RESEARCH ENGAGEMENT OF EMPLOYEES OF ST. JOSEPH's COLLEGE OF BAGGAO, INC.: DETERMINANTS AND IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT

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ABSTRACT: *Research is regarded as essential because it contributes to the advancement of knowledge in a variety of scientific fields and disciplines. Participating in research can be a very fulfilling experience for teachers. Participation in research by teachers is a key sign of ongoing professional development because it enhances their working lives generally, opens up new perspectives, and makes them more sensitive to the classroom experiences of their students. This research undertaking was envisioned to determine the extent of research engagement of the employees of St. Joseph's College of Baggao, Inc. and identify the different research determinants vis-à-vis the implication to their professional development. The quantitative descriptive research design was employed in this research which attempts to outline systematically a situation, problem, phenomenon, service, or program, provides information about the living conditions of a community or describes attitudes towards an issue (Kumar, 2011). The respondents of this study were the teaching and non-teaching personnel of St. Joseph College of Baggao, Inc. where a convenience sampling technique was employed using a data-gathering tool patterned from a published study by Juliano and Zabala titled "Engagement in Research of Public Elementary School Teachers in Sta. Maria District, Department of Education, Schools Division of Bulacan" which has been modified by*

the researchers to fit on the established objectives of the study. The data gathered were grouped, tabulated, analysed, and then interpreted using frequency counts, percentages, weighted mean and Chi-square through Likert scale.Based from the findings of this undertaking it is therefore deduced that the respondents of the study have limited orientation and knowledge in the conduct of academic research and faced with a great number of challenges along their quest of producing research outputs. In the context of achieving the objectives of the institution in producing quality researches, the College may conduct in a regular basis series of trainings/seminars in the conduct of research as a capacity building activity to equip the employees with the knowledge and competencies needed in the conduct of research and the provision of financial and technological assistance to employees engaged in the conduct of research.

KEYWORDS: *research engagement, determinants, implications, professional development, research process, research challenges, educational research, instruction, employee productivity*

INTRODUCTION

"Knowledge generated by research is the foundation of sustainable development," says Mary-Louise Kearney, Director of the UNESCO Forum on Higher Education, Research, and Knowledge. "Knowledge must be put to the service of development, converted into applications, and shared to ensure widespread benefits."

Research is regarded as being crucial because it advances knowledge in numerous scientific fields and disciplines. To find out what people predicted would happen during elections, various surveys were run as part of research. Millions of pesos are being spent by multinational corporations to set up a research and development department tasked with developing profitable products or ways to keep a competitive edge. It has been demonstrated that teacher participation in and through research helps to successfully improve schools in a number of ways, including the sharing of knowledge about best practices, professional involvement in the testing of novel concepts, and intervention design, delivery, and monitoring. Participating in research can be a very fulfilling experience for teachers. Participation in research by teachers is a key sign of ongoing professional

development because it enhances their working lives generally, opens up new perspectives, and makes them more sensitive to the classroom experiences of their students.

"Academic research aims to generate new knowledge, but for most teachers conducting research, the goal is to improve practice while also learning from theory." Teachers' involvement in educational research is essential for a research-based teaching profession, and this can be achieved by establishing locally-based interpretive communities where teachers can collaborate on the utilization and creation of research, according to Hairon Salleh, Policy & Leadership Studies Academic Group. Research "did not solve practical problems in the classroom," and "research is not designed to solve local problems," according to teacher respondents, placing great value on involving teachers in research for immediate and direct positive impacts on the classroom.

The relationship between research and instruction has been shown in numerous studies. Research and effective teaching don't have to be mutually exclusive, according to Zaman (2004). Research has applications in education (Prince, Felder, & Brent, 2007). Teaching and research are inextricably linked to learning, claim Brew and Boud (1995). There are people who think research and teaching go hand in hand, but there are also people who think the opposite. Hughs (2004) asserts that research takes teachers' focus away from instruction and other duties.

Goodall, McDowell, and Singell (2014) assert that research entails methodical creative work with the goal of boosting the body of knowledge, including knowledge about people, cultures, and societies, as well as the application of that knowledge to create new applications. The purpose of research is to develop new and improved products and services, as well as new and improved channels for marketing or distribution. It also promotes waste reduction and more effective use of available resources.

Dundar and Lewis (1998) found that institutional and individual factors affect the productivity of research. To be clear, personal environmental influences such as the caliber and culture of graduates' training as well as the culture of the hiring department are examples of individual environmental influences in addition to innate ability. The factors identified by Abu-Zidan and Risk (2005) as determinants of research productivity in developing countries include a lack of research education and training, a lack of research

appreciation (valuing), a lack of funding and resources, a lack of ethics and standards, limited access to informatics, individualism, and an inability to work within groups. Lertputtarak (2008) identified five factors that have determinant effects in a study of low research productivity among academic lecturers at a public university in Thailand, including environmental, institutional, and personal career factors. Iqbal and Mahmood (2011) and Okiki (2013) found in their studies of the factors affecting low research productivity at higher education levels that an increased teaching load, performing administrative duties in addition to academic duties, a lack of funding, the lack of research leave, and a negative attitude of faculty staff toward research, as well as a lack of research skills, a lack of access to the most recent books, and the lack of a profession, all had an impact on research productivity. Faculty research productivity is predicted by factors such as research orientation, highest terminal degree, early publication habits, communication with colleagues, journal subscriptions, and allotting enough time for research, according to Bland, et al. (2005) and McGill and Seatle (2012).The departmental culture, which includes working policies, the availability of funding, leaves, and travel for research, the number of auxiliary staff, and the accessibility of government and non-government research funding, is the other determining factor. Gonzalez-Brambila and Veloso (2005) make the case that estimating expected research productivity while accounting for individual traits, prior experience, and institutional variables can help with the creation of policies to increase productivity or the organization of group balance to account for age, cohort, and other effects. Kotrlik et al. (2002) assert that factors influencing research productivity include the volume of publications, the range of higher level advisory services, and institutional supports in the faculty environment, such as time allocated for faculty-based research. Research productivity was examined by Jung (2012) among Hong Kong academics and it was found that factors such as personal traits, workload, variations in research methods, and institutional traits all had an effect.

However, barriers in the conduct of academic research appear to be readily apparent to many instructors, particularly when the project begins with difficulty or little understanding of the procedure and components in the conduct of research, hence the need for this study.

STATEMENT OF THE PROBLEM

This research undertaking was envisioned to determine the extent of research engagement of the employees of St. Joseph's College of Baggao, Inc. and identify the different research determinants vis-à-vis the implication to their professional development. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents relative to:
   1.1 age
   1.2 sex
   1.3 civil status
   1.4 highest educational attainment
   1.5 status of employment
   1.6 nature of employment
   1.7 rank/position
   1.8 average monthly salary
   1.9 number of years in the service
   1.10 number of in-service research attended
   1.11 number of researches conducted
      1.11.1 individual
      1.11.2 group
2. How do the respondents assess their research attitude towards conducting research?
3. What are the factors that motivate the respondents to conduct research?
4. What are the challenges do the respondents experience in the conduct of research?
5. How do the respondents assess their research capabilities relative to:
   5.1 research knowledge
   5.2 financial dimension
   5.3 time element
   5.4 technical knowledge

6. Is there a significant difference between the respondents' assessment of their research attitude towards conducting research when grouped according to their profile variables?
7. Is there a significant difference between the factors that motivate the respondents to conduct research when grouped according to their profile variables?
8. Is there a significant difference between the challenges experienced by the respondents in the conduct of research when grouped according to their profile variables?
9. Is there a significant difference between the respondents' assessment of their research capabilities relative to the different determinants when grouped according to their profile variables?

