

EMERGING FACULTY-ADMINISTRATOR PARTNERSHIP PARADIGM FOR STRENGTHENING RESEARCH CULTURE IN STATE UNIVERSITIES AND COLLEGES

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Abstract

This qualitative type of research that applied the grounded theory approach intended to develop a partnership paradigm between the administrators and the faculty members in strengthening research culture in state universities and colleges (SUCs). Eighteen faculty members who have completed research outputs and six administrators from three state universities in the region participated in the study. The instrument used was a researcher-made open-ended questionnaire that was content-validated by four research experts prior to its utilization. Through the questionnaire, the participants were asked to provide their views on the value of the faculty-administrator partnership, their perceptions on their corresponding roles, and the support provided by their respective institutions in enhancing the research culture in their schools. A follow-up interview among the participants was also conducted in order to supplement the data gathered from the questionnaires. Data, being qualitative, were content analyzed. Themes were derived from the participants' statements, and categories were formed.

Findings drawn from the participants' views pointed-out six elements necessary to establish a sound research culture. Foremost of these elements is the partnership between the faculty and administrators in enhancing research culture. The other elements are roles of the administrators as perceived by the faculty and the administrators themselves, roles of the faculty as perceived by the administrators and the faculty themselves, and institutional research support practices.

Data gathered led to the emergence of the "Pentahedron Paradigm of Faculty-Administration Partnership toward Strengthening Research Culture in SUCs," that seeks to serve as a possible source of relevant inputs for other SUCs in their effort to strengthen their research culture.

Keywords: faculty-administrator-relationship, research culture, state universities, and college

INTRODUCTION

"To move the world, we must move ourselves."

- Socrates

The world is constantly changing its course for the betterment of people's lives. Numerous people around the world sacrifice their time and effort to do things that will help the human race. In this age of modern technology and constant change, man is clamoring for the best solutions and the most practical strategies to address the various problems that confront him and his fellowmen. There is an urgent need for men and women in the industries, in the academe, and in any government or non-government organization to conduct various types of research to improve the quality of life and to make a difference by investigating the problems and finding solutions through critical evaluation of resources and using other methods.

The value of any research outcome depends on the attitudes, traits, and abilities of the individual researcher. Research is an undertaking that demands the researchers the best of their abilities, the soundest of their critical power, and the highest level of their competence. This is because in undertaking research, the foremost goals are to make innovations and create new ideas that may form the bases for new policies or programs of a given social institution, the advancement of technology toward improving industries, and identify solutions to issues affecting the community.

Education has become a door to globalization. Globalization is the clinching concept that encourages higher education institutions (HEIs) to level up the standards of education in order to produce competitive and world-class graduates. To achieve global competence, it is required for schools to transform their systems or to innovate toward better changes, to aim to discover new knowledge, and to learn new skills. It is the primary role of universities to make these changes happen, and these could only be done through a systematic investigation called research. Today, schools are engaged in research activities with the vision of achieving continuing development and progress, motivating educators to provide solutions to the crucial needs of the educational system (Galicia, 2011).

The growth of research, particularly in the school setting, has been one of the outstanding characteristics of cultural progress. This growth became evident with the approval of new educational policies, course offerings, technological resources, and the emergence of knowledge in the different areas of specialization (Barr et al. cited in Galicia, 2011).

The General Teaching Council of England (2006) stated that schools could become research production universities if they give importance to research activities. The four main features of research-engaged schools are as follows: 1) they have research orientation, 2) they are rich in research pedagogy, 3) they promote research communities, and, 4) they put research at the heart of the school policy and practice (Handscorn & MacBeath, 2003). These

are evident in the characteristics of schools that were classified as outstanding or world-class research universities in the United States and Europe. A world-class university is defined as a research institution, which provides resources to support research, which also employs outstanding individuals and maintains large, diverse, and complete libraries.

World-class universities have modern and unique equipment which can be used in research (Tremblay, 2000). These universities were recognized as outstanding higher education institutions because they possess and practice the following traits: they offer additional inducements such as having lesser teaching loads, provision of research facilities, presence of research support staff, directive to recruit staff with better reputations, and the ability to attract the best students. In these universities, there is a strong organizational culture with a clear translation of their core ideologies, which identifies the relentless drive for progress and the importance of change in the organization. These universities have a strong sense of identity and have great charismatic leaders who can make and take responsibility for bold decisions (Shattock, 2003).

