .781, indicating 78 percent reliability and acceptability of the items. This validation process ensures that the questionnaire is both reliable and valid for assessing faculty performance in research**.**

Data Collection

Data collection was conducted in a structured manner during the School Year 2024-2025, with the validated survey questionnaire distributed to full-time faculty members at a private educational institution in Batangas. The surveys were administered in person and online to accommodate varying schedules, thereby maximizing participation and response rates. Before distribution, the content and objectives of the study were clearly explained to the faculty members to ensure their understanding of the purpose of the survey and the importance of their contributions. Clear instructions were provided to respondents to enhance understanding and completion of the questionnaire. The data collection process spanned a duration of one semester, and was executed in a logical sequence to maintain the integrity of the data

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collected. This systematic approach ensured that the faculty's insights could be effectively gathered to inform the study's objectives.

Treatment of Data

The collected data were analyzed using descriptive statistics to summarize responses and identify key findings regarding research performance metrics. Specific statistical measures**,** including frequency, percentage, weighted mean, and ranking, were applied to assess the performance of the institution in the research area, faculty performance across the research phases of production, dissemination, and utilization, as well as the problems that hinder performance in research. This comprehensive approach ensured that all aspects of the research questions were effectively addressed.

Ethical Considerations

Ethical considerations were rigorously adhered to throughout the study. Ethics approval was obtained from the institution's review board prior to data collection. Informed consent was secured from all faculty respondents, ensuring they understood the study's purpose and their right to withdraw at any time without consequence. Permissions were granted to administer the survey instrument and confidentiality was maintained by anonymizing responses. These measures ensured that ethical standards were upheld throughout the research process to safeguard the rights and welfare of all participants.

RESULTS and DISCUSSION

This section provides the results and discussion on the research performance metrics of the institution and faculty members in the production, dissemination, and utilization phases. This also includes the analysis of the teacher-related and school-related problems encountered in the field of research.

1. Level of Performance of the Institution in Research

Among the indicators of the level of performance of the institution in research, the item, 'ensures that researchers respect and adhere to moral and ethical standards' ranked first with a weighted mean of 3.47, verbally interpreted as Very High. This indicates that the institution may prioritize ethical research practices as a core value, thereby cultivating a culture of integrity among its members. Ongoing training and workshops on ethical standards could also reinforce the importance of adherence to these principles, ensuring that all researchers are well-informed. The presence of clear policies and procedures regarding ethics does not only enhance accountability but also builds trust within the research community.This indicates the commitment of the institution to observe ethical conduct in research activities and the dedication to maintaining integrity and accountability within the research community. According to Resnik (2024), institutional leaders should demonstrate their commitment to ethics through actions and communication. He emphasized the importance of ethical and legal standards across all levels of the organization. Institutions are encouraged to develop comprehensive policies that define expected behaviors and outline procedures for reporting and addressing misconduct and noncompliance. Keeping all members of the research community informed about these policies and any updates is essential for fostering a culture of integrity.

Table 1
Level of Performance of the Institution in Research

Indicators	WM	VI	Rank
1. implements a research program aligned with its vision and mission.	3.32	VH	5
2. makes use of research to aid the teaching and learning process	3.15	H	12
3. conducts research studies to improve community engagement activities	3.14	H	13.5
4. assists in addressing local and global development concerns through research	2.98	H	20
5. has an intellectual property rights policy for research.	3.36	VH	3
6. ensures that researchers respect and adhere to moral and ethical standards	3.47	VH	1
7. encourages faculty to produce research outputs that incorporate new knowledge from publications, journals, inventions, creative works, etc.	3.37	VH	2

