

# Personal, Social And Institutional Barriers In Relation To Attitude Towards Conducting Research Among General Education Faculty Members

Rose Lynn C. Abrugena, Arnie Christian D. Villena, Jake M. Laguardor, Elna R. Lopez, Annalie D. Pateña

**Abstract:** This study aimed to identify the attitude of teachers in terms of personal and professional aspects and its relationship with the barriers in conducting research in terms of personal, social and institutional dimensions. Quantitative-descriptive type of research method was utilized in the study with 35 faculty members as respondents. Results showed that the faculty members have high level of positive attitude towards conducting research in terms of personal aspect in improving their self-confidence and communication skills while very high level in terms of professional aspect with emphasis on the promotion of critical thinking and career enhancement. Meanwhile, they encountered low level of personal barriers towards conducting research particularly due to lack of time management, self-interest and motivation. They encountered low level of social barriers in terms of lack of communication and linkages with other institutions and the same level on institutional barriers in terms of too much accreditation and quality assurance requirements. The profile of the respondents is not considered a factor that determines the level of attitude and barriers in conducting research among the general education faculty members except those teachers with no advisees have significantly higher level of personal barriers than those with advisees. However, significant negative relationship exists between the attitude and barriers towards conducting research. Research capability of the teachers might be translated as to the enhancement of teaching strategy to make the delivery of instruction more relevant to the current issues of the society, requirement of the industry and trends in the knowledge-based economy.

**Index Terms:** career enhancement, critical thinking, personal barrier, research management, social barrier

## 1. INTRODUCTION

Every higher education institution aims to provide quality education through developing a strong research culture that brings greater opportunity for students and faculty members to learn more from innovation and discoveries. However, universities and colleges encountered many challenges in motivating the faculty members to conduct research still exist and continue to be a problem. Even though, this is considered a major part of their duties and responsibilities as teachers in the academe, the number of their research outputs and publications still remains unstable. The sustainability of research programs of the higher education institutions is affected by the limited number of research proposals submitted to the research office for processing and evaluation. Due to the small number of faculty researchers, the universities encountered shortage of publications year after year which might affect their school performance, program accreditation and other quality assurance mechanisms. Research is one of the best tools for the advancement of an institution. Research ideas are important in promoting innovations in pedagogy [1], [2], [3], student development [4], [5] educational development [6], [7] and institutional competitiveness [8],[9]. It shall ensure the

qualification of the target research programs with the vision and mandate of the school by complementing instruction and community extension programs. Although, the institution's research capabilities are committed to improve and enhance research culture, the production of research that contributes the quality to institutional and community development are still not enough to respond in all assurance requirements of the institution. Therefore, it is always necessary for the teaching personnel and even the administrative staff to conduct an action research to identify the problem of their work units and find for solutions from the scientific research process. Teachers have greater responsibility in the sustainability of the research programs of the universities. They used research for their own practice and professional development [10]. Faculty-researchers have the capability to drive relevant technologies in building the future of society and humanity. Without this effort, relevant and modern curricula will not exist. Therefore, academic institutions are continuously finding their ways to measure the attitude and the possible barriers that hinders this opportunity for teachers to develop their full potential in making great contributions for the institution, community and the country. Personal barrier is one of the identified issues of this research that might be considered in conducting research among the faculty members. Anything that they wanted and interested to spend most of their time is the manifestation of their positive attitude towards the object or idea. It is always the attitude that brings or triggers the behaviour to take any course of action consistently based on their willingness to perform and accomplish certain task. From the study of Wong [11] showed significant relationship of certain personal variable like attitude towards research could determine higher level of research capability, while on the present study; attitude of the faculty members is correlated with the barriers. These barriers might be inadequate time [12], [13] lack of