HYPOTHESIS

This study has been guided by the following hypotheses to wit:

1. That there is no significant difference between the factors that motivate the respondents to conduct research when grouped according to their profile variables?
2. That there is no significant difference between the challenges experienced by the respondents in the conduct of research when grouped according to their profile variables?
3. That there is no significant difference between the respondents' assessment of their research capabilities relative to the different determinants when grouped according to their profile variables?

RESEARCH METHODOLOGY

The quantitative descriptive research design was employed in this research to answer the aforementioned questions. A descriptive study attempts to outline systematically a situation, problem, phenomenon, service, or program, provides information about the living conditions of a community or describes attitudes towards an issue (Kumar, 2011). The respondents of this study were the teaching and non-teaching personnel of St. Joseph College of Baggao, Inc. where a convenience sampling technique was employed using a

data-gathering tool patterned from a published study by ***Juliano and Zabala*** titled "**Engagement in Research of Public Elementary School Teachers in Sta. Maria District, Department of Education, Schools Division of Bulacan**" which has been modified by the researchers to fit on the established objectives of the study.

STATISTICAL TREATMENT AND TOOLS

The data gathered were grouped, tabulated, analysed, and then interpreted. From the responses given, appropriate tables were designed to show a total presentation of the findings where tables have been prepared in order to have consistency in the statistical interpretation of data using frequency counts, percentages, weighted mean and Chi-square through Likert scale.

4 Points Likert Scale

Numerical Value	Mean Range	Descriptive Interpretation
4	3.25 -4.00	Strongly Agree
3	2.50 - 3.24	Agree
2	1.75 - 2.49	Disagree
1	1.00 - 1.74	Strongly Disagree

3 Points Likert Scale

Numerical Value	Mean Range	Descriptive Interpretation
3	2.43 - 3.00	Highly Equipped
2	1.67 - 2.33	Moderately Equipped
1	1.00 - 1.66	Poorly Equipped

3 Points Likert Scale

Numerical Value	Mean Range	D.I
3	2.43 - 3.00	Very Sufficient
2	1.67 - 2.33	Sufficient
1	1.00 - 1.66	Very Insufficient

RESULTS AND DISCUSSIONS

AGE	Frequency	Percentage
21-30 years old	46	67.65%
31-40 years old	10	14.71%
41-50 years old	8	11.76%
51-60 years old	4	5.88%
Total	68	100%

Table 1a: Frequency and Percentage Distribution of respondents as to age

The table shows the frequency and percentage distribution of the respondents as to age. As seen from the data, the highest frequency of 46 or 67.65 percent belongs to the age bracket of 21-30 years old. This implies that the respondents are already in the stage of adulthood period which give them the advantage of knowing the rudiments of conducting research. According to owlcation.com, this stage is the time when most adults become established in their chosen careers and climb the corporate ladder, experience challenging or more challenging due to the extra pressures of being an established adult in which the extra pressures come from being married with children- or the pressure of finding a lifelong mate if that has not happened and may face the stage of exploring other career and educational options

SEX	Frequency	Percentage
Male	24	35.29%
Female	44	64.71%
Total	68	100%

Table 1b: Frequency and Percentage Distribution of respondents as to sex

The data in the table shows that there are more female respondents with a frequency of 44 or 64.71 percent than their male counterpart. This implies that the teaching profession where the respondents are affiliated is still female dominated. As presented by ***epapers.bham.ac.uk/2151/1/Ullah***, it was made mentioned of Smulyan (2006) who argues that joining school teaching was one of the options for women to be economically

independent. She further states that it was also the result of women choosing to become economically self-sufficient and redefining their role in society. Similarly, the hegemonic traditions and culture of a society oblige women to accept positions in teaching (Cubillio 2003). School teaching was/is one of the few socially acceptable careers for middle class women because teaching could be considered an extension of women's domestic role (Joncich 1991).

CIVIL STATUS	Frequency	Percentage
Single	42	61.76%
Married	24	35.29%
Widow/er	2	2.94%
Total	68	100%

Table 1c: Frequency and Percentage Distribution of respondents as to civil status

Data presents that 42 or 61.76 percent of the respondents are single which implies that majority of them are still in the stage of establishing a stable career. According to ***inspiringtips.com***, being single gives you the freedom to explore life more. You can move from one place to another, change careers, meet new people, and try new hobbies. You will not have the same degree of liberty if you are bound in a relationship because your partner would not be in favor of your decisions all the time. Use this time to discover yourself and your potentials.

Table 1d: Frequency and Percentage Distribution of respondents as to highest educational

EDUCATIONAL ATTAINMENT	Frequency	Percentage
College Graduate	59	86.76%
MS/MA Holder	9	13.24%
Doctorate Holder	0	0.00%
Total	68	100%

attainment

The data in the table showed that majority of the respondents are college graduate with a frequency of 59 or 86.76 percent which implies that after finishing their degrees in college, the respondents have prioritized seeking for employment. As stated

in***www.timeshighereducation.com***, work experience actually provides leverage in considering pursuing further education at a later date where several years' work experience is an advantage since some programmes highly value experience when considering applications to their postgraduate courses.

STATUS OF EMPLOYMENT	Frequency	Percentage
Permanent	29	42.65%
Probationary	39	57.35%
Total	68	100%

Table 1e: Frequency and Percentage Distribution of respondents as to status of employment

With a frequency of 39 or 57.35 percent of the respondents are under probationary status, the security of their employment is not guaranteed, thus the employee knows that his/her job is at risk when performance does not improve while it may also motivate him/her to educationally develop by seeking for some qualifications like pursuing post graduate studies or earning some educational credit points to be considered for a permanent status which will eventually provide the employee a greater chance to enjoy the benefits of a regular status of employment.

NATURE OF EMPLOYMENT	Frequency	Percentage
Teaching	55	80.88%
Non-Teaching	13	19.12%
Total	68	100%

Table 1f: Frequency and Percentage Distribution of respondents as to nature of employment

The data in the table shows that there are 55 or 80.88 percent of the respondents who belong to the teaching which implies that since it is an educational institution, thusit is a mandate there are more faculty staff to cater to the needs of the clientele who are the students. This will also imply that the ratio of the teaching staff has a higher proportion in the organization with the personnel.

DESIGNATION/POSITION	Frequency	Percentage
Classroom Teacher	52	76.47%
Office/Administrative Staff	14	20.59%
Head of Office	2	2.94%
Total	68	100%

Table 1g: Frequency and Percentage Distribution of respondents as to designation/position

Considering that the institution is an educational organization, the population of the classroom teachers with a frequency of 52 or 76.47 percent has garnered the highest number which thus emphasize the need for the teacher as the main resource of the institution to cater the students' needs. This will further show the necessity to maintain the population of the teaching staff so as to equalize the population of the student.

Table 1h: Frequency and Percentage Distribution of respondents as to average monthly income

AVERAGE MOTHNLY INCOME	Frequency	Percentage
8,000	3	4.41%
10,000	56	82.35%
20,000	9	13.24%
30,000	0	0.00%
40,000	0	0.00%
Total	68	100%

On the average monthly income, the table shows that 56 or 82.35% have an average family income of 10,000 while 3 or 4.41% have an average monthly income of 8,000.The result shows that majority of the respondents have an average monthly income below the poverty line based on National Economic Development Authority bulletin of information. Further, Caritas Manila executive director Fr. Anton Pascual stated from an article published in the Philippine Star dated June 8, 2018 that the living wages for a family to be considered "out of

poverty should be P20,000.00 a month and as seen on the table only 9 or 13.24% of the respondents are living out of poverty.