In addition, these universities have been successful in adjusting to five major changes: 1) restructuring of the economy, 2) changing the role of the state, 3) shifting demographics, 4) new technologies, and 5) increasing globalization. These universities adapted to such changes by appropriately adjusting their organizational structures to fit them to the needs that arise (Sporn cited in Shattock, 2003). Earlier research in Tremblay (2000) jives with the aforementioned in citing the following as characteristics of world-class universities: having quality academic staff; holding excellent reputation in research; producing the best undergraduates; existence of international presence in them; being appropriately financed and resourced; making effective use of international networks and alliances; producing multidisciplinary research; being technologically sophisticated and well managed.

Aware of the heightening demands to globalize higher education, Philippine universities strive to achieve the status of being world-class. The government supports these institutions by imposing reforms in education; reforms which are generally concerned with the pursuance of the highest standard of quality education and the strong development of quality research in colleges and universities. With this, the government aims for changes to improve the educational system in the country using new educational policies to be implemented by the Commission on Higher Education (CHED).

The CHED has set one of its primordial concerns, which is to promote a strong research orientation in all HEIs, believing that a highly developed research orientation means a strong research foundation, which could result in a tremendous flow of researches. Some research was undertaken to find out how the premier universities in the Philippines were able to establish a research culture in their respective organizations. Once the research culture was generated, the research productivity among the faculty would increase. However,

integrating culture in an organization is certainly not an easy task, especially when hesitation for changes arises among the members of the academe.

“Culture is a complex whole, which is socially learned and shared by the community” (Colon, 2002, p.28). It is usually described as a habitual behavior of a particular group in any institution. As an organization evolves, the behavior of the organization develops a consistent pattern based on the shared assumptions of the organization (Schein cited in Valentine, 2006). In order to assert new behavior in an organization, cooperation among its members must be attained. Research culture does not only pertain to making a research paper, but it also refers to making research tangible that would eventually contribute to addressing the needs of the nation. It is not just a ‘reality’ made possible by a single individual, but by a group of people.

The presence of competent faculty-researchers in a school and the production of more relevant research outputs by the faculty strengthen the quality of education rendered in an educational institution. Conducting research must be given a priority in the country, as mandated in the 1987 Philippine Constitution, Article XIV, Section 10, which states: *The state shall give priority to research, development, invention, and innovation. The Commission on Higher Education, in support of the laws, issued educational acts, policies, and guidelines to pursue the advancement of research in educational institutions.* One of these is CHED Memo. No. 9, s. 2012, citing that the reform agenda of the public higher education, emphasizing that state colleges and universities (SUCs) must focus on their trifocal functions, namely: instruction, extension, and research, to provide more access to affordable and good quality education.

In order to ensure the sustained production of quality research in a higher education institution, teachers should be made aware that one of their functions is to do research, and as such, they are expected to explore ideas that can eventually help in solving problems in the school system and the society. They are also considered as innovators in developing instructional strategies in order to make the learning process effective. However, not all teachers are engaged in research, because of lack of time and money, lack of equipment and facilities, lack of confidence and motivation, and lack of training and support from the administration. Some teachers are hesitant in making changes within their educational environment because doing so could mean going out of their “comfort zones.”

Memorial University in Newfoundland and Labrador’s University in Canada stated that they had found the five challenges that researchers face in conducting research in schools and these are summarized as follows: 1) lack of time in conducting research studies; 2) lack of resources; 3) difficulty in formulating the research question; 4) resistance to change; and 5) ethical considerations to be taken into account (Johnson, 2011).

Moreover, Marchant (2009) also collated and classified in her paper the following obstacles in doing research and these include: the strategic issue; culture and values; limited

institutional resources; lack of general research skills; lack of specific individual skills; expertise in playing the research game; no specific research budget nor funding; workloads, and industrial arrangements.

To overcome such problems, school reforms are imposed. In promoting school reforms, leadership and school culture go hand in hand. School administrators must facilitate appropriate changes in order to keep pace with the needs of the students (Johnson, 2011). They are responsible for quality assurance in research production. Also, they must take part in increasing the number of research outputs in their institutions and should provide training to their faculty in order to make them become competent researchers. The building leader should work cooperatively with teachers by giving them the support they need in making action research (Schmoker cited in Johnson, 2011).

Meanwhile, there are school administrators who are confronted with problems in improving the research area in their schools. These problems, as mentioned in Johnson, are lack of understanding for the need to change and fear of failing. However, these difficulties can be settled by initiating innovations and exhibiting new attitude towards research. Reinforcing research culture requires transformational leaders who can influence in generating new knowledge.

Transformational leaders demonstrate four specific behaviors:

“Idealised influence by being role models of successful research, inspirational motivation which deliberately tends to achieve the vision, intellectual stimulation, which allows exploring new ideas and providing individualized consideration which makes an academic research by giving support to faculty members” (Marchant, 2009, p.6).

