

A Seven-Year History of Growth in Research at a Maritime Institution of Higher Learning

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John B. Lacson Colleges Foundation-Bacolod

Abstract

This descriptive study primarily aimed to describe the status of John B. Lacson Colleges Foundation-Bacolod in terms of research involvement, nature of studies being conducted, and topics that have been explored since 2005 up to 2012. Moreover, it also aimed to identify the factors that influence research productivity as well as the factors that cause low research performance. Records on file were analyzed using frequency count, percentage, and rank. Results indicate highs and lows in the status of research in the campus in the first four years and an increasing momentum at the start of 2009 particularly on research production and involvement. An unpredictable involvement was noted among the administrative staff and faculty of the Business Department. Records revealed a strong involvement among the Professional-Deck instructors followed by those in the areas of Languages, Math, and Allied & Applied Sciences. A minimal contribution was recorded in the areas of Professional-Engine, Physical Education, and Social Sciences. Monitoring, assessment and evaluation, and maritime education and training were the most-explored areas of interest in research while much needs to be done particularly on information technology, social sciences, shipboard training, placement and board exams, science and technology, health and physical education, and tracer studies. Reasons for the poor uptakes in certain disciplines were also explored.

Keywords: Research productivity, research culture, descriptive design, maritime institution of higher learning, Philippines

INTRODUCTION

Research has been considered as one of the most challenging tasks in educational institutions. While it used to be seen as part of the academic requirement in the graduate school, in the present era, it is identified as one of the strong pillars for a college or university to exist; hence, teachers and even members of the administrative staff are now encouraged to engage in research on various topics. Jung (2012) points out that research productivity is one of the major measures of university academic performance and a core indicator for calculations of university rankings. In keeping with this thrust, some schools and universities have devised certain policies to strengthen their research culture. These policies may include requiring the faculty to do research and even presenting their papers in various research conventions and conferences and publish them in accredited research journals.

However, Sanyal and Varghese (2006) have observed that universities in the developing world place utmost importance on their teaching functions but fail to recognize the role of research in the academe. In the Philippines, Salazar-Clemeña (2006) has expressed a dearth in the production of quality researches significant enough to contribute to national development in spite of the initiatives presented by the Commission on Higher Education (CHED). In Salazar-Clemeña and Almonte-Acosta's (2007) study, it was found out that even when teachers understand that research is one of the trifocal functions of a university, many of them consider teaching as their main task and research as only an add-on activity. Most of them would claim that since teaching occupies most of their time in their respective colleges or

universities, they do not have enough time left to do research. While it is true that Higher Education Institutions have been persistent in their efforts to promote a strong research culture, only a selected few could internalize its role in education and just do research for the purpose of complying with policy requirements.

Realizing the role of research in the existence and overall operation of the institution, John B. Lacson Foundation University (JBLFMU), with John B. Lacson Colleges Foundation-Bacolod (JBLCF- Bacolod) as one of its three campuses, has established its vision for the University Research and Development Center. Part of this vision is to promote the university as an outstanding center for research in the country with special emphasis on maritime education and training. With this vision is the goal of developing and sustaining a culture of research by developing better enlightened, committed and capable faculty members with the end view of integrating research into every aspect of instruction. Towards this end, the University has adopted a policy requiring all faculty members to conduct research and to submit at least one research output every three years. Included among its thrusts is to encourage the members of the administrative staff to engage in research for a holistic research culture.

Currently, the institution is challenged with some concerns that could be future threats to compliance, productivity, and sustainability of research as it continues to call for equal attention vis-à-vis the school's other academic priorities. Baseline data from this study could offer some light into these issues, setting a clearer picture of the role of research as it stands as one of the pillars of the academe.