YEARS IN SERVICE	Frequency	Percentage
1 – 5 years	60	88.24%
6 – 10 years	0	0.00%
11- 15 years	3	4.41%
16 – 20 years	1	1.47%
21 – 30 years	2	2.94%
31 – 35 years	2	2.94%
Total	68	100%

Table 1i: Frequency and Percentage Distribution of respondents as to years in service

The data from the table shows the length of service the employees have rendered in the institution. As revealed in the data, the highest frequency of 60 or 88.24 percent belongs to 1-5 years which implies that majority of the respondents are still young in the service which coincides with their employment status where majority of the respondents are still under the probationary status. This further implies that since the respondents are new in the service, they are still in the process of developing or enhancing their career thus need more motivation and hard work to attain a higher level in their career.

Table 1j: Frequency and Percentage Distribution of respondents as to number of in-service

NUMBER OF IN-SERVICE RESEARCH ATTENDED	Frequency	Percentage
None	14	20.59%
1 – 5	53	77.94%
6 – 10	1	1.47%
11 – 15	0	0.00%
16 – 20	0	0.00%
Total	68	100%

research attended

As gleaned from the table, majority of the respondents have limited attendance to in-service research activities which coincides with the findings that majority of the respondents have limited group research outputs and majority of them have not conducted their individual researches. This finding has the direct implication to the institution's goal of producing productive research outputs from the faculty thus affect the institution's objective of greater research engagement from the faculty.

Table 1k: Frequency and Percentage Distribution of respondents as to **number of researches conducted as solo author**

NUMBER OF RESEARCHES CONDUCTED AS SOLO AUTHOR	Frequency	Percentage
None	35	51.47%
1 – 5	33	48.53%
6 – 10	0	0.00%
11 – 15	0	0.00%
16 – 20	0	0.00%
Total	68	100%

As mentioned in the challenges faced by the respondents in the conduct of academic researches, their limited knowledge in the formulation of research problems, difficulty in grasping for the research process coupled with their limited technical and technological knowhow aside from the financial burden in the conduct of research, majority of the respondents have not conducted an academic research as a solo author. This implies that from the identification of their research problem until the publication of the results of the research they do not yet possess the required skills in writing researches. This finding is supported by the study published by Tindowen et.al. Although educational institutions in the Philippines have encouraged their teachers to be involved in research, as it is seen to be useful for their professional development (Morales, 2016) and in their teaching career, teachers are confronted with many issues that affect their motivation to undertake research. Morales (2016), Morales et al. (2016), Ulla (2018), Ulla et al. (2017), and Vecaldo et al. (2019) revealed in their study that while teachers had good perceptions towards doing

research, they would tend to not to engage in research because of challenges and restrictions such as the lack of time. Various authors also stressed that heavy workload and lack of time (Ellis & Loughland, 2016; Kutlay, 2012; Ulla, 2018) and teachers work more overtime than any other professions (Wiggins, 2015) hinders them to engage in research.

***Table 1l: Frequency and Percentage Distribution of respondents as to* number of researches conducted as a group**

NUMBER OF RESEARCHES CONDUCTED AS A GROUP	Frequency	Percentage
None	25	36.76%
1 – 5	43	63.24%
6 – 10	0	0.00%
11 – 15	0	0.00%
16 – 20	0	0.00%
Total	68	100%

As revealed in the table, 43 or 63.24 percent of the respondents have conducted researches as a group. This data implies that they preferred to conduct researches in group for lesser burden as to finances, workload, and stress as revealed in the challenges met by the respondents. www.insidehighered.com mentioned that teams are often helpful in tackling complex and important problems where they often produce better work because they take on more ambitious projects, bring complementary knowledge and apply diverse research methods. Teams also have larger social networks than individuals do to collect input during research and disseminate results as they emerge. In addition, in the best situations, teamwork promotes not only timely but also high-quality work, as people in the team have a strong incentive to demonstrate excellence to their partners.

ITEMS	MEAN	Descriptive Interpretation
Research is useful to my teaching	3.58	Strongly Agree
Conducting a research is beneficial to my profession	3.53	Strongly Agree

Research is an indispensable to my profession	3.37	Strongly Agree
Conducting a research is difficult	3.32	Strongly Agree
Conducting a research is stressful	3.18	Agree
Research is interesting	3.04	Agree
I have an interest in conducting research	2.94	Agree
Conducting a research is making me anxious	2.87	Agree
Conducting a research is enjoyable	2.79	Agree
I love conducting research	2.78	Agree
Over all mean	**3.14**	**Agree**

Table 2: Weighted Mean on the Respondents' Assessment of the Importance towards Conducting Research

Table 2 shows the weighted mean and descriptive interpretation on the respondents' assessment of the importance towards conducting research. As seen in the table, research is useful to my teaching got the highest frequency of 3.58 or a descriptive interpretation of "strongly agree". Meanwhile, the statement "I love conducting research" got the lowest mean of 2.78 or a descriptive scale of "disagree". The result implies that respondents are aware that conducting research could boost their work and help them gain credibility and at the same time it could help them explore new ideas and facts as well as build knowledge and facilitate learning. The result further implies that not everyone loves conducting research due to the time constraint involved in conducting research, the lack of experience and familiarity in doing research could also be stressful and writing can be difficult.

Studies was also conducted by various authors which is related to the factors identified in the table. According to Hine (2013), conducting research prepares and equips teachers and other education practitioners with the essential skills for recognizing what the problem is in a school, and knowing how to tackle that problem thoroughly. Hong & Lawrence (2011) on the other hand stated that conducting research serves as an opportunity for educators to self-evaluate their teaching practices while Cain & Milovic (2010); Ulla, Barrera &

Acompanado (2017) said that research is a great form of improving teachers' lifelong learning and of continuing professional development.

Table 3: Rank Distribution on the Factors that Motivate the Respondents to Conduct Research

ITEMS	RANK
Passion for the discovery of new knowledge	1
A means of professional empowerment	2
Enhances my teaching efficiency	3
I look at conducting research as an educational practice	4
Conducting a research is a commitment	5
Enhances my chance for career promotion	6
Recognition of my capability from peers and administrators	7
Aims to publish the research findings to reputable journals	8
Provides a greater interaction with other researchers	9
Provides me an advantage to outrank other applicants on promotion	10
Demonstration of knowledge and skills	11
Presentation and recognition in research congress	12
My co-teachers have conducted or planned to conduct research	13

Moreover ,teachers also agreed that action research is a
Valuable way to develop knowledge as a teacher .The result
Would explain the role of action research in the
Enhancement of pedagogical and instructional knowledge
Of teachers as a way of professional growth. Previous
Studies conducted stressed that action research is vitalin
The delivery of content lessons through research since
Teachers are given more opportunity to expand their content
Knowledge and even pedagogies(Chen&Kessler,2013;
Ozer,Ritter man,&Wanis,2010;Zhou,201

Table 3 shows the rank distribution of the factors that motivate the respondents to conduct research. The top 3 motivators are passion for the discovery of new knowledge, a means of professional empowerment and enhances my teaching efficiency. The bottom three on the other hand are demonstration of knowledge and skills, presentation and recognition in research congress and my co teachers have conducted or planned to conduct research. As seen in the table, the result of the ranking implies that the motivation can be diverse from just plain passion or would want to give back something in return to the society, to academic reasons, to career advancement and other factors. The result also shows that respondents are motivated to research because they are aware that through research they would learn more and that research will open up new ideas and diverse opinions, it will also unlock the unknown and will let the respondents have deeper understanding and will let them discover a lot of things from different perspectives.