- Rose Lynn C. Abrugena is currently connected with the Research Center at Lyceum of the Philippines University-Batangas, Philippines; e-mail: [research@lpubatangas.edu.ph](mailto:research@lpubatangas.edu.ph)
- Arnie Christian D. Villena is the Dean of the College of Education, Arts and Sciences at Lyceum of the Philippines University-Batangas, Philippines; e-mail: [advillena@lpubatangas.edu.ph](mailto:advillena@lpubatangas.edu.ph)
- Jake M. Laguardor is a Graduate School Faculty Member at Lyceum of the Philippines University-Batangas, Philippines; email: [jmlaguador@lpubatangas.edu.ph](mailto:jmlaguador@lpubatangas.edu.ph)
- Elna R. Lopez is a Psychology faculty member at Lyceum of the Philippines University-Batangas, Philippines
- Annalie D. Pateña is a Faculty Member of Education, Arts and Sciences at Lyceum of the Philippines University-Batangas, Philippines

interest and motivation, and lack of research skill [14]. Meanwhile, social barrier can be a factor that contributes to the attitude of teachers in pursuing research projects for the institution. The social environment provides an atmosphere where people can work harmoniously as a group or individually that might come from the support of the management down to the peers and the people who provide their needs for the research activities. Mogk [15] mentioned in the paper that lack of attention was given to social environment in which people work, as well as interpersonal conflicts which can lead to dysfunction in the workplace. This can also lead to de-motivation among employees to accomplish certain tasks due to misunderstanding and lack of institutional support system [16]. Furthermore, institutional barrier might also consider as factor in developing the positive attitude of teachers towards research. It gives an overview on how teachers will accept the challenges of writing research unless, the institution could able to provide the facilities, financial resources, incentives and other support to boost the interest of the teachers. Teshome, Negash, and Shewa [17] from their study strengthen policy and development interventions that can improve institutional support system. The issues on attitude towards research and its underlying barriers are important consideration for the sustainability of academic institutions where innovation and organizational competitiveness depend mostly on the outcomes of research as basis for making decisions and future direction. This study aimed to identify the demographic profile of teachers in terms of age, sex, years of practice, educational attainment, the number of conducted researches, self-initiated in publication and being a thesis/dissertation adviser for the last three years; determine the attitudes in conducting research in terms of personal and professional aspects; identify Barriers in conducting research in terms of personal, social and institutional; test the difference on the attitude and barriers in conducting research when the respondents are grouped according to profile; and test the relationship between attitude and barriers in conducting research.

## 2 METHOD

### Research Design

This study utilized quantitative descriptive type of research method using cross-sectional survey. This survey describes the attitudes of the faculty members and barriers faced in conducting research.

### Participants

A total of 53 faculty members were identified for the study, both regular and new faculty members, but only 35 faculty members are willing to answer the questionnaire voluntarily. The faculty members were having full time and part time status, and regardless of age, sex, educational attainment and length of service were considered as part of the study.

### Instrument

Survey questionnaire was utilized as instrument in the study with two parts. First part is about the demographic profile of the faculty members in terms of age, sex, years of practice, educational attainment, the number of conducted researches, self-initiated in publication and being a thesis/dissertation adviser for the last three years. The

second aimed to assess the attitude towards conducting research and its underlying possible barriers which was adapted from the research concept of Khalaf et al. [18]. The instrument was tested its reliability with resulting Cronbach's Alpha value of 0.918 for the attitude towards conducting research and 0.933 for the barriers encountered. This signifies that the questionnaires have excellent internal consistency and reliable for use.

### Procedure

The questionnaires were personally distributed to the respondents of the study with 35 out of 53 or 66 percent retrieval rating was achieved. This is due to the busy schedule of the teachers and these are the only faculty members who are willing to participate in the study. Respondents were informed regarding the purpose of the study and ensured of the confidentiality of their response and anonymity as respondents of the study. Only those respondents who are willing to participate had provided with the questionnaire. The participation in the study is pure voluntary and unwillingness to participate will not be taken against them for ethical consideration. Names of the respondents were not considered in the study in adherence to data privacy act.