Framework

Research forms a major part of the higher education system. It sets Higher Education Institutions (HEIs) apart from institutions offering basic education. The National Higher Education Research Agenda (NHERA) of CHED emphasizes one of the important thrusts discussed among world leaders in higher education during the Bologna Ministerial Meeting of 2007. This thrust points out that in the continued exercise of academic freedom by HEIs, research must be given strong emphasis and it should be used as an active tool in the search for truth. The NHERA further discusses the important role of research in higher education, affirming that state policies must promote and develop research and that research must be hailed as a necessary feature of all higher education systems, in all disciplines (National Higher Education Research Agenda-2, 2009).

CHED is mandated to promote, direct, and support HEIs in performing their research and instruction functions. To enable colleges and universities to produce high-quality research that will advance learning and national development, the NHERA was developed with partner institutions and agencies. The NHERA provides the policies, directions, priorities, and thrusts of Philippine higher education research and essentially encourages networking among HEIs to promote partnerships and collaborations with other research institutions for the conduct of research and application of research outputs.

Research started as a thrust in JBLFMU in the late 90s partly due to the advent of institutional accreditation. At the outset, only a few of its employees from the three campuses had pioneered doing research. Since the implementation of the research policy requiring all faculty members to produce research every three years, the University has then kept track of the research

performance of the three units by their percentage of compliance and involvement and the number of achievements relative to research.

JBLCF-Bacolod is one of the campuses of JBLFMU that offers maritime and business courses. Its research functions are under the management of the Unit Research Coordinator who assists the University Research and Development Center in the discharge of all operations relative to research. While the university exists with its own defined Research Agenda, all research operations in the system adhere to the Nine-Point Agenda of the university and work in reference NHERA CHED formulated by the Commission on Higher Education. The second agendum of the University puts emphasis on a “strong research program” and among its policies is to require the faculty to complete a study every three years and to encourage the administrative staff to engage in doing the same. However, research productivity in the context of the institution does not only involve compliance with the required research output. Everyone in the community is expected to actively manifest their full support through attendance and active participation in all research activities of the campus. For active engagement, various plans are prepared annually, and a number of mandated activities are held every year to maximize the involvement of the faculty and staff in research production (See Figure 1).

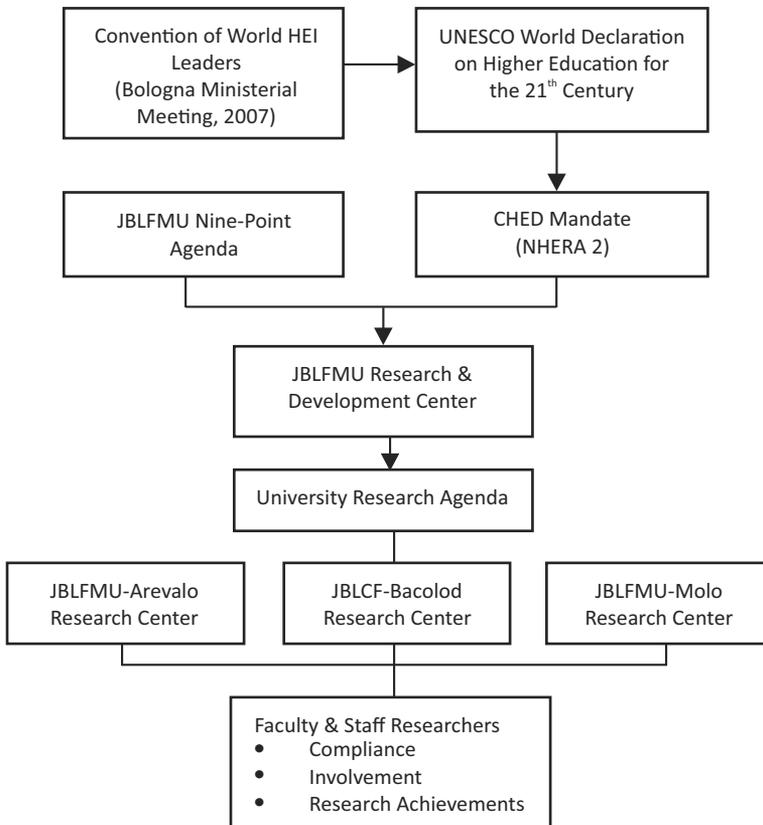


Figure 1: Schematic Diagram of the Concept of the Study

Despite all the efforts to sustain this culture, resistance to research can still be felt resulting to some interruptions in the full implementation of the research policy. It has been observed that while some are productive, other faculty members just do research as a form of compliance to the policy. For some reasons, their pursuit of research is not that rigorous.