A number of studies have also reported some factors that motivate someone to conduct research which is also similar to the different factors stated in the table above. Hine, 2013 states that research will lead to the improvement of teaching skills and students' learning. Ulla, Barrera, and Acompanado (2017) also stated that doing research encourages critical self-reflection and develops and enhances their knowledge and skills for classroom teaching. For Munir & Bolderston as cited in D'Alimonte, (2016), conducting research within a profession is important for both the development of the profession and the development of the individuals working within that profession to expand their knowledge base.

ITEMS	**Rank**
Funding on the conduct of the research	1
Difficulty in conducting the research process	2
Difficulty in the presentation/interpretation of the data	3
Difficulty in organizing and writing the research findings	4
Limited knowledge in the use of appropriate statistical treatment of data	5
Difficulty in formulating the research questions	6
Difficulty in the collection of research data	7

Difficulty in identifying possible research problems	8
Disseminating the research output to prospective audience	9
Time constraints	10
Difficulty in identifying appropriate research designs and instruments	11
Searching for relevant literature and studies on the research problem	12
Limited knowledge in using appropriate technology	13
Lack of institutional support	14
Family responsibility conflict	15

Table 4: Rank Distribution on the Challenges Experienced by the Respondents in the Conduct of Research

Table 4 shows the challenges experienced by the respondents in the conduct of research. The table shows that funding on the conduct of the research was ranked first from the fifteen identified challenges in the conduct of research. The conduct of research entails a lot of expenses and funding is definitely needed for the smooth execution of the research project. Although the higher education institutions have urged their teachers to conduct research, teachers are confronted with many issues and lack of financial support (Biruk, 2013) is one of them. Various researches have also found out that many good ideas do not materialize into a good research project because of lack of funding.

Despite the so many positive effects of conducting research, a number of factors hinders teachers from doing research. As seen in the table, difficulty in conducting the research process, difficulty in the interpretation of data, difficulty in organizing and writing the research finding and the other factors identified in the table were just few of the so many reasons or challenges that prevent teachers from conducting research. A number of studies have reported some factors that prevent teachers from doing research which is also related to the identified challenges in the table above.Insufficient research training was identified by Ellis & Loughland (2016), lack of research skills Vásq uez (2017), lack of financial support Biruk, (2013), limited time to do research Norasmah & Chia, (2016), often constitute the primary challenges and concerns faced by teachers and other educators aspiring to undertake research. Bullo, Labastida and Manlapas (2021) have alao found out in their study

that the teacher-researchers were challenged by the lack of time, experienced writing anxiety in conducting research, difficulties in analyzing quantitative and qualitative data, difficulty in identifying issues and problems to be investigated and viewed that it is an additional workload and burden on their part. And according to Ulla, 2008, lack of support from the school, lack of sufficient reference materials, additional workload and burden in the part of the teacher, inadequate knowledge regarding the conduct of action research are some challenges in conducting research. Lastly, Sarkar (2014) identified difficulty getting permission for collecting data, difficulty in recruiting intended participants and problems in using survey questionnaires are the challenges encountered by the teachers in conducting research.

Table 5.1a: Weighted Mean on the Respondents'Assessment of their Research Capability relativeto Research Knowledge

ITEMS	**MEAN**	**Descriptive Interpretation**
Defining terms used in the study	2.10	Moderately Equipped
Formulating the research questions	2.10	Moderately Equipped
Researching for the relevant and related literature and studies	2.09	Moderately Equipped
Identifying and designing the appropriate research design	2.09	Moderately Equipped
Choosing and describing the research population	2.06	Moderately Equipped
Deciding on the research topics	2.04	Moderately Equipped
Conceptualizing the research framework	2.04	Moderately Equipped
Shaping the research questionnaire	1.96	Moderately Equipped
Making and writing the summary of findings, conclusions and recommendations	1.96	Moderately Equipped
Disseminating the research findings to audience	1.72	Moderately Equipped
OVER ALL MEAN	**2.02**	**Moderately Equipped**

Table 5.1a shows the weighted mean and descriptive interpretation on the respondents' assessment of their research capability relative to research knowledge. As seen in the table, with the highest mean of 2.10 the result shows that the respondents' are moderately equipped and aware that formulating research question is necessary and essential before starting any research and definitely one of the first critical steps in the research process. Defining terms used in the study also got a mean of 2.10 which implies that the respondents are moderately equipped and knows the importance of defining terms that are needed so that readers will fully understand the elements of their study.Shaping the research questionnaire and making and writing the summary of findings, conclusions and recommendations got the second lowest mean of 1.96. The respondents are also moderately equipped in disseminating the research findings to audience even though it got the lowest mean of 1.72. the result implies that the respondents should work more on this capability since the dissemination of research findings is essential part of the research process since through dissemination, other researchers would also be benefitted from the result and to ensure that the conducted research has an economic, social or political impact. Overall, the results show that the respondents are moderately equipped in conducting research and therefore they should undergo research-oriented training programs, including various short courses and protocol development workshops so that they would be able to conduct their respective researches successfully.

Table 5.1b: Weighted Mean on the Respondents'Assessment of their Research Capability relativeto Financial Aspect

ITEMS	**MEAN**	**Descriptive Interpretation**
Financial support from the institution is available	1.75	Sufficient
Separate funding is allocated from income	1.68	Sufficient
Financial assistance from other sources are available	1.63	Very Insufficient
OVER ALL MEAN	**1.67**	**Sufficient**

Table 5.1b shows the weighted mean and descriptive interpretation on the respondents' assessment of their research capability relative to financial aspect. As seen in the table

financial support from the institution is available got the highest mean of 1.75 or a descriptive interpretation of "sufficient." Recently, universities in the Philippines were called to conduct research. One of the factors that keeps popping up among the essential elements of promoting research productivity in HEIs is that of funding (Calma, 2010; Salazar-Clemeña & Almonte-Acosta, 2007). From the result, it can be seen that there is a sufficient support from the institution which motivates the respondents to conduct research. On the other hand, financial assistance from other sources are available got the lowest mean of 1.63 or a descriptive interpretation of "very insufficient." There are other means of funding research and according to *Calma(2010); Nuqui & Cruz (2012) there are external funding organizations and Salazar-Clemeña & Almonte-Acosta, (2007)stated that there are also non-government funding organizations which is least utilized in many HEIs. From the result, it can be seen that the respondents find it difficult to look for other sources of financial assistance and access of funds is very challenging on their part.*

Table 5.1c: Weighted Mean on the Respondents'Assessment of their Research Capability relativeto Time Element

ITEMS	**MEAN**	**Descriptive Interpretation**
Needed time to conduct research	1.85	Sufficient
Time to conduct research is integrated in the workload	1.88	Sufficient
OVER ALL MEAN	**1.87**	**Sufficient**

Table 5.1c shows the weighted mean and descriptive interpretation on the respondents' assessment of their research capability relative to time element. As seen on the table, needed time to conduct research got a mean of 1.85 while time to conduct research is integrated in the workload got a mean of 1.88. Overall, the respondents' assessment on their research capability relative to time element got a descriptive interpretation of "sufficient." Although HEIs encourage teachers to conduct research, teachers are confronted with many issues that hinder them to engage in research projects.