### Data Analysis

Frequency count, percentage and weighted mean were utilized as descriptive statistics to illustrate the result of the data gathered from the profile and attitude as well as barriers in conducting research. Meanwhile, Spearman rho was used to test the relationship between the attitude and barriers towards research while Mann Whitney U test and Kruskal Wallis test were used to determine the differences on attitude and barriers when the respondents are grouped according to profile. The data were treated using non-parametric test because its nature is not normally distributed. The given scale was utilized to interpret the result of the data gathered: 1.00-1.49: Strongly Disagree (SD)/Never (N); 1.50-2.49: Disagree (D)/Sometimes (S); 2.50-3.49: Agree (A)/Often (O); 3.50-4.00: Strongly Agree (SA)/Always (A).

## 3 RESULTS AND DISCUSSION

**Table 1. Percentage Distribution of the Respondents' Profile**

Profile Variables	f	%
<b>Age</b>		
50 Years Old and below	17	49%
51 Years Old and above	18	51%
<b>Sex</b>		
Male	7	20%
Female	28	80%
<b>Years of Practice</b>		
Below 10 Years	5	14%
11 – 30 Years	20	57%
Above 31 – 40 Years	10	29%
<b>Highest Educational Attainment</b>		
Master	17	49%
Doctor	18	51%
<b>Number of Conducted Researches for the Last Three Years</b>		
None	7	20%
1 – 2	16	46%
3 or more	12	34%
<b>Do you have self-initiated publication (book/research</b>		

article)?	Yes	20	57%
	No	15	43%
Are you a thesis/dissertation adviser for the last three years?	Yes	16	46%
	No	19	54%

There is a group of 51 percent faculty members belongs to age bracket from 51 years old and above and 49 percent within 50 years old and below. Furthermore, in terms of years of practice, 11-30 years got the highest with frequency of 20 or 57 percent followed by the group of above 31-40 years with 29 percent. It was observed that only 14 percent of the participants had served the institution below 10 years. A total of 51 percent of the participants had various postgraduate qualifications such as PhD and 49 percent for master's degree. As for the demographic category of number of conducted researches for the last three years, 46 percent has conducted with 1-2 researches while the group with 3 or more researches is composed of 12 or 34 percent while 7 or 20 percent of them have no research output for the last three (3) years. There are 57 percent of the participants with self-initiated book or research article publications against 43 percent without these initiatives. Lastly, 46 percent of the respondents had never been a thesis/dissertation adviser for the last three years, while 54 percent of them became already an adviser. Table 2 shows the attitudes towards conducting research in terms of personal aspect of the respondents. The overall assessment of the obtained a composite mean of 3.38 which showed that the respondents are agree that the following attitude affect them in conducting a research. Respondents have high level of positive attitude towards conducting research in terms of improving their self-confidence and communication skills (3.51).

**Table 2. Attitude towards conducting research in terms of Personal Aspect**

Personal	WM	VI	Rank
1. Giving chance to be promoted	3.37	A	3
2. Increasing my interest towards new learning	3.48	A	2
3. Improving my time management	3.17	A	5
4. Realizing my goal for the College and LPU	3.34	A	4
5. Improving my self-confidence and communication skills	3.51	SA	1
Composite Mean	3.38	A	

Respondents have high level of positive attitude towards increasing the interest for new learning (3.48) and giving chance to be promoted (3.37). This manifested that their attitude in doing research had improved their self-confidence and communication skills as General Education teachers. The research trainings provided by the management help them more to become familiar on how research should be conducted in the right way. Research is also part of the performance evaluation [19], [20], [21] as well as promotion [22], [23] of the faculty members. Self-development [24] in research is also part of the lifelong learning process where most teachers are concerned about to enhance their teaching strategies. On the other hand, they still believed that conducting research helped them in realizing their goal for the College and university (3.34) and improving their time management (3.17) which obtained the least weighted mean

scores but still within the high level of agreement. This result showed that even their most priority as faculty is instruction with busy schedule as teachers, they still find time and interest to conduct research.