A number of investigations have tried to explore the different factors that influence research productivity. These factors include tenure, academic qualification, and

graduate teaching (Bellas & Toutkoushian, 1999; Sulo et al. 2012); time spent in research (Teodorescu, 2000); positive interest in research (Shin & Cummings, 2010); performance-based management reward system (Braxton et al., 2002; Jung, 2012); collaborative research style (Rey-Rocha et al., 2002; Abramo et al., 2009; Jung, 2012;); support system (Mitchell & Rebne, 1995; Hadjinicola & Soteriou, 2006); and time devoted to teaching in the doctoral program (Jung, 2012), among others. On the other hand, explorations need to be conducted to find out what prevents some faculty from maximizing their ability to produce research as experienced in the locale of this study.

Objectives of the Study

This study primarily aimed to assess the performance of the Research Department of JBLCF- Bacolod since 2005 up to 2012. It sought to describe the status of research involvement, the nature of studies being conducted, and topics that have been explored by faculty and staff researchers. Moreover, it also aimed to identify the factors that influence research productivity as well as the factors that cause low research performance among the faculty and staff. Specifically, the study was made to address the following questions:

1. What is the extent of involvement in research of the JBLCF-Bacolod employees when taken as a whole and when grouped according to the following departments?
 - 1.1 Faculty (Maritime Department)
 - 1.2 Faculty (Business Department)
 - 1.3 Non-Teaching Staff
2. What percentage of the faculty had engaged in research writing from 2005-2012 when they are grouped according to the following sub-clusters?

- 2.1 Professional (Deck)
 - 2.2 Professional (Engine)
 - 2.3 Allied and Applied Sciences
 - 2.4 Mathematics and Computer
 - 2.5 Languages
 - 2.6 Physical Education
 - 2.7 Social Sciences
3. What is the profile of researches produced by the faculty and staff when categorized according to topic areas?
 4. What factors have influenced high research performance among the faculty and staff?
 5. What factors have caused low research performance among the faculty and staff?

METHODOLOGY

A descriptive-evaluative design was adopted in this study. This method is directed to find out whether or not a particular program has achieved its goal. While this study quantitatively reports existing records for the sake of analysis, it also qualitatively describes data taken from the survey conducted with the respondents.

Apart from analyzing existing records to examine the research profile of JBLCF-Bacolod, this study has raised two questions among others: “What factors have influenced high research performance among the faculty and staff?” and “What reasons are presented by those who are not involved or less involved in doing research?” For the first question, 18 faculty members and staff who have recorded the most number of research outputs from 2005-2012 and those who have produced research over and above the minimum requirement were asked to answer the survey. For the second question, 22 respondents who had shown a problematic track record in research for the same

period were asked. A review of related literature was done to provide a list of possible items to be included in the survey instrument that was validated by three experts before it was finalized and administered to the respondents. For internal consistency, rational equivalence reliability test was used since this test estimates internal consistency by determining how all items on the questionnaire relate to all other items.

To delve deeper into the factors that influence research productivity and the factors that cause low research performance, the researchers used open-ended questions were also included in the survey instrument. Direct statements from this portion of the survey were cited with permission to support the findings of this study.

RESULTS AND DISCUSSION

Extent of Research Involvement When Taken as a Whole

To ensure that the policy on research compliance every three years among the faculty is met (JBLFMU Research Manual, p. 1), a minimum target is set that for every year of the research cycle, one- third of the faculty from both the Maritime and Business Department should have completed their research output. Figure 2 shows the extent of research involvement of the faculty from 2005-2012 when taken as a whole.