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8. creates well-designed research agenda that outlines research aims and offers a framework for research efforts	3.32	VH	5
9. conducts training and mentorship program to enhance research skills and competencies	3.27	VH	7.5
10. utilizes research manual as guide in conducting programs and running operations and projects	3.12	H	15
11. disseminates research findings and results through publication of research journal	3.05	H	16.5
12. utilizes faculty and student research outputs for curricular improvement and reform	3.19	H	11
13. provides incentives and rewards to researchers	3.05	H	16.5
14. engages in research collaboration and partnership with government and private agencies and other institutions	3.02	H	18
15. has a research office with robust structure and qualified staff	3.27	VH	7.5
16. ensures that support resources for research are adequate and in place	3.14	H	13.5
17. carries out evaluation to enhance programs and activities connected to research	3.24	H	9
18. establishes research linkages and partnerships to facilitate collaboration and access to resources	3.22	H	10
19. allocates funds for mentoring, coaching, and training in research	3.00	H	19
20. organizes initiatives and events to advance research culture	3.32	VH	5
Composite Mean	3.20	H	

Legend *VH – Very High*
H – High

In the second rank was the indicator, 'encourages faculty to produce research outputs that incorporate new knowledge from publications, journals, inventions, creative works, etc.'. It obtained the weighted mean of 3.37, verbally interpreted as Very High. This indicates that the faculty recognizes the importance of actively engaging with recent advancements and diverse forms of knowledge in their research. It highlights the encouragement for them to draw from a wide array of resources to enrich their work. This is supported by the study of Frantz (2019) who emphasized that the creation of an institutional research culture is vital for promoting research excellence and sustainability.

With a weighted mean of 3.36 and verbal interpretation of Very High, the indicator 'has an intellectual property rights policy for research' ranked third. This underscores that the institution values ethical practices and reflects its dedication to protect research outputs and foster innovation. Institutions with well-established policies attract more research collaborations, funding opportunity, and technological advancement. By protecting the intellectual property of researchers, institution encourages more innovations and inventions that contribute to higher research performance and global competitiveness.

The item "carries out evaluation to enhance programs and activities related to research" scored 3.24, while "establishes research linkages and partnerships to facilitate collaboration and access to resources" received 3.22. Both are interpreted as High, emphasizing the importance of collaboration with agencies for further research advancement.

Utilizing the research manual as a guide in conducting programs and running operations and projects obtained the weighted mean of 3.12, verbally interpreted as High. This item ranked fifteenth among the indicators of performance. Following it in the sixteenth rank, the dissemination of research findings through publications scored 3.05 with the verbal interpretation of High. This suggests that expanding these efforts could increase the visibility and impact of the institution's research. Sharing the same rank, the provision of incentives and rewards to researchers also received the same score and verbal interpretation. This indicates that while some incentives exist, enhancing these programs could further motivate faculty and students.

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Engaging in research collaboration with various agencies ranked eighteenth, receiving a mean of 3.02, interpreted as High. This highlights the need for stronger external partnerships to improve resource access and research quality. Additionally, the allocation of funds for mentoring and training in research ranked nineteenth with a mean of 3.00, also interpreted as High. This indicates a pressing need for increased funding to ensure ongoing support for institutional capacity building in research. Muborak (2024) emphasizes the need to enhance institutional resources dedicated to research support, suggesting that effective strategies include increasing funding for initiatives and establishing comprehensive mentorship programs. Such support could mitigate pressures associated with Key Performance Indicators (KPIs) while fostering innovative, interdisciplinary collaboration.

Lastly, the item addressing assistance in local and global development concerns through research received the lowest weighted mean of 2.98, verbally interpreted as High. This reflects room for improvement in aligning research initiatives with broader societal issues. This has to be addressed considering the idea that Islam (2023) emphasized the power of research to stimulate innovation, disrupt old paradigms, and provide evidence-based insights that have resulted in revolutionary discoveries in a variety of sectors.

The overall performance of the institution in research yielded a composite mean of 3.20, interpreted as High.This suggests that the private educational institution in Batangas City generally meets expectations in its research activities. However, it also implies that there are still areas for improvement, as the performance is not at the maximum level. While the institution is performing well, striving for excellence and addressing any identified weaknesses could elevate its research performance further.