**Table 3. Attitude towards conducting research in terms of Professional Aspect**

Professional	WM	VI	Rank
1. Promoting critical thinking	3.63	SA	1
2. Improving my delivery of instruction	3.54	SA	3.5
3. Enhancing my career	3.60	SA	2
4. Achieving strong research culture in the college	3.46	A	4
5. Enhancing my thesis/dissertation advising skills	3.46	A	4
6. Exploring my field of study	3.54	SA	3.5
Composite Mean	3.54	SA	

Table 3 shows the computed composite mean of 3.54 which implies that the respondents have high level of positive attitude towards conducting research in terms of professional aspect. They strongly believed that conducting research promotes critical thinking (3.63). Researchers learn to think more independently and develop opinions supported by evidence that promotes and foster problem solving [25]. They have higher level positive attitude in terms of enhancing their career through conducting research (3.60). According to Zarah [26] conducting research secures job tenure and or promotion in academic profession. Moreover, respondents also strongly believed that conducting research can improve the delivery of their instruction (3.54) and could bale to explore their field of study (3.54). Teachers who practice conducting research can expand and enhance their teaching skills and widen their experience through collaborative projects with peers in describing and solving classroom related problems [27]. It implies that the respondents believed that conducting research is important to their personal and professional development. As teachers of general education, they can explore current events and relevant issues through conducting research which can be part of their classroom discussion. It also shows that the respondents have high level of positive attitude towards conducting research in terms achieving strong research culture in the college and enhancing their thesis/dissertation advising skills (3.46) which affect their attitude in terms of professional aspect. This means that respondents are aware about the policy designed by the management to be imposed to the faculty in order to conduct research as part of their job performance. It is also manifested that conducting research helped them to be more effective as thesis adviser.

**Table 4. Barriers towards conducting research in terms of Personal Aspect**

Personal	WM	VI	Rank
1. Lack of self-interest and motivation	2.09	S	2.5
2. I don't need to conduct research	1.66	S	4
3. Inadequate research experience	1.80	S	3
4. Lack of time management	2.34	S	1
5. It consumes most of my time whenever I do it.	2.09	S	2.5
6. I do not enjoy conducting research	1.63	S	5
Composite Mean	1.94	S	

Table 4 shows the barriers that affect their personal aspect in

conducting research. The overall assessment obtained a composite mean of 1.95 which showed that sometimes the respondents their personal aspect in conducting research. Lack of time management (2.34) topped the list among the personal barriers. From the study of Firth (2016) also highlighted time as one of the obstacles that hinder teachers from conducting research. Arshadi Bostanabad et al [12] also affirmed that lack of time and the indifference toward research are some of the main barriers of nurses' participation in research as well as their unfamiliarity with statistical principles. Worrall [28] also identified the lack of time as one of the three reasons why teachers cannot sustain research engagement. Ibrahim et al., [29] also accounted that lack of time is one of the several barriers to research participation. When teachers are conducting research, it sometimes consumes most of their time (2.09) and due to lack of self-interest and motivation (2.09) they tend to miss out conducting research before the semester ends. Inadequate research experience (1.80) is also sometimes served as one of the barriers but in the lower level. As we can see on the profile almost 80% of the respondents has conduct 1-3 or more research for last 3 years and 50 percent of them have published research works. This manifests that they are interested and motivated to do research. The training, rewards and incentives given by the management help them to be more motivated to conduct research work. They don't need to conduct research (1.66) and they do not enjoy conducting research (1.63) are the indicators with the least weighted mean scores, which imply that they did not consider these as personal barriers although these indicators fall within sometimes which means that in one way or another, these might still exists from their unconscious mind. They still might think that research is not always a requirement. The research involvement of the faculty members is evident through their active participation in the national and international conferences. They have experienced already to present their papers and receive various awards for their exemplary performance during the presentation of their significant findings. This also signifies that they really put value in research not only as part of their academic requirements but also as part of self-fulfilment as individuals. Research productivity of some HEIs is quite low even if the faculty members are aware of the benefits and incentives of their research engagement. Arshadi Bostanabad et al. [12] mentioned that lack of incentive is one of the main aspects of personal barriers towards research even among nurses. The level of awareness among teachers of the research incentives might help them encourage in conducting even action research for classroom improvement of teaching strategies. The accomplishment and competencies of the faculty members is required to consider and the duties and responsibilities of the university towards the attainment of the vision and mission. The faculty members need involvement in various research activities to shape their attitude and character to become motivated and interested in research. This will serve as the basic enhancement of the research motivation and capability of the faculty members in the College to conduct research. The consideration on how much time that teachers may reserve for teaching and research depends on the level of motivation [30]. Giving attention in research is one of the most important issues that the university needs to prioritize. Table 5 shows the barriers