School administrators are role models for teachers. They should initiate research undertakings, which can be beneficial not only for the students but also for the learning community. Meanwhile, Taguan (2011) cited that HEIs play a vital role in making valuable research outputs, which will be beneficial in developing instruction and extension activities. Research is the core activity of HEIs (Teehankee, 2011). However, it is commonly observed that in many HEIs in the Philippines, research is found to be given less importance compared with the focus accorded to the other functions of educational institutions. In Bernardo (2003), for example, only four SUCs and two private HEI's qualified to be categorized as doctorate/research universities.

In other studies where research culture is the focus, findings showed that there was a need to make a strong research orientation among the faculty. There was an observed low research production among the faculty, which is primarily attributed to the lack of research orientation

in their respective universities. Other factors identified as “culprits” to this condition and research productions are administrative practices not supportive of research, lack of research capability building opportunities, minimal research funding, and lack of financial reward system in support of research undertaking (Almonte-Acosta & Salazar-Clemena, 2008).

To possibly resolve this condition of research in the academe, HEIs should be able to take their part in research-building, and then through this, there is the possibility to initiate the creation of a strong foundation of research culture in their respective organizations.

Research culture may exist in an organization if the following standards are present, as mentioned in Largo (2011): there is a critical mass of academics in a unit with a passion for doing research; lack of funding is not a deterrence to do research; doing research is purpose-driven: to generate knowledge and to fill one’s pocket, while desirable, is only secondary; publication of outputs generated are primary reasons for research accomplishment; there is a sense of *Bayanihan* (a Filipino coined word to mean “working together” or “putting efforts together in the spirit of oneness” in order to achieve a common goal) among the members of the research team, a community of researchers able to share talents and time with attention to quality of work; doing research is a tradition, as a habit; each member of the research team contributes to knowledge generation as a whole; inter and intradepartmental collaboration exists; and, mentoring system exists, that is, the senior faculty guiding the junior faculty (neophyte), who in turn, guides the students.

In Hill (2002), there is the presence of research culture:

“If the research actions are cohesive and the institutions make it easy for the researchers to make research (enabling environment)- This involves a) sharing expertise and knowledge; b) having research direction, niche or strategy; c) having institutional support; and provision of facilities and resources.” (p.2).

Polk, as cited in Hill (2002), identified the factors necessary for the development of research culture: knowledge of research which comprises of research skills of individuals, their values and beliefs on research; the presence of research norms or standards; and provision of motivation, support and material artifacts which constitutes research tools.

Developing research culture in an organization may involve certain practices that should be dealt with, such as the proper implementation, which involves not only the faculty and staff but also the administrators of the institution. Stated in Valentine (2006), an initial step toward a meaningful school environment is to assess the culture of the partnership of the school leaders and the faculty in identifying the issues and concerns, finding solutions, and thus achieving their common goal to have an improved school. A school with an effective culture encourages both the administrators and the faculty members to work collaboratively in improving student learning (Fullan cited in Valentine, 2006). Also, a successful partnership

can produce gains for each partner; these may include curriculum services and research potential for a university (Lieberman cited in Dyson, 1999).

Furthermore, to maintain research culture in the university, there must be proper implementation and evaluation of research guidelines and policies, an innovation of research benefits, and the provision of training or seminars to improve their research skills (Mallorca, 2009).

Based on the study conducted by the Institute for Advancement of Social Work Research (2008), a common agenda and policies should be developed by the agencies and researchers in order to strengthen the university/agency collaborations. It is also essential to create a supportive environment by providing the administrative aspect of grants in encouraging faculty to become active in research production. The development of research culture in an educational institution is the responsibility of both the school administrators and the teachers. They are expected to work together as a team or partners. The teacher and administrator partnership is considered one of the most recommended approaches in improving education and in promoting sound research culture.

The present study seeks to verify further the presence and role of this administrator-faculty partnership in selected SUCs known for their relevant research activity programs. Specifically, the study aims to: (1) describe the views of the faculty and administrators on the value of administrator-faculty partnership in enhancing research culture; (2) describe the roles of administrators and faculty in enhancing research culture; and, (3) present existing support practices of these institutions.

Overall, findings are expected to lead to the emergence of a paradigm that depicts the possible views of the faculty-administrator partnership in strengthening research culture in SUCs. The output of the study may highlight the importance of the sustainable relationship of cooperation and collaboration between the faculty members and the administrators in enhancing research productivity. It is also hoped to encourage both faculty members and administrators to conduct research. Furthermore, it is intended that the findings may help school administrators identify leadership practices that may strongly improve research culture.