2. Level of Faculty Performance in the Research Phases

2.1. Level of Faculty Performance in Terms of Research Production

Ranking first, the highest weighted mean of 3.25 was for demonstrating basic computer and information technology skills needed in the research process, verbally interpreted as high. This indicates that faculty members possess a solid foundation in utilizing essential technological tools. Comprehensive training programs and professional development opportunities may have equipped them with essential digital competencies. Additionally, faculty members typically engage with a variety of technological tools in both teaching and research contexts, fostering familiarity and confidence. This skill is crucial for effective research dissemination. This highlights that proficiency in digital tools such as learning management systems and communication platforms significantly enhances teaching and research activities. This allows the faculty members to effectively research, manage projects, and solve complex problems. Emphasizing this, Zhao (2021) pointed out that people are surrounded by the internet and a series of digital technologies. The development of social structure and trends in using technology have already changed not only how we live but also how we acquire knowledge.

Table 2
Level of Faculty Performance in Terms of Research Production

Indicators	WM	VI	Rank
1. manifesting skill in using library and web resources for gathering relevant research information	3.03	H	9
2. applying appropriate techniques of observation and recording behavior	3.10	H	4.5
3. demonstrating basic computer and information technology skills needed in the research process	3.25	H	1
4. showing grammatical and lexical accuracy in writing research articles	3.14	H	2
5. demonstrating critical judgment in identifying and executing research activities	3.12	H	3
6. manifesting knowledge on basic statistical and analytical packages	2.98	H	10
7. applying the fundamentals in the design of questionnaire and other data gathering instruments	3.08	H	6.5
8. showing competencies in data collection	3.07	H	8
9. conducting analysis and interpretation of data or information	3.08	H	6.5
10. evaluating the objectivity and validity of research findings and conclusions	3.10	H	4.5
Composite Mean	3.10	H	

Legend: H –High

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Following closely behind, "showing grammatical and lexical accuracy in writing research articles" ranked second, receiving a weighted mean of 3.14, also interpreted as High. This suggests that faculty are generally proficient in crafting well-structured research papers, an important aspect of communicating research findings clearly and effectively. Accurate grammar and vocabulary is crucial for faculty members to be able to communicate research findings clearly and professionally. This contrasts with findings from Bastida's (2023) study, which identified language proficiency as a prominent factor contributing to research writing apprehension among students.

Demonstrating critical judgment in identifying and executing research activities ranked third with a weighted mean of 3.12, verbally interpreted as High. This highlights the faculty member's ability to critically assess and engage with research tasks. According to Lailiyah (2021), research revealed that critical thinking is a solely appraised learning outcome in higher education. This underscores the importance of fostering critical thinking skills among faculty, as it enhances their capacity to set structured goals and engage in reflective practices. Such practices enable faculty to identify pertinent research questions and execute effective research strategies. By clarifying research objectives and reflecting on past experiences, faculty members can improve their critical judgment, leading to more meaningful and impactful contributions to their fields.

In the tenth rank, manifesting knowledge of basic statistical and analytical packages received a weighted mean of 2.98 and a verbal interpretation of High. This indicates that there is room for improvement in faculty proficiency with statistical tools, which are essential for data analysis and interpretation. Field (2021) emphasizes that familiarity with statistical and analytical tools is essential for faculty to analyze data accurately, draw valid conclusions, and contribute findings to their disciplines. This underscores the importance of faculty being proficient in analytical tools to enhance research productivity. The lower ranking reflects that while faculty may recognize the importance of these skills, barriers such as limited training opportunities, time constraints, or lack of institutional support may hinder their ability to develop proficiency in these essential tools.

2.2. Level of Faculty Performance in Terms of Research Dissemination

The highest score was for presenting findings or results of the study to research respondents and participants, with a score of 2.85, categorized as High and ranking first. This indicates that faculty members are effective in directly communicating their research results to those involved, fostering transparency and engagement with stakeholders. This is facilitated in the institution through the conduct of the Faculty Research Forum and participation in research conferences organized by other institutions. According to Bagita-Vangana et al. (2025), many participants regard receiving research results as crucial for building trust with researchers. This process not only makes them feel valued for their contributions but also addresses their ethical expectations. Similarly, many researchers view the sharing of results as a moral obligation, particularly when participants may have limited access to scientific information.