towards conducting research in terms of social aspect with over-all composite mean of 1.86 and are rated as sometimes. In terms of social aspect, the lack of communication and linkages with other institutions got the highest weighted mean of 1.94 followed by inadequate participation on research activities and lack of exposure on research organization with the weighted mean of 1.91. While, the item lack of mentorship and support from peers/colleagues got the lowest weighted mean of 1.69. According to Ichsan et al. [31], in order to improve research productivity, the majority of participants suggested that having local awards and formal recognition, having the opportunity to partner with local business and communities, provision of incentives, and having access to a research helpdesk would be beneficial.

**Table 5. Barriers towards conducting research in terms of Social Aspect**

Social	WM	VI	Rank
1. Lack of mentorship and support from peers/colleagues	1.69	S	3
2. Lack of communication and linkages with other institutions	1.94	S	1
3. Inadequate participation on research activities	1.91	S	2.5
4. Lack of exposure on research organization	1.91	S	2.5
Composite Mean	1.86	S	

Lack of research workshops, training and other related activities on developing the research writing skills is one of the reasons that lead to negative attitudes [32], [33]. Because of this barrier, the management with the help of Research office provides consultation services for the researchers. They also provide linkages to other institution, which the faculty can be member. They also send the faculty to national and international conferences as part of their research activities and exposure. In terms of mentorship and support from peers, the university provides enough services of reader, editor/grammarian and statistics. They also encourage the collaboration or tie up with other faculty to increase the research involvement. According to Thomas [34], the more informed utilization of and involvement of teachers in research, the more that the teacher can enhance the delivery of quality instruction.

**Table 6. Barriers towards conducting research in terms of Institutional Aspect**

Personal	WM	VI	Rank
1. Lack of research training	1.77	S	3
2. Lack of training in statistics	2.00	S	2.5
3. Insufficient financial support for conducting research	1.71	S	5.5
4. Lack of motivation from the department head	1.71	S	5.5
5. Inadequate research facilities and laboratories	1.74	S	4
6. Too much teaching load	2.00	S	2.5
7. Too much accreditation and quality assurance requirements	2.09	S	1
Composite Mean	1.86	S	

Table 6 shows the barriers towards conducting research in terms of institutional aspects with a composite mean score of 1.86. The respondents experienced sometimes too much accreditation and quality assurance requirements (2.09), it