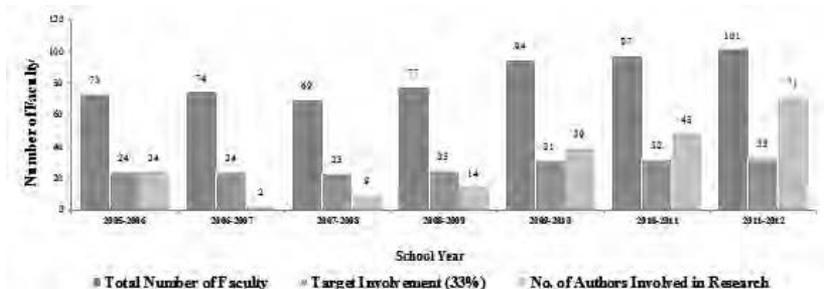


Figure 2. Extent of research involvement of the faculty when taken as a whole

In SY 2005-2006, the exact number of target involvement had been met with one-third of the faculty members completing their research outputs. However, there had been a drastic decline in SY 2006-2007, 2007-2008, and 2008-2009 where only two (2), nine (9), and 14 faculty members, respectively, were able to produce research. The figure began to regain momentum in SY 2009-2010 where 41.49% compliance was met. This percentage was recorded as over and above the set minimum requirement of 33%. Research production continued to flourish in SY 2010-2011 and 2011-2012 respectively where a record of 49.48% and 70.30% was reached. The data imply that a good number of faculty from both departments have continued to produce research over and above the minimum set of requirement that is one research output every three years and one-third of faculty involvement every year.

Extent of Research Involvement per Department

Each department has kept track of the involvement of their faculty in research writing. To provide baseline data on this matter, the researchers sorted the records from 2005-2012 separating those for the Maritime Department and the Business Department, and also those by the administrative staff. Figure 3, Figure 4, and Figure 5 contain this data.

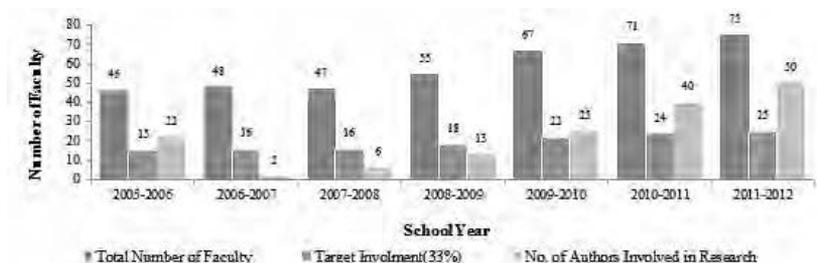


Figure 3 Extent of research involvement of the faculty in the Maritime Department

While 47.83% faculty involvement in the Maritime Department was met in SY 2005-2006, only 2.08%, 6.38%, and 23.64% were obtained in SY 2006-2007, 2007-2008, and 2008-2009 respectively. Faculty involvement only regained momentum in SY 2009-2010 with 38.81% and continued to build up in SY 2010-2011 and 2011-2012 with 56.34% and 66.67% respectively. The consistent increase in faculty involvement in research from SY 2009 to 2012 could mean a deeper internalization of the role of research on faculty development among others.

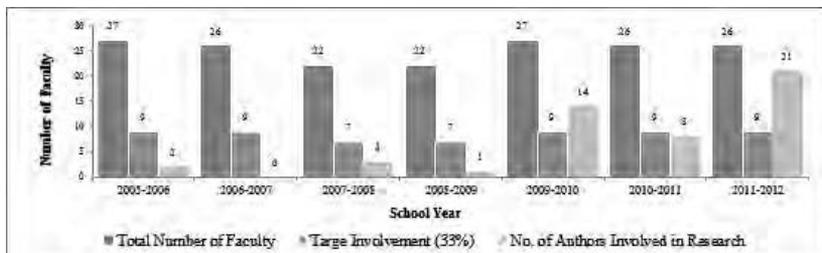


Figure 4 Extent of research involvement of the faculty in the Business Department

Records of faculty involvement in research in the Business Department reveal a low-high-low pattern. Declines in the data can be noted for SY 2005-2006, 2008-2009, and 2010-2011. Especially low was that of SY 2008-2009 where only one faculty (constituting 5%) from the Business Department had produced research. Moreover, there was no research output produced in SY2006-2007. A big improvement was noted, however in SY 2009-2010 where 52% of the faculty in the Business Department were engaged in research writing. The figure continued to rise in SY 2011-2012 with 81%.