Table 3
Level of Faculty Performance in Terms of Research Dissemination

	Indicators	WM	VI	Rank
1.	publishing paper as co-author or lead author in research journals	2.63	H	8.5
2.	presenting research in local and international fora or symposia	2.73	H	4
3.	communicating research effectively to the research community and wider society	2.63	H	8.5
4.	engaging in research consortia for funding targets and exposure to expertise	2.61	H	10
5.	creating opportunities for research collaboration and discussion with other institutions	2.69	H	7
6.	serving as professional development role model for others through sharing innovations	2.71	H	5.5
7.	utilizing diverse channels for dissemination of findings such as non-refereed publications, web pages, and other media and digital repositories	2.71	H	5.5
8.	engaging in networking and linkages with other researchers and research communities	2.81	H	2

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9.	organizing research promotion and output presentation in school events and functions	2.80	H	3
10.	presenting findings or results of the study to research respondents and participants	2.85	H	1
	Composite Mean	2.72	H	

Legend: H – High

Following closely in the second rank, engaging in networking and linkages with other researchers and research communities received a score of 2.81, verbally interpreted as high. This suggests that the faculty members of the private educational institution are already establishing relationships that can enhance collaboration and knowledge exchange within the research community. According to Vlegels (2021), networking events at conferences, online forums, or even introductions from editors provide valuable opportunities for less established scholars to connect with more central authors in their fields. These direct contacts can significantly lower future communication costs, forming a solid foundation for future collaborations. By fostering these connections, faculty members not only enhance their visibility within the research community but also create pathways for collaborative projects that can lead to innovative research outcomes. Thus, the high score reflects the faculty's proactive approach to building a collaborative research environment that benefits both individual scholars and the institution as a whole. This also indicates that faculty members believe that active participation in research networks facilitates knowledge exchange, fosters interdisciplinary collaborations, and enhances the visibility of one's research.

Organizing research promotion and output presentations in school events and functions ranked third. It obtained a weighted mean of 2.80, verbally interpreted as High. This indicates a commitment to showcase research efforts within the institution and promote a culture of research engagement.

Engaging in research consortia for funding targets and exposure to expertise received a weighted mean of 2.61, interpreted as High and ranking tenth. This score indicates a need for faculty to boost their involvement in collaborative funding initiatives. Such partnerships can provide valuable resources and insights for their research projects. This item ranks last possibly due to insufficient awareness of available consortia or limited prior experience. According to Zhidebekkyzy et al. (2023), there is considerable public research funding available to universities. This situation calls for frequent assessments of research efficiency. These assessments help distribute financial resources based on the success and effectiveness of research activities. Importantly, evaluating research efficiency should not just focus on economic and commercial results. It must also take into account scientific potential, the generation of new knowledge, and its dissemination. While faculty participation in research consortia is praiseworthy, enhancing this involvement is essential. It will facilitate greater collaboration, align efforts with broader goals, and strengthen the impact and sustainability of the research initiatives.

Lastly, engaging in research consortia for funding targets and exposure to expertise received a weighted mean of 2.61, verbally interpreted as High, and ranking tenth. This score indicates a need for faculty to enhance their participation in collaborative funding efforts, which can provide valuable resources and expertise for their research projects. According to Zhidebekkyzy et al. (2023), the substantial amounts of public research funding available to universities necessitate regular evaluations of research efficiency. Such evaluations allow for the allocation of financial resources based on the performance and effectiveness of research activities. Importantly, the assessment of research efficiency should not solely focus on economic and commercial outcomes; it must also encompass scientific potential, the creation of new knowledge, and the dissemination of that knowledge. While faculty engagement in research consortia is commendable, it should still be enhanced to maximize collaboration and align efforts with these broader objectives to further strengthen the impact and sustainability of their research initiatives.

2.3. Level of Faculty Performance in Terms of Research Utilization

The performance of faculty in the private educational institution in research utilization is assessed through various activities, showcasing their effectiveness in applying research findings to enhance practice and knowledge.