was followed by lack of training in statistics and too much teaching load (2.00) and lack of research training (1.77). Sometimes, faculty members are being required to submit documents based on outcome-based implementation that will be utilized for program accreditation [35],[36],[37],[38]. It took a lot of time for them to produce the complete report because of their teaching assignments and other regular functions as teachers. Therefore, completing their research works are being left behind. However, attending comprehensive research training might also be challenging because classes will be interrupted. Too much teaching load also influence the research function of the teachers [39]. Likewise, Flander et al. [30] also noted that "Croatian academics strongly disagreed that teaching and research are hardly compatible with each other". Sometimes, there is no balance between research and teaching load in most universities. Study of Declaro-Ruedas and Ruedas [40] also revealed that work overload and lack of practical training and experience have very high influence that hinders the teachers to conduct action research. Meanwhile, item such as inadequate research facilities and laboratories (1.74) and lack of motivation from the department head and insufficient financial support for conducting research (1.71) rated the least. Research facilities are made available for the faculty members to utilize as well as the online resources of journals where they can download freely the full text of the research articles they wanted. Department heads are constantly encouraging the teachers as well as the administrative personnel to conduct

research because this is part of their annual operational plans. Furthermore, the institution is very much supportive in giving incentives and honorarium for the completed, presented and published researches. Table 7 reveals that all computed p-values were all greater than 0.05 alpha level; thus, the researcher fails to reject the null hypothesis of no significant difference on attitude and barriers towards conducting research when the respondents are grouped according to profile. No significant difference exists on the attitude and barriers towards conducting research when the respondents are grouped according to age. This manifested that no matter how young or old the faculty members in the college under this study, it does not matter on how they see research that can help them improve their personal and professional career as well as how they see barriers in terms of personal, social and institutional aspects. This case may be considered when conducting research; it does not affect the respondents in terms of their sex. Al-Shalawy and Abdul Haleem [41] also reported similar non-significant gender effect, contrary to another study where research involvement among male faculty was significantly lower as compared to females [42]. Likewise, it was found out that there is no significant difference observed on the attitude and barriers towards conducting research when the respondents are grouped according to their years of practice. This means that the faculty members have varying degrees of perception in conducting research when it comes to their year of professional practice as teachers.

**Table 7. Significant Difference on the Attitude and Barriers Towards Conducting Research When the Respondents are Grouped According to Profile**

Profile		Attitude			Barriers	
		Personal	Professional	Personal	Social	Institutional
Age	z-value	-1.353	-0.788	-0.415	-0.634	-0.664
	p-value	0.176	0.431	0.678	0.526	0.507
Sex	z-value	-0.209	-0.235	-0.539	-0.313	-0.684
	p-value	0.835	0.814	0.59	0.755	0.494
Years of Practice	Chi-Square	3.397	1.021	0.553	1.108	0.727
	p-value	0.183	0.6	0.758	0.575	0.695
Educational Attainment	z-value	-0.819	-1.644	-1.907	-1.217	-0.465
	p-value	0.413	0.1	0.056	0.224	0.642
Number of Conducted Researches for the Last Three Years	Chi-square	3.681	4.139	10.342	9.69	2.653
	p-value	0.159	0.126	0.006	0.008	0.265
Self-Initiated Publication	z-value	-0.169	-0.502	-1.826	-1.718	-1.71
	p-value	0.866	0.616	0.068	0.086	0.087
Thesis/Dissertation Adviser for the last three years	z-value	-1.928	-2.509	-2.895	-2.643	-1.149
	p-value	0.054	0.012	.004*	0.008	0.251

There is also no significant difference when the respondents are grouped according to highest education attainment. The respondents with either master's or doctorate degree holders have varying experiences in doing research through their thesis or dissertation and as being advisers. Likewise, when the teachers are grouped according to number of conducted researches for the last three years did not also vary significantly. Furthermore, it was found out that there is a significant difference observed on the aspects of attitude towards conducting research as to personal (.866) & professional (.616) and barriers towards conducting research as to personal (.068), Social (.086) and Institutional (.087) when grouped according to self-initiated publication. This means that the respondents from general education have different perceptions on attitude and barriers towards conducting a research. This finding confirmed the result of