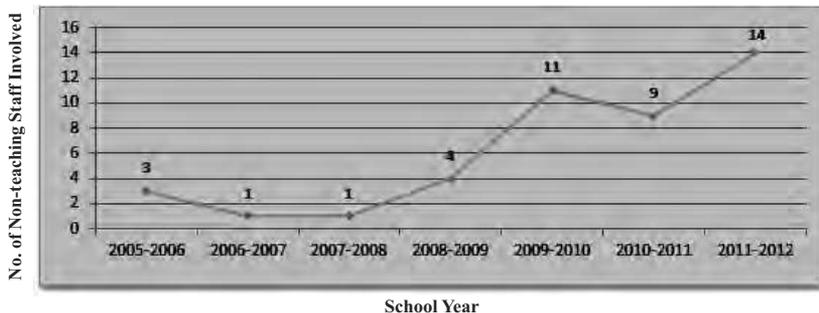


Figure 5 Extent of research involvement of the non-teaching staff

Although research is not a requirement to members of the administrative staff, the JBLFMU Research Manual provides that the administration and staff should eventually be involved in Research for the development of a total and holistic research culture. Hence, JBLCF-Bacolod has continued to encourage the administrative, non-teaching staff to produce research. Data in Figure 5 show a bigger involvement for SY 2009-2010 and SY 2011-2012.

Percentage of Faculty Engaged in Research Writing When Grouped according to Subject Clusters

To find out if research involvement has been spread across different subject areas, the same data were examined, and faculty involved in research writing were categorized into specific subject areas such as Deck, Engine, Math and Computer, Allied and Applied Sciences, Languages, Physical Education and Social Sciences. Table 1 contains records of those in the Maritime Department.

Table 1. Faculty involvement in research writing when grouped into subject areas (Maritime Department)

Subject Areas	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Total	%
Professional (Deck)	12	0	2	4	5	13	10	46	33
Professional (Engine)	2	0	0	2	1	2	1	8	6
Allied & Applied Sciences	4	0	1	0	4	5	5	19	14
Mathematics & Computer	1	1	2	0	4	7	7	22	16
Languages	2	0	0	4	5	7	6	24	17
Physical Education	0	0	0	2	3	4	1	10	7
Social Sciences	1	1	1	1	3	2	0	9	6
Total	22	2	6	13	25	40	30	138	100

A total of 138 faculty members were involved in research writing from 2005-2012. As a whole, it can be observed that the biggest contribution is that of the professional deck instructors with a total record of 33%. Next to this are the contributions made by the following areas: Languages (17%), Mathematics and Computer (16%), and Allied and Applied Sciences (14%). As a whole, a minimal contribution was made by those among the Professional-Engine, Physical Education, and Social Sciences. However, it is important to highlight that most of those who were involved in research writing for the last two years (2010-2012) were faculty from the Professional-Deck, Languages, Mathematics and Computer, and Allied and Applied Sciences. Figure 6 provides a graphical presentation of these data.