The highest score was for making a positive contribution to the development of knowledge and research through cooperation and collaboration, which received a weighted mean of 2.93, categorized as High and ranking first. This indicates that faculty members actively engage in collaborative efforts, which are crucial for advancing the research landscape and fostering innovation. This ranking may reflect the growing recognition of the value of teamwork in research, where diverse perspectives enhance problem-solving and drive impactful results. The group research that the

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faculty members conduct provides opportunities for them to interact and collaborate with fellow researchers. In relation to this, van Rijnsoever and Hessels (2021) underscored that factors strengthening a reputation for scientific excellence are the main drivers behind collaboration choices. This suggests that engaging in collaborative research initiatives allows faculty to pool expertise, share resources, and address complex problems more effectively, thereby contributing significantly to the advancement of knowledge.

Table 4
Level of Faculty Performance in Terms of Research Utilization

	Indicators	WM	VI	Rank
1.	promoting evidence-based practice by translating research findings into the work field	2.81	H	4.5
2.	making positive contribution to the development of knowledge and research through cooperation and collaboration	2.93	H	1
3.	providing substantial contributions or breakthroughs to the research field	2.75	H	10
4.	creating research works of outstanding utility and relevance	2.76	H	8.5
5.	recognizing broader implications and applications of research	2.76	H	8.5
6.	sharing research outputs such as programs, plans, or frameworks for community or school use	2.80	H	6
7.	demonstrating expertise in managing and leading research projects	2.78	H	7
8.	showing commitment to professional development through acting as research partner/mentor	2.92	H	2
9.	facilitating innovative change through application and implementation of research outputs and recommendations	2.81	H	4.5
10.	contributing to the evaluation and assessment of current practices based on the results of research studies	2.83	H	3
	Composite Mean	2.81	H	

Legend H –High

Following closely in the second rank, showing commitment to professional development through acting as research partners or mentors, got the weighted mean of 2.92. This suggests that faculty are not only involved in their own research but also play a vital role in supporting the growth and development of their peers, enhancing the overall research capacity within the institution. According to Rubbi Nunan et al. (2023), organizations should recognise and invest in formal mentoring programmes, which could assist in managing complexities that disrupt overall organizational functioning. Mentoring might further harness strengths and potential to fully engage and optimize their work environment as it nurtures a learning culture. This suggests that by serving as mentors, faculty members do not only contribute to the professional development of their colleagues and students but also reinforce their own understanding and mastery of research methodologies. Effective mentoring can lead to the expansion of professional networks, career development opportunities, increased confidence and competence at problem-solving, and higher levels of resilience, well-being, and self-confidence.

Ranking third, contributing to the evaluation and assessment of current practices based on the results of research studies received a weighted mean of 2.83, verbally interpreted as High. This indicates that faculty are effectively utilizing research findings to inform and improve existing practices.

Finally, ranking tenth, providing substantial contributions or breakthroughs to the research field received a lower score of 2.75, verbally interpreted as High. Hicks (2020) emphasizes that producing impactful research that addresses real-world problems is a key indicator of faculty performance. This suggests that faculty members who generate highly cited and practically applicable research enhance their institution's reputation and contribute solutions to societal challenges. The lower ranking indicates that while faculty are capable of contributing valuable insights, there may be opportunities to increase the impact and recognition of their research contributions. Factors such as limited funding, lack of collaboration, or insufficient resources may hinder their ability to produce groundbreaking research, ultimately affecting their perceived performance in this area.

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3. **Problems Encountered in Research**

3.1. Teacher-Related Problems

Among the teacher-related problems in research, time management skills ranked first with a weighted mean of 3.22, verbally interpreted as Agree. This indicates that managing time effectively is a significant challenge for faculty, suggesting that they may struggle to balance research activities with other professional and personal responsibilities. They need to allot time not only for research but also for each of the three functions expected of them, particularly instruction and extension service. This conforms with the findings of Santiago (2023) who stated that although the faculty and personnel are willing to conduct action research, sometimes the workload and other paper works do not permit it. Working hours devoted in teaching and other domestic chores require time to accomplish. Time management and tolerable demand of workload is actualized to perform another task and researching.