Although educational institutions in the Philippines have encouraged their teachers to be involved in research, as it is seen to be useful for their professional development (Morales,

2016) and in their teaching career, teachers are confronted with many issues that affect their motivation to undertake research. Morales (2016), Morales et al. (2016), Ulla (2018), Ulla et al. (2017), and Vecaldo et al. (2019) revealed in their study that while teachers had good perceptions towards doing research, they would tend to not to engage in research because of challenges and restrictions such as the lack of time. Various authors also stressed that heavy workload and lack of time (Ellis & Loughland, 2016; Kutlay, 2012; Ulla, 2018) and teachers work more overtime than any other professions (Wiggins, 2015) hinders them to engage in research.

Table 5.1d: Weighted Mean on the Respondents'Assessment of their Research Capability relativeto Technical Knowledge

ITEMS	**MEAN**	**Descriptive Interpretation**
Needed gadgets are available	2.29	Moderately Equipped
Limited knowledge on ICT and related applications	2.16	Moderately Equipped
Enough writing skills	2.02	Moderately Equipped
OVER ALL MEAN	**2.16**	**Moderately Equipped**

Table 5.1d shows the weighted mean and descriptive interpretation on the respondents' assessment of their research capability relative to technical knowledge. Today, we are dealing with a new generation of technology. Phones, computers, mobile devices and other gadgets are readily available and in using as well as integrating some technological devices may motivate students as well as teachers to do their traditional jobs in different and attractive ways (Alhafeez, 2017). Numerous studies on research capability (Abarro et al., 2016; Abarquez et al., 2013; Basilio et al., 2019; De la Cruz, 2016; Formeloza et al., 2013; Gomez et al., 2013; Ismail et al., 2012; Kho et al., 2017; Macabago, 2017) have been conducted and as seen in the table, overall, it was found that the respondents are moderately equipped and are competent in technical knowledge.

Table 6: Test of Significant Between the Respondents' Assessment of their Research Attitude Towards Conducting Research and their Profile Variables

		Research is useful to my teaching	**Conducting research is beneficial to my profession**	**Research is an indispensable to my profession**	**Conducting a research is stressful**	**Conducting a research is difficult**	**I have an interest in conducting research**	**Conducting research is making me anxious**	**Conducting a research is enjoyable**	**I love conducting research**	**Research is interesting**
AGE	Pearson Correlation	.196	.474**	.566**	.500**	.053	.494**	.376**	.279*	.331**	.448**
	Sig. (2-tailed)	.109	.000	.000	.000	.665	.000	.002	.021	.006	.000
	N	68	68	68	68	68	68	68	68	68	68
SEX	Pearson Correlation	-.125	-.195	-.104	-.046	-.062	.104	-.050	.113	.125	.035

	Sig. (2-tailed)	.310	.111	.399	.707	.618	.397	.688	.360	.310	.774
	N	68	68	68	68	68	68	68	68	68	68
CIVIL STATUS	Pearson Correlation	.178	.579**	.611**	.483**	.214	.409**	.382**	.315**	.371**	.401**
	Sig. (2-tailed)	.145	.000	.000	.000	.079	.001	.001	.009	.002	.001
	N	68	68	68	68	68	68	68	68	68	68
EDUCATIONAL ATTAINMENT	Pearson Correlation	.108	.134	.266*	.182	.081	.049	.323**	.339**	.308*	.130
	Sig. (2-tailed)	.382	.276	.028	.137	.511	.691	.007	.005	.010	.291
	N	68	68	68	68	68	68	68	68	68	68
STATUS OF EMPLOYMENT	Pearson Correlation	-.510**	-.623**	-.900**	-.321**	-.170	-.408**	-.339**	-.559**	-.600**	-.541**
	Sig. (2-tailed)	.000	.000	.000	.008	.166	.001	.005	.000	.000	.000
	N	68	68	68	68	68	68	68	68	68	68
NATURE OF EMPLOYMENT	Pearson Correlation	.190	.261*	.331**	.071	.160	.201	-.053	.093	.207	.129
	Sig. (2-	.121	.031	.006	.567	.191	.100	.67	.449	.090	.294

	tailed)							0			
	N	68	68	68	68	68	68	68	68	68	68
POSITION	Pearson Correlation	-.057	.098	-.096	-.114	-.066	-.142	-.246*	-.084	-.144	.058
	Sig. (2-tailed)	.645	.426	.436	.354	.591	.246	.043	.497	.240	.639
	N	68	68	68	68	68	68	68	68	68	68
AVERAGE MONTHLY INCOME	Pearson Correlation	.174	.345**	.478**	.366**	.258*	.400**	.294*	.254*	.296*	.305*
	Sig. (2-tailed)	.156	.004	.000	.002	.033	.001	.015	.036	.014	.011
	N	68	68	68	68	68	68	68	68	68	68
YEARS IN THE SERVICE	Pearson Correlation	-.221	.284*	.373**	.440**	.139	.407**	.331**	-.013	-.021	.212
	Sig. (2-tailed)	.070	.019	.002	.000	.260	.001	.006	.914	.863	.082
	N	68	68	68	68	68	68	68	68	68	68
NUMBER OF IN-SERVICE RESEARCH ATTENDE	Pearson Correlation	.023	.020	-.304*	-.241*	-.086	-.349**	-.354**	-.086	-.129	-.252*
	Sig. (2-tailed)	.851	.871	.012	.048	.487	.004	.003	.488	.293	.038

ND	N	68	68	68	68	68	68	68	68	68	68
NUMBER OF RESEARCHES CONDUCTED(SOLO)	Pearson Correlation	-.541**	-.391**	-.702**	-.235	-.149	-.420**	-.309*	-.433**	-.431**	-.464**
	Sig. (2-tailed)	.000	.001	.000	.054	.224	.000	.010	.000	.000	.000
	N	68	68	68	68	68	68	68	68	68	68
NUMBER OF RESEARCHES CONDUCTED(GROUP)	Pearson Correlation	-.802**	-.454**	-.406**	-.054	-.025	-.185	-.041	-.452**	-.512**	-.326**
	Sig. (2-tailed)	.000	.000	.001	.659	.840	.130	.739	.000	.000	.007
	N	68	68	68	68	68	68	68	68	68	68

Table 6 shows the test of significant difference between the respondents' assessment of their research attitude towards conducting research when grouped according to their profile variables. In terms of the research attitude "research is useful to my teaching", profile variables on the status of employment and number of researches conducted, the null hypothesis should be rejected since the p-value is less than the .05 significance level, therefore there is a significant difference between the respondents' assessment on their research attitude in terms of the two variables mention. On the other hand, the other profile variables should be accepted having a p-value more than the .05 level of significance. For the attitude conducting research is beneficial to my profession, the null hypothesis for the variables age, civil status, status of employment, average monthly income, years in service, number researches conducted individual and group should be rejected so therefore there is a significant difference between the respondents' assessment of their research attitude towards conducting research when grouped according to the mentioned profile variables since the p-value is less than the .05 significant level.

Meanwhile, the table shows that there is no significant difference between the respondents' assessment on "research is indispensable to my profession when grouped according to gender, educational attainment, nature of employment, designation/position and number of in-service research attended since the p-value is more than the .05 significance level, hence the acceptance of the null hypothesis.