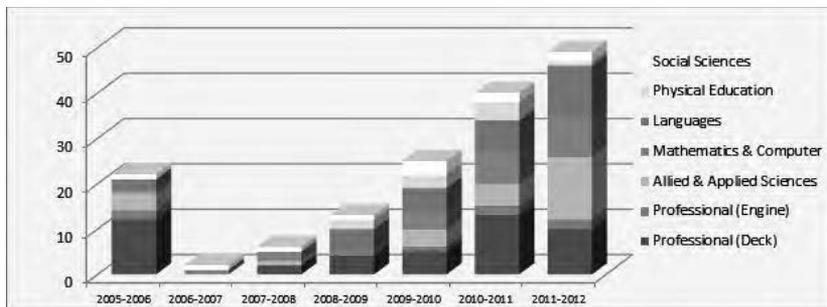


Figure 6 Faculty involvement in research writing when grouped into subject areas (Maritime Department)

Profile of Researches Produced by the Faculty and Staff according to Topic Areas

Several topics have been explored by faculty and staff researchers from 2005 to 2012. From the data gathered, it was found out that topics were chosen based on one's field of specialization or area of interest. More recently, others have ventured out of their comfort zones and tried to shift their interest to other fields to respond to calls for conferences on different streams. This study tried to sort existing record of studies completed in JBLCF-Bacolod from 2005-2012 and categorized research outputs into the following topic areas: maritime education and training, language and literature, monitoring and assessment, mathematics, shipboard training, placement, and board exams, tracer studies, maritime safety and security, information technology, social sciences, applied sciences and allied subjects, health and physical education, community extension services, and environmental protection and preservation. Table 2 contains the data for this purpose.

Table 2. Studies produced by the faculty and staff when categorized into topic areas (overall)

Topic Areas	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Total	%
MET	5	0	1	2	3	2	2	15	11
L & L	2	0	0	0	3	5	1	11	8
AMAE	2	0	0	5	15	5	8	35	25
MATH	0	1	1	0	2	2	4	10	7
STPB	0	0	0	2	1	2	4	9	6
TS	0	0	0	1	1	1	2	5	3
MSS	6	0	0	0	0	2	1	9	6
IT	1	0	0	0	0	1	0	2	1
SS	0	0	0	0	2	0	2	4	3
AS	3	0	1	0	0	4	1	9	6
H & PE	0	0	0	2	3	2	2	9	6
CES	0	0	0	2	2	1	7	12	8
EPP	0	1	0	3	2	4	2	12	8
TOTAL	19	2	3	17	34	31	36	142	100

Legend	MET: Maritime Education and Training	IT: Information Technology
	L & L: Language and Literature	SS: Social Sciences
	AMAE: Administrative Monitoring Assessment & Evaluation	AS: Allied & Sciences
	MATH: Mathematics	H & PE: Health & Physical Education
	STPB: Shipboard Training, Placement & Board Exams	CES: Community Extension Services
	TS: Tracer Studies	EPP: Shipboard Training, Placement & Board Exams

Table 2 reveals that a total of 142 studies has been completed from 2005-2012. It was gathered that the most explored topics in research are on monitoring, assessment, and evaluation (25%) and maritime education and training (11%). Studies done on monitoring, assessment, and evaluation were aimed at gauging departmental performance, as well as the performance of the employees in performing their jobs and students' performance in tests and assessments based on expectations set by the stakeholders. On maritime education and training, research produced leaned on pedagogical issues relating to instruction, utilization of instructional materials, teaching methods and strategies, curriculum development, and enhancement of course content and syllabus design to improve the performance of the maritime department regarding education and training. A closer examination of the data reveals that topics on language and literature (8%), community extension and services (8%), environmental protection and preservation (8%), and mathematics have also been explored. More effort needs to be done in the rest of the areas, particularly on information technology, social sciences, shipboard training, placement and board exams, Allied and Sciences, Health & Physical Education, and tracer studies. Moreover, since one of the main thrusts of JBLFMU is to be a center for advancement on maritime safety and security, research in this area must also be maximized.

Factors That Influence High Research Performance among the Faculty and Staff

Records that were examined revealed that a number of faculty and staff have continued to produce research over and above the minimum requirement. As consistent research writers, they also bear the record for a number of paper presentations and publication in refereed journals. When they were asked to identify the factors that influenced their high performance in research, the

following results were obtained. To support these findings, the researchers asked permission from the respondent to quote their statements in the discussion of the results. These responses were derived from the following questions posed in the survey: (1) What are the factors that influence you to do research? (2) How does research benefit you?