Table 5
Teacher-Related Problems

Indicators	WM	VI	Rank
1. interest in conducting research	3.03	A	4
2. background knowledge on the research process	2.97	A	7
3. computer or information technology skills essential for research	2.93	A	9
4. oral and written communication skills	2.83	A	10
5. basic qualities of a researcher such as resourcefulness, objectivity, intellectual curiosity and honesty	2.95	A	8
6. home and family demands	3.10	A	2
7. appreciation for the value or significance of research	2.98	A	6
8. time management skills	3.22	A	1
9. sense of responsibility or commitment to work	3.05	A	3
10. experience in conducting research	3.00	A	5
Composite Mean	3.01	A	

Legend: A – Agree

Following closely with a weighted mean of 3.10 and a verbal interpretation of Agree, home and family demands ranked second. This reflects the impact of personal obligations on faculty's ability to engage in research, emphasizing the need for support systems that can help overcome these challenges. Li et al. (2024) highlight that home and family responsibilities can significantly limit teachers' time and energy for engaging in other functions, creating barriers to participation in scholarly activities. The second ranking of this item as a teacher-related problem in research indicates that while faculty are committed to their scholarly work, the competing demands of family life can detract from their ability to focus on research. This underscores the necessity for institutions to implement supportive measures, such as flexible scheduling or childcare resources, to enable faculty to balance their professional and personal responsibilities effectively.

In the third rank, the sense of responsibility or commitment to work received a score of 3.05, verbally interpreted as Agree. This suggests that while faculty feel a strong commitment to their roles, external pressures may hinder their research efforts. This is closely connected with the idea of Antes and Maggi (2021), who indicate that researchers must conduct research responsibly for it to have an impact and to safeguard trust in science. Essential responsibilities of researchers include using rigorous, reproducible research methods, reporting findings in a trustworthy manner, and giving appropriate authorship credit to those who contributed.

Lastly, oral and written communication skills ranked tenth with a weighted mean of 2.83, verbally interpreted as Agree. This low ranking may be attributed to the perception that communication skills are less critical than technical expertise. Faculty may believe their existing research abilities are sufficient and may feel less motivated to improve their communication skills. While faculty possess some level of communication proficiency, there are opportunities for improvement, particularly in articulating research findings effectively. Effective communication skills

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are imperative for teachers involved in research. As Cargill and O'Connor (2021) pointed out, clear and effective communication is essential for researchers to ensure that their findings are accessible and impactful.

3.2. School-Related Problems

The analysis of school-related concerns encountered by faculty at the private educational institution in their research activities reveals significant challenges that impact their ability to engage in research effectively. Financial support obtained the highest score, with a weighted mean of 3.31, categorized as Strongly Agree and ranking first. This indicates that faculty perceive a pressing need for financial assistance to facilitate their research endeavors, suggesting that inadequate funding may hinder research efforts. Similarly, Tabatadze (2022) explores how existing funding systems in Georgia influence universities' research productivity, revealing that current financing models do not significantly enhance scholarly and research capacity. The prioritization of financial support as the foremost institutional problem reflects faculty's acknowledgment that without adequate funding, their ability to conduct meaningful research, pursue innovative projects, and contribute to the academic community is severely limited.

Table 6
School- Related Problems

	Indicators	WM	VI	Rank
1.	number of subjects or classes handled	3.29	SA	2
2.	financial support	3.31	SA	1
3.	teaching-related tasks and other academic concerns	3.25	A	3
4.	availability of print and technological resources for research	3.07	A	5.5
5.	access to research adviser or consultant	2.95	A	10
6.	provision for facilities for research	3.07	A	5.5
7.	trainings or seminars on research	2.98	A	8.5
8.	encouragement from the institution	3.00	A	7
9.	networking or collaboration	2.98	A	8.5
10.	rewards or incentives	3.15	A	4
	Composite Mean	3.11	A	

Legend: SA – Strongly Agree
A – Agree

Ranking second, the number of subjects or classes handled obtained a weighted mean of 3.29 verbally interpreted as Strongly Agree. This suggests that faculty are overwhelmed by their teaching loads and this can detract from the time and energy available for research activities. Teaching-related tasks and other academic concerns ranked third. It obtained a score of 3.25, verbally interpreted as Agree. It indicates that the demands of teaching and administrative responsibilities are significant barriers to active engagement in research.