For the attitude "conducting research is stressful, the null hypothesis for age, civil status, average monthly income, years in service, and number of in-service research attended should be rejected hence there is a significant difference with p-value lesser than the .05 level of significance. The result implies that conducting research studies put researchers under enormous stress and respondents' age, civil status, average monthly income, years in service, and number of in-service research attended are variables that are highly affected.

On conducting a research is difficult, the profile variable average monthly income's null hypothesis should be rejected therefore there is a significant difference between the respondents' assessment of their research attitude towards conducting research when grouped according to average monthly income. The result implies that conducting research is expensive and considered as one of the many challenging factors in conducting research (Ulla, 2018) and that the respondents cannot commit to spend their personal income to fund their researches.

There is no significant difference between the respondents' assessment of their research attitude "I have an interest in conducting research" towards conducting research when grouped according to gender, educational attainment, nature of appointment, designation and number of researches (group) so therefore the null hypothesis is accepted.

With a p-value more than the .05 level of significance, the null hypothesis on the significant difference on the respondents'assessment of their research attitude "Conducting a research is making me anxious" towards conducting research when grouped according to gender, educational attainment, nature of employment, designation, years in service should be accepted. Faculty members at research universities have, in the past and at the present, had to deal with pressures associated with roles as researchers, teachers, and service initiators (Miller & Sandman, 1994) and that some profile variables such as age, civil status, status of employment and others would bring greater anxiety to the said teachers.

Conducting a research is enjoyable have a significant difference when grouped according to age, educational attainment, status of employment, average monthly income, number of researches conducted individual and group. The result implies that age of employees had been acclaimed a correlating factor with work motivation.

Civil status, status of employment, average monthly income, number of researches conducted have a significant difference in terms of the attitude of "I love conducting research" with a p-value of less than .05 level of significance hence the rejection of the null hypothesis. The result implies that marital status had a significant bearing on teachers' motivation and attitude in conducting research as well as status of employment and average monthly income.

In terms of the attitude "research is interesting", it is found out that there is a significant difference on the respondents' assessment towards the said attitude when grouped according to age, civil status, employment status, average monthly income, number of in-service research attended and number of researches conducted. Since the p-value of the above mentioned profile variables is less than the .05 significant level, then the hypothesis is rejected.

Table 7: Test of Significant Difference Between the Factors that Motivate the Respondents to Conduct Research when Grouped According to their Profile Variables

	Enhances my chance for career pro	Enhances my teaching efficiency	Provides a greater interaction	Provides me an advantage to outrank other	My co teachers have conducted or planned to	Conducting a research is a com	Aims to publish the research fin	I look at conducting research as an educ	Presentation and recognition in research congress	Demonstration of knowledge and skills	Passion for the discovery of new	A means of professional empowe	Recognition of my capability from

		motion		with other researchers	applicants on promotion	conduct research	mit-ment	dings to reputable journals	ational practice			knowledge	r-ment	pers and admi nis-trators
AGE	Pearson Correlation	.847**	.495**	.604**	.377**	.576**	-.383**	-.553**	-.371**	-.132	-.254*	-.363**	-.149	-.716**
	Sig. (2-tailed)	.000	.000	.000	.002	.000	.001	.000	.002	.284	.037	.002	.226	.000
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
SEX	Pearson Correlation	.048	.073	-.102	-.004	.130	-.247*	-.209	-.059	.035	.019	.036	.069	-.046
	Sig. (2-tailed)	.697	.555	.406	.972	.292	.042	.088	.635	.775	.877	.772	.575	.708

	N	68	68	68	68	68	68	68	68	68	68	68	68	68
CIVIL STATUS	Pearson Correlation	.664**	.275*	.551**	.252*	.367**	-.216	-.121	-.446**	.021	-.185	-.420**	-.251*	-.585**
	Sig. (2-tailed)	.000	.023	.000	.038	.002	.077	.324	.000	.862	.131	.000	.039	.000
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
EDUCATIONAL ATTAINMENT	Pearson Correlation	.182	.049	.203	.052	.320**	-.129	.018	-.210	-.205	.235	-.046	-.190	-.225
	Sig. (2-tailed)	.137	.693	.096	.675	.008	.295	.883	.085	.093	.054	.709	.121	.065
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
STATUS OF EMPLOYMENT	Pearson Correlation	-.821**	-.233	-.722**	-.281*	-.491**	.541**	.099	.645**	-.133	.127	.336**	.482**	.861**
	Sig. (2-taile	.000	.056	.000	.020	.000	.000	.422	.000	.278	.301	.005	.000	.000

	d)													
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
NATURE OF EMPLOYMENT	Pearson Correlation	.274*	.093	.256*	.106	.143	-.172	-.070	-.173	.011	.006	-.195	-.175	-.268*
	Sig. (2-tailed)	.023	.453	.035	.388	.243	.162	.569	.158	.928	.961	.111	.153	.027
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
POSITION	Pearson Correlation	.070	.173	.060	.043	-.035	.026	-.101	-.045	-.002	-.141	-.030	.138	.031
	Sig. (2-tailed)	.568	.158	.626	.729	.778	.832	.412	.716	.988	.252	.810	.263	.802
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
AVERAGE MONTHLY INC	Pearson Correlation	.614**	.455**	.458**	.018	.404**	-.134	-.478**	-.226	-.033	-.203	-.397**	-.330**	-.489**
	Sig. (2-	.000	.000	.000	.887	.001	.274	.000	.064	.788	.096	.001	.006	.000

OME	tailed)													
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
YEARS IN THE SERVICE	Pearson Correlation	.565**	.322**	.382**	.226	.298*	-.217	-.302*	-.191	-.176	-.335**	-.243*	-.012	-.407**
	Sig. (2-tailed)	.000	.007	.001	.064	.014	.076	.012	.119	.151	.005	.046	.921	.001
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
NUMBER OF IN-SERVICE RESEARCH ATTENDEND	Pearson Correlation	-.386**	-.195	-.423**	-.118	-.152	.167	.206	.347**	.298*	-.029	.087	.087	.278*
	Sig. (2-tailed)	.001	.111	.000	.337	.217	.172	.093	.004	.014	.816	.480	.480	.022
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
NUMBER OF RESE	Pearson Correlati	-.630**	-.131	-.617**	-.041	-.339**	.357**	.113	.568**	-.158	.061	.338**	.394**	

ARC	on													
HES CON DUC TED(SOL O)	Sig. (2-taile d)	.000	.286	.000	.739	.005	.003	.357	.000	.199	.620	.005	.001	.000
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
NU MBE R OF RESE ARC	Pear son Corr elati on	-.349**	-.015	-.317**	-.061	-.304*	-.073	.072	.438**	-.172	.010	.366**	.324**	.373**
HES CON DUC TED(GRO UP)	Sig. (2-taile d)	.004	.905	.009	.621	.012	.556	.561	.000	.162	.937	.002	.007	.002
	N	68	68	68	68	68	68	68	68	68	68	68	68	68

Table 7 shows the test of significant difference between the factors that motivate the respondents to conduct research when grouped according to their profile variables.

The table shows that there is a significant difference between the motivating factors “a means of professional empowerment” and “presentation and recognition in research congress” when grouped according to age. The result implies that as one age they appear to be empowered as regards professional development and conducting research is one way to achieve such professional development. With the generated result, the null hypothesis is therefore rejected.