the study of Maravilla [43] which also reveals no significant difference across gender, tenure status and professional rank. It is good to note that teachers across different variables have no significant difference which shows that the diversity of their responses proves the university's goal of providing different training and learning experiences to different faculty members in all ages and both sexes without discrimination where everyone can benefit from the research program. However, only personal barrier showed significant difference and the professional aspect on attitude towards conducting research when the respondents are grouped according to thesis/dissertation adviser for the last three years. The result further showed that those teachers with no advisees have significantly higher level of personal barriers than those with advisees. It gives further idea that the advising experience of the teachers makes them more

knowledgeable of the research process and they are more aware of the research agenda of the institution as well as the trends and issues in national level. Table 8 shows that there is a significant negative relationship between attitude and barriers in conducting research ( $p < 0.05$ ). This signifies that the higher the attitude in terms of professional and personal aspects, there is a tendency that they have low barriers encountered in terms of personal, social and institutional aspects.

**Table 8. Significant Relationship Between Attitude and Barriers in Conducting Research**

Barriers	Attitude			
	Personal		Professional	
	$r_s$ -value	p-value	$r_s$ -value	p-value
Personal	-.460	.005**	-.426	.011
Social	-.625	.000**	-.650	.000**
Institutional	-.416	.013*	-.392	.020*

\*Significant at  $p$ -value  $< 0.05$ ; \*\*Significant at  $p$ -value  $< 0.01$ ;

Strengthening the attitude of the teachers makes them more resilient about the challenges of conducting research projects for the accomplishment of their degree program or for the institutional and student development. They strongly believed on the benefits for personal improvement of research in the enhancement of their self-confidence and communication skills most especially when presenting their research papers in the national and international conferences. These activities are being supported financially by the institution and continuously encouraging teachers to participate in various research-related events for them to be exposed in various cultures, professional practices and gain social networks for their future research projects. Bubnys and Kauneckienė [44] noted that part of learning leadership for personal and professional development is the journal writing and content analysis including the conduct of action research. Because the training for conducting research is the problem identification where teachers are encouraged to scan the environment and be sensitive to the needs of the people and stakeholders. Offering relevant and effective solutions to the problems of the institution and community makes the teachers more engaged in the developing personal and professional attributes with high tolerance towards barriers in order to fulfill their duties and responsibilities.

## 6 CONCLUSION

Half of the faculty members of education, arts and sciences are more than 50 years old, majority are females with 11 to 30 years in teaching profession and having master's and doctorate degrees. They have at least 1 or 2 conducted researches with self-initiated publication like books and research articles while less than half of them have already experienced to become research adviser. They have very high attitude towards improving their self-confidence and communication skills from conducting research as well as in promoting critical thinking, improving the delivery of instruction and enhancing their professional career from exploring their field of specialization. Lack of time management is the most common cited barriers by the faculty members followed by lack of self-interest and they

believed that research consumes most of their time whenever they do it. Findings of the significant difference suggest that the cited profile of the faculty members like age, sex, years of practice, educational attainment, the number of conducted researches, self-initiated in publication and being a research adviser are not considered major factor that influence their attitude towards conducting research. However, those faculty members without given research advisership for the last three years have higher tendency of encountering barriers in personal aspect compared to those faculty members were given the assignment as research advisers. Furthermore, test of relationship shows that those faculty members with higher attitude towards conducting research have lower possibility of encountering personal, social and institutional barriers related to research activities. It is recommended that assigning of research advisees must be distributed to all qualified faculty members to teach research and advise students in order to develop their research skills in writing, conducting and teaching research at the same time. This is where the critical skills might be strengthened and became more comfortable of talking about research processes and they could able to participate in various research conferences together with their students and advises. The exposure of the faculty members in international conferences may provide them better perspective of what typed and kinds of studies being conducted by other universities around the globe. This study is limited only to one college or department from one institution in the Philippines using attitude and barriers are major variables that seek to describe the characteristics of a certain group of general education faculty members. Therefore, it cannot be generalized as the same condition with other teachers in the country. Additional respondents from different universities and colleges may be considered to test the accuracy of the relationship.

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