Table 3. Factors that influence high research performance

Factors	Rank
Research as a means of enhancing my level of knowledge and capability	1
Personal motivation or desire to do research	2
Training in the graduate and post-graduate school	3
Encouragement and support of the immediate head	4
Obligation to comply with research as a requirement	5
Reinforcements given by the institution	6
Opportunities for publication and paper presentation	7
Innate scientific ability or skill	8

Table 3 reveals that this group of faculty and staff researchers is chiefly driven by the fact that if they do research, their level of knowledge and capability is enhanced. They do research out of their personal motivation, interest, and desire to do it. This holds true with Shin & Cummings' (2010) argument that academicians whose interests are in research instead of teaching are more likely to be motivated in devoting themselves to research. One of the respondents has vividly reported this saying, "The trend, particularly in the tertiary level, nowadays is on research. It cuts across all areas, not only in academics. If I aim to be the best teacher, I should open my mind to new perspectives brought about by change. My decisions should be research-based. By constantly engaging in research, I learn more and I could enhance my potential to the maximum. The love for research comes from within. If one does research because somebody compels him to do it, the value of research becomes null."

The respondents also claimed that they had benefited much from their exposure to research-based requirements while undergoing graduate and post-graduate studies. The training they had attended related to research have also helped in enhancing their capability to write and even publish in international journals. This factor is supported by the study of Sulo et al. (2012) who found out that the level of qualification (when researchers have obtained their masters and Ph.D. degrees) influences significantly the research undertaken by individuals.

Data from the present study further suggest that this group of active researchers also benefit from the encouragement and support of their immediate heads---another important factor supported by Mitchell & Rebne (1995) and Hadjinicola & Soteriou (2006) who pointed out that the presence of a research center and the professional advice extended by a core of experts and moderate amounts of consulting and teaching lead to an increase in research productivity.

The results of the survey imply that what motivates the faculty to do research is more intrinsic rather than focused on what they can gain or benefit from doing it. This level of acceptance to research as an important pursuit in their career serves as a positive motivation to sustain their interest to produce more research.

Factors that Cause Low Performance among the Faculty and Staff

Through purposive sampling, 22 respondents who had shown a problematic track record in research for the same period were asked to identify the factors that cause their low performance in research. Table 4 presents the results for this question.

Table 4. Factors that cause low research performance among the faculty and staff

Factors	Rank
I do not have time to do research on full time basis.	1
I do not want to be pressured.	2
It demands a lot of my time and it is not worth it.	3
I do not get enough benefit from it. It's just an added burden on my part.	4
The school does not provide me enough support.	5
I do not have adequate skills to do research.	6
It was not emphasized during meetings.	7
I am not interested in research.	8
The nature of my job does not require doing research.	9

Data shown in Table 4 reveal that primarily, lack of time is a major factor among the faculty and staff who have shown an unsteady to low performance in research. Time also factored in as one of the biggest constraints in doing research in the study conducted by Sulo et al. (2012) who further commented that if the institution could set aside time for research work, more research activities could be made possible. Other issues following time factor reveal this group's hostility towards research. These factors include the following: (1) they do not want to be pressured; (2) research demands a lot of their time, and it is not worth it, and (3) they just see it as an added burden on their part, and they do not get enough benefit from it

Responses from the open-ended question “What factors prevent you from producing research?” revealed the following concerns. Particularly for the professional instructors, the main reason for their low performance is their inadequate skill to do research. They claimed that it “should not be forced” on them because they were “not trained to do research; they were trained to be officers of the ship.” Meanwhile, the majority of those from the General Education and Business Department were saying that it is “too much” for the University system to impose this “considering the academic loads” that they have, not mentioning the “extra responsibilities assigned to them

during major functions and events.” Teodorescu (2000) attributed this to the amount of time required for lesson planning and the demands of courses, which often require high staff/student contact. The majority of this group also hinted at the research incentives being “not worthy of the effort” they should devote for doing research considering the amount of time they need to spend for it beyond their academic responsibilities, so they might as well “give priority to what they were hired for.” The rest of the comments gathered bordered on this group's indifference towards research.