In terms of gender, only the motivation factors “Conducting a research is a commitment” will be rejected with a p-value of .042 which is lesser than the .05 significant level. Various studies conducted have shown that there is significant difference in the commitment to conduct research in terms of sex. Abramo et al. analyzed the differences between men and

women from the perspective of research cooperation and found out that women researchers registered a greater capacity to collaborate. Yuan in her research stated that female teachers would spend more time on research in order to balance the negative impact of family burden.

In terms of civil status, the hypothesis must be accepted on the motivating factors, conducting a research is a commitment, aims to publish the research findings to reputable journals, presentation and recognition in research congress, demonstration of knowledge and skills with a p-value of .77, .324, .862 and .131 respectively which is more than the .05 level of significance.

The table further shows that there is a significant difference between the motivating factors" My co teachers have conducted or planned to conduct research" when grouped according to educational attainment. With a p-value of .008 which is less than the .05 level of significance hence the rejection of the null hypothesis.

Meanwhile, the table also shows that there is no significant difference on the motivation factor enhances my teaching efficiency, aims to publish the research findings to reputable journals, presentation and recognition in research congress and demonstration of knowledge and skills when grouped according to status of employment. With a p value of .056, .422, .278 and .301 which is greater than the .05 level of significance, it calls therefore for the acceptance of the null hypothesis.

As to nature of employment, motivating factors such as enhances my chance for career promotion, provides a greater interaction with other researchers and recognition of my capability from peers and administrators shows that there is a significant difference with a p-value of .023, .035, .027 respectively, which is lesser than the .05 significant level, thus the rejection of the null hypothesis.

As to the designation /position, table shows that the null hypothesis should be accepted since the p-value of all identified motivation factors is more than the .05 level of significance.

The motivating factors provides me an advantage to outrank other applicants on promotion, conducting a research is a commitment, I look at conducting research as an educational practice, presentation and recognition in research congress, demonstration of knowledge

and skills when grouped according to average monthly income shows no significant difference with a p-value of .887, .274, .064, .788 and .096 which is more than the .05 significant level, hence the acceptance of the null hypothesis.

There is a significant difference in the factors enhances my chance for career promotion, provides a greater interaction with other researchers, my co teachers have conducted or planned to conduct research, aims to publish the research findings to reputable journals, demonstration of knowledge and skills, passion for the discovery of new knowledge and recognition of my capability from peers and administrators when grouped according the years in service. The result implies that the p-value is less than the .05 level of significance hence the null hypothesis is rejected.

The motivation factors enhance my chance for career promotion, my co teachers have conducted or planned to conduct research, I look at conducting research as an educational practice, passion for the discovery of new knowledge, recognition of my capability from peers and administrators shows significant difference when grouped according to number of researches conducted (individual and group). The result therefore calls for the rejection of the null hypothesis.

Table 8: Test of Significant Difference Between the Challenges Experienced by the Respondents' in the Conduct of Research with their Profile Variables

	Time Cons-trai nts	Fu ndi ng on the co nd uct of the res	Lac k of ins tit u-tio nal su pp ort	Fa mil y res po n-sibi lity co nfli ct	Dif fic ult y in ide ntif yin g po ssi	Se arc hin g for rel ev ant lite rat ure	Dif fic ult y in co nd uc-tin g the	Dif fic ult y in the coll ect ion of res	Dif fic ult y in for mu -lati ng the	Dif fic ult y in ide ntif yin g an d	Dif fic ult y in org ani -zin g an	Dif fic ult y in the pre sen ta-tio n/	Li mit ed kn ow -led ge in usi ng	Li mit ed kn ow -led ge in the use	Dis se-mi nat ing the res ear ch out put

			ear ch			ble res ear ch pro ble ms	an d stu die s on the res ear ch pro ble m	res ear ch pro ces s	ear ch dat a	res ear ch qu es-tio ns	des ign ing ap pro - pri ate res ear ch des ign s an d ins tru - me nts	d wri tin g the res ear ch fin din gs	int erp re-tati on of the dat a	ap pro - pri ate tec hn o-log y	of ap pro - pri ate sta tis-tic al tre at-me nt of dat a	to pro spe c-tiv e au die nce
AGE	Pear son Corr elati on	.91 6**	.87 1**	.68 4**	.43 7**	-.24 2*	.21 6	-.44 0**	-.67 3**	.62 8**	.84 5**	-.75 3**	-.44 0**	-.81 4**	.91 6**	.87 1**
	Sig. (2-taile	.00 0	.00 0	.00 0	.00 0	.04 7	.07 7	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0

	d)															
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
SEX	Pearson Correlation	.056	.116	.065	.037	-.014	-.153	-.079	-.046	.022	.092	-.119	.151	-.085	.056	.116
	Sig. (2-tailed)	.648	.348	.601	.764	.908	.212	.522	.710	.860	.458	.335	.220	.493	.648	.348
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
CIVIL STATUS	Pearson Correlation	.631**	.480**	.590**	.224	-.161	.310*	-.376**	-.573**	.295*	.641**	-.520**	-.485**	-.623**	.631**	.480**
	Sig. (2-tailed)	.000	.000	.000	.066	.189	.010	.002	.000	.015	.000	.000	.000	.000	.000	.000
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
EDUCATIONAL ATTAINMEN	Pearson Correlation	.060	-.022	.219	.145	.060	.056	-.179	-.219	-.139	.171	-.151	-.144	-.178	.060	-.022
	Sig. (2-	.628	.859	.073	.239	.626	.647	.145	.072	.260	.164	.219	.241	.147	.628	.859

T	tailed)															
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
STATUS OF EMPLOYMENT	Pearson Correlation	-.731**	-.425**	-.835**	-.420**	-.041	-.158	.607**	.814**	.148	-.830**	.726**	.745**	.848**	-.731**	-.425**
	Sig. (2-tailed)	.000	.000	.000	.000	.738	.198	.000	.000	.229	.000	.000	.000	.000	.000	.000
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
NATURE OF EMPLOYMENT	Pearson Correlation	.192	.070	.256*	.041	.104	.081	-.099	-.272*	-.040	.270*	-.196	-.275*	-.259*	.192	.070
	Sig. (2-tailed)	.118	.569	.035	.739	.400	.510	.422	.025	.747	.026	.109	.023	.033	.118	.569
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
POSITION	Pearson Correlation	.083	.067	.017	.025	-.096	-.051	.022	.000	.294*	.076	-.070	.081	-.015	.083	.067
	Sig.	.50	.58	.89	.84	.43	.67	.85	1.0	.01	.53	.56	.51	.90	.50	.58

	(2-tailed)	2	7	4	1	7	8	7	00	5	9	8	3	2	2	7
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
AVERAGE MONTHLY INCOME	Pearson Correlation	.619**	.549**	.522**	.204	-.248*	.265*	-.198	-.593**	.407**	.620**	-.440**	-.425**	-.540**	.619**	.549**
	Sig. (2-tailed)	.000	.000	.000	.095	.041	.029	.105	.000	.001	.000	.000	.000	.000	.000	.000
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
YEARS IN THE SERVICE	Pearson Correlation	.647**	.600**	.388**	.302*	-.394**	.381**	-.205	-.403**	.685**	.587**	-.468**	-.238	-.486**	.647**	.600**
	Sig. (2-tailed)	.000	.000	.001	.012	.001	.001	.094	.001	.000	.000	.000	.050	.000	.000	.000
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
NUMBER OF IN-SERV	Pearson Correlation	-.400**	-.374**	-.291*	-.226	.238	-.042	.326**	.306*	-.328**	-.365**	.394**	.193	.349**	-.400**	-.374**