Rewards or incentives received a weighted mean of 3.15 verbally interpreted as Agree. This suggests that while some recognition exists, enhancing these systems could further motivate faculty participation in research activities.

Ranking tenth, access to research advisers or consultants received a lower weighted mean of 2.95, verbally interpreted as Agree. Highlighting its relevance, Miraj, et al. (2022) underscore that advisor support influences attitudes towards research positively and significantly. Although aware of its significance, the result indicates that faculty may struggle to find adequate guidance and support in their research pursuits, which could limit the quality and effectiveness of their work.

4. **Research Capability Enhancement Program**

The Research Capability Enhancement Program is strategically designed to enhance faculty research skills by addressing local and global development challenges, grounded in findings from an analysis of research performance metrics. Recognizing the critical role of research in societal advancement, the program aims to foster a strong research culture within the institution. Key areas of focus include local and global development concerns, where workshops and seminars will raise awareness and facilitate discussions. Mentoring and coaching initiatives will provide targeted support to emerging researchers, promoting professional development and skill enhancement. Additionally, research collaboration and partnerships will be emphasized through networking

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events that create opportunities for joint proposals and strengthen relationships with stakeholders. These targeted areas are informed by the results of the analysis on research performance metrics to ensure that efforts are focused and effective.

To cultivate statistical and analytical skills, training sessions will introduce participants to data analysis tools, while workshops on library and web resources will enhance information retrieval and critical evaluation techniques. Establishing research consortia will further promote collaboration and increase funding opportunities. Effective research communication will also be a priority, with workshops aimed at improving clarity in presentations and academic writing skills. Support for publishing research papers will be integral in increasing submission rates and encouraging co-authorship among faculty.

The program encourages substantial contributions to research by stimulating creativity and prioritizing impactful topics. Focus groups will be utilized to gather community insights, ensuring that research aligns with local needs and fosters community involvement in the research process. Furthermore, training and seminars will promote an understanding of the practical implications of research, encouraging dialogue between researchers and practitioners. This structured program is designed to systematically enhance the research capabilities of faculty, aligning institutional objectives with community needs and global challenges, while fostering a culture of collaboration and innovation in research.

Conclusions

The study concludes that the private educational institution showcases a commendable level of performance in the research area, particularly in ethical practices and technological competencies. However, there is significant room for improvement in collaborative funding and statistical knowledge. Faculty respondents demonstrate varying levels of performance across the research phases, displaying high effectiveness in production and dissemination but lower effectiveness in the utilization of research findings. This indicates a need for more effective strategies to integrate research outcomes into practice. Key problems hindering optimal research performance include teacher-related issues such as time management and financial constraints, along with school-related challenges that limit support for research initiatives. The identified performance gaps justify the implementation of a Research Capability Enhancement Program (RCEP) that focuses on training in statistical methods, fostering collaboration for funding, and providing resources to address time and financial barriers. This program is essential for strengthening the research culture within the institution.

Recommendations

Based on the findings and conclusions, the following recommendations are offered:

1. The institution may enhance collaboration by strengthening partnerships with government, private agencies, and other schools to facilitate resource access and collaborative research projects, thereby enriching research output and community engagement efforts. This could involve joint research initiatives, collaborative workshops, internship programs, and mentorship connections with academe and industry leaders to promote practical applications of research findings.
2. The institution may enhance collaboration by strengthening partnerships with government, private agencies, and other schools to facilitate resource access and collaborative research projects, thereby enriching the research output and community engagement efforts.
3. Faculty members may enhance their competencies by participating in training programs, such as workshops, mentoring sessions, certification courses, and research clusters, that focus on the use of library and web resources, statistical analysis, data interpretation, and effective research dissemination strategies. This will support them in publishing their work, presenting at conferences, and translating research findings into practical applications for meaningful impact in their respective fields.
4. The school administration may provide resources to help faculty manage family responsibilities and improve their communication skills to enhance research engagement such as offering counseling services and conducting time management workshops.
5. The institution may improve access to research advisers/consultants and provide better facilities and training opportunities to enhance the research capabilities of faculty through allocating consultation hours, providing access to statistical software, and upgrading library resources.

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