CONCLUSIONS

Research in JBLCF-Bacolod had faced a tremendous challenge during the first four years of its operation. This period of low performance in research was evidenced by the zero to a very low turnout of results regarding research outputs and faculty and staff involvement. How it gained momentum and sustained its performance in the succeeding years could be attributed to several factors. What surfaced in this investigation is that the researchers' personal motivation to do research, interest to enhance knowledge further, exposure to research-based requirements while undergoing graduate and post-graduate studies and strong support system extended by immediate heads positively influence research productivity. Factors such as lack of time due to a full teaching load and other curricular assignments and hostility towards research surfaced as having a negative effect on research productivity.

While topics on administrative monitoring, assessment, and evaluation, and maritime education and training have dominated among the studies that have been conducted, there is still a need to increase interest in other fields of discipline. Since one of the latest thrusts of the university is on maritime safety and security, more research needs to be produced along this line. This will

entail higher involvement among the professional deck and engine officers and a steady production of research among those in the general education department.

IMPLICATIONS FOR FUTURE RESEARCH IN THE INSTITUTION

Given the findings gleaned from this study, it could be said that the future of research in the institution could be determined by five crucial considerations: (1) personal motivation; (2) experience in doing research as brought about by professional upgrading; (3) strong support system; (4) availability of time to do research; and (5) attractive monetary reward system.

The institution needs people who draw inspiration from their personal desire and interest to do research, and not because they are compelled to perform it against their will. Teachers acknowledge research as one of the trifocal functions of educational institutions, yet many of them still consider teaching as their main task and research as only an add-on activity (Salazar-Clemeña and Almonte-Acosta's, 2007). It is about time that emphasis must be made to place research on equal footing with academic responsibilities. Research endeavors should complement pedagogical innovations; hence, it should not be held separate from teaching and never should it be considered as an unwanted baggage.

When one has professionally grown in his/her career with research as part of that growth, doing research comes naturally because, over the years, he/she has studied for it and has welcomed it every day like the air that he/she breathes. Since experience in research while pursuing graduate studies is a key factor in research productivity (Sulo et al., 2012), it is important to impress it in the minds of the researchers that research does not end at the graduate and post-graduate school. Another major constraint that prevents some faculty and staff to do

research is their lack of grounded skills and capabilities in conducting research. It is either that they have not been exposed to research before, or their graduate programs did not include research writing as in the case of non-thesis programs. It can be an advantage for the school to hire those with such background to ensure that they possess a certain level of appreciation and internalization of research as one of the major thrusts of the institution.

To sustain the quantity as well as the quality of research is for the administration to be in full support of all the operations related to research. Similarly emphasized by Mitchell & Rebne (1995) and Hadjinicola & Soteriou (2006), administrative support is essential; hence, department heads must accommodate research beyond their academic or administrative priorities so they may be able to pass on that positive attitude to those in their charge. To further develop a positive research culture, a performance-based management system espoused by Braxton et al. (2002) and Jung (2012) is paramount, and research has to be considered as one of the key indicators of job performance. Due to consideration must be provided to allocate resources, opportunities for promotion, and priorities in decision-making to those who go out of their comfort zones to conduct research to distinguish and recognize them from everyone else. In addition, adequate resources such as updated library materials, faster internet connectivity, additional computer units, and a conducive research area must be provided for a more improved research environment.

Careful discussion and decisions must be made delineating between time to teach and time to do research among full-time faculty members. Policies that will ensure an equitable relationship between the administration and the full-time faculty must be drawn. For instance, it is possible for the school to grant an honorarium to the faculty who will teach less subject load to have time to do research? What about the research incentives? Are they

reasonable enough to attract those into doing research? Research is on the frontline and in pursuing this type of intellectual journey, it is about time that everyone in the academe must put his best foot forward to sustain it.

A follow-up study can be conducted on the discoveries made from the 142 completed research, their dissemination and utilization and their contribution to the mandate of the institution.

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