ICE RESEARCH	Sig. (2-tailed)	.001	.002	.016	.063	.051	.735	.007	.011	.006	.002	.001	.115	.003	.001	.002
ATTENDEND	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
NUMBER OF RESEARCH	Pearson Correlation	-.564**	-.344**	-.612**	-.336**	.082	-.061	.511**	.626**	.063	-.574**	.547**	.618**	.624**	-.564**	
CONDUCTED(SOLO)	Sig. (2-tailed)	.000	.004	.000	.005	.508	.622	.000	.000	.612	.000	.000	.000	.000	.000	.004
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
NUMBER OF RESEARCH	Pearson Correlation	-.269*	-.123	-.363**	-.039	-.282*	.094	.235	.382**	.238	-.262*	.255*	.488**	.338**	-.269*	-.123
CONDUCTED(GROUP)	Sig. (2-tailed)	.026	.319	.002	.751	.020	.445	.054	.001	.051	.031	.036	.000	.005	.026	.319
	N	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68

Table 8 shows the test of significant difference between the challenges experienced by the respondents' in the conduct of research when grouped according to their profile variables. The result shows there is no significant difference in ssearching for relevant literature and studies on the research problem and ddisseminating the research output to prospective audience when grouped according to age, with a p-value higher than the .05 significant level, hence the acceptance of the null hypothesis. In terms of gender, educational attainment, and designation/position the result shows that all p-values of the different challenges experienced by the respondents are greater than the .05 significant level, hence the acceptance of the null hypothesis. Meanwhile, family responsibility conflict and difficulty in identifying possible research problems shows no significant difference when grouped according to civil status, with a p-value of .066 and .189 which is higher than the .05 level of significance calls for the acceptance of the null hypothesis. On the status of employment, it can be seen that there is no significant difference on the difficulty in identifying possible research problems, searching for relevant literature and studies on the research problem and difficulty in formulating the research questions with p-values greater than the .05 level of significance, hence the null hypothesis is accepted.

Difficulty in identifying and designing appropriate research designs and instruments, difficulty in the presentation/ interpretation of the data, limited know-ledge in using appropriate technology, limited knowledge in the use of appropriate statistical treatment of data shows significant difference when grouped according to nature of employment. The result therefore calls for the acceptance of the null hypothesis for the mentioned challenges and nature of employment. Difficulty in conducting the research process and ddisseminating the research output to prospective audience shows significant difference when grouped according to average monthly income and years in service. With a p-values more than the .05 level of significance, the result therefore calls for the acceptance of the null hypothesis of the mentioned challenges when grouped according to average monthly income and years in service. And in terms of the researches conducted for individual and group, the challenges ssearching for relevant literature and studies on the research problem and ddifficulty in formulating the research questions showed a p-value higher than the .05 level of significance hence the acceptance of the null hypothesis.

Table 9: Test of Significant Difference Between the Respondents' Assessment of their Research Capabilities relative to the Different Determinants and their Profile Variables

		RESEACH KNOWLEDGE	FINANCIAL DIMENSION	TIME ELEMENT	TECHNICAL KNOWLEDGE
AGE	Pearson Correlation	.348**	.677**	.196	.427**
	Sig. (2-tailed)	.004	.000	.110	.000
	N	68	68	68	68
GENDER	Pearson Correlation	-.019	.070	.068	.144
	Sig. (2-tailed)	.880	.573	.581	.243
	N	68	68	68	68
CIVIL STATUS	Pearson Correlation	.249*	.401**	.267*	.404**
	Sig. (2-tailed)	.040	.001	.028	.001
	N	68	68	68	68
EDUCATIONAL ATTAINMENT	Pearson Correlation	.159	.015	.042	.263*
	Sig. (2-tailed)	.195	.901	.731	.030
	N	68	68	68	68
STATUS OF EMPLOYMENT	Pearson Correlation	-.592**	-.522**	-.699**	-.697**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	68	68	68	68
NATURE OF EMPLOYMENT	Pearson Correlation	.205	.119	.329**	.271*
	Sig. (2-tailed)	.093	.334	.006	.025

	N	68	68	68	68
DESIGNATION/POSITION	Pearson Correlation	-.038	.036	-.193	-.100
	Sig. (2-tailed)	.757	.773	.115	.417
	N	68	68	68	68
AVERAGE MONTHLY INCOME	Pearson Correlation	.313**	.582**	.161	.366**
	Sig. (2-tailed)	.009	.000	.189	.002
	N	68	68	68	68
YEARS IN SERVICE	Pearson Correlation	.009	.377**	-.072	.101
	Sig. (2-tailed)	.944	.002	.557	.410
	N	68	68	68	68
NUMBER OF IN-SERVICE RESEARCH ATTENDEND	Pearson Correlation	-.129	-.274*	-.103	-.191
	Sig. (2-tailed)	.294	.024	.401	.120
	N	68	68	68	68
NUMBER OF RESEARCHES CONDUCTED(INDIVIDUAL)	Pearson Correlation	-.583**	-.433**	-.547**	-.456**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	68	68	68	68
NUMBER OF RESEARCHES CONDUCTED(GROUP)	Pearson Correlation	-.596**	-.307*	-.499**	-.381**
	Sig. (2-tailed)	.000	.011	.000	.001
	N	68	68	68	68

Table 9 shows the test of significant difference between the respondents' assessment of their research capabilities relative to the different determinants and their profile variables. As shown in the table, there is a significant difference between research knowledge relative toage, civil status and number of researches conducted (individual and group). With a p

value of .004, .040, .000 and .000 respectively which is less than the .05 significant level, the result therefore calls for the rejection of the null hypothesis. The result coincides with the result of the research conducted by Gingras et al., 2008 wherein they have stated that researchers' level of experience could increase with age.

The table also shows that financial dimension significantly affects or there is a significant difference as to the profile variables on age, civil status, average monthly income, years in service, number of in-service research attended and number of research conducted. The result therefore calls for the rejection of the null hypothesis for the various profile variables enumerated.

On the time element, the civil status and number of research conducted have a p-value of less than the .05 level of significance therefore the null hypothesis is rejected. And on technical knowledge, gender, educational attainment, status of employment, designation, years in service and number of in-service research attended shows a p-value greater than the .05 level of significance hence the null hypothesis is accepted.

CONCLUSION

Based from the findings of this undertaking it is therefore deduced that the respondents of the study have limited orientation and knowledge in the conduct of academic research and faced with a great number of challenges along their quest of producing research outputs.

RECOMMENDATIONS

In the context of achieving the objectives of the institution in producing quality researches, the following may be considered:

- Provision of technical/technological support such as gadgets and internet connectivity

  to the teaching staff as well as the non-teaching personnel in the conduct of quality researches
- The College may conduct in a regular basis series of trainings/seminars in the conduct of research as a capacity building activity to equip the employees with the knowledge and competencies needed in the conduct of research.

- The College may provide financial assistance for the teaching staff and the non-teaching personnel to pursue higher education like completing a Master degree or Doctorate program to better educationally equip the employees, thus providing them a greater preparation in the fulfilment of their duties in the organization.
- The College may lessen the workload of the employees who are actively participating or conducting researches so as to give them more time to focus in the conduct of their respective researches.
- Provision of incentives or awards for employees who may produce quality researches so as to encourage better research engagement of the employees
- Financial assistance may be provided for the employee who opts to present his/her completed research in various fora and possible publication in a reputable refereed journal.
- Conduct of a similar study that may cover other variables which were not given focused in this study.

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