METHOD

The study used the grounded theory approach. This was found to be the most applicable method because it is suitable for the investigation of the social issues in the educational system, one of which is the research culture. The grounded theory is the method used in studying the different areas of learning, which generally concerns the sociological aspect of the community (Jones & Alony, 2011). This method also provides a systematic procedure for analyzing data to generate a new theory. It emphasizes the generation of a model from the data. Furthermore, grounded theory is defined as the discovery of new theory,

which emerges from the thorough analysis of data (Egan, 2002). In this study, the data gathered were analyzed through inductive content analysis, which results were used to generate a new paradigm.

To obtain pertinent information, three state universities in the region were chosen as participants. These universities are consistently noted as institutions with relevant research activity programs that continuously help them further enhance research culture in their respective organizations. In addition, these participating state universities have programs that have earned the status of Centers of Excellence and Centers of Development by the CHED, based on the provisions of R.A. No. 7722 otherwise known as the Higher Education Act of 1994, and are found to have demonstrated the highest level of standards in the areas of instruction, research and extension.

Describing each participating institution, the first university is recognized as a premier institution in the country and even in Southeast Asia, specifically in the area of research. The CHED also designated six programs of this university as Centers of Excellence. Among the SUCs outside the UP System, it holds the most number of Centers of Excellence. It has produced research breakthroughs that have contributed significantly to the global rural communities. Also, this university has specialized research and development centers and institutes, which can conduct high-quality research. It was also chosen as the Regional Integrated Coastal Resources Management Center in Region 3 by the Department of Environment and Natural Resources. This university was also recognized by the Professional Regulation Commission (PRC) as a Top Performing School because of its ability to produce top-ranking board examinations passers in most of its programs. Based on this university's annual report in 2012, 70% of its faculty members doctorate and master's degree holders. Different organizations also gave most of their faculty members prestigious recognitions because of their contributions to national development.

The second university is selected as the Provincial Science and Technology Center in the Region, in partnership with the Department of Science and Technology, because of its breakthroughs in its survey and applied researches. This university is also consistent in the promotion of community-oriented projects. Some of its programs were also cited as Centers of Excellence and Centers of Development by the CHED because of accomplishments in technology and their service as training institutions. This state university is noted for its pursuance of research on Filipino history and culture. It is also active in the promotion of research and extension programs through the help of the different agencies in the country and abroad.

The third university has produced numerous research outputs on technology and has been cited in various research conferences at local and international levels. This university also holds the Center of Excellence in Automotive because of its active participation in the research and training areas in Autotronics. Based on its president's annual report in 2012, the

majority of its faculty members are actively pursuing their postgraduate degrees, and most of its programs were accredited by the Accrediting Agency of Chartered Colleges and Universities (AACCUP) in the Philippines. This University also has many linkages with local government units and some private international agencies that continuously support their faculty members in research.

From the three universities, a total of 24 participants were included in this present study, composing of 18 Faculty Members who have produced research outputs, two College Deans, one Director of Research, one Vice-President of Academic Affairs, one Director of Student Affairs, and one Campus Director.

The instrument used was an open-ended questionnaire, which was content validated by four experts in research. It was utilized so that the respondents can easily express their opinions. The questionnaire aims to describe 1) the views of the faculty and administrators on the value of the faculty and administrator partnership in enhancing research culture, 2) the roles of the faculty and administrators in enhancing research culture, and 3) the existing research support practices. To supplement the data provided through the questionnaires, a follow-up interview was also conducted with 15 of the 24 participants. This was done to gain additional information and to obtain an explanation of responses that needed further clarification.

Data were personally gathered from the participants after each president of the three HEI-participants formally granted permission. All participants were provided the open-ended questionnaire while the follow-up interview was conducted among nine faculty members and six administrators. The researcher decided to stop interviewing when a saturation point of their responses was reached. This means that the interviewees were already giving frequent similar responses and that no more new information was coming out (Siegle, 2002).

Data gathered were transcribed and subjected to inductive content analysis. According to Hall (2013), inductive content analysis is used in qualitative research, which is carried out by analyzing raw information from documents, printed or recorded, or verbal material, where a new theory will be generated based on the data presented. Following the steps suggested in Hall (2013), data analysis in this study was started in coding and identifying the key terms and concepts of the transcribed data. The identified key terms which were considered meaningful and important were seen to appear frequently on the responses of the participants. Themes were developed from key terms which afterward were classified. After categorization, a comparative analysis was done. Through comparing the themes, the common grounds were identified. Each category was identified by a keyword or a phrase that describes the essence of the themes. During this process, some of the initial categories were changed, merged, or omitted.

In the process of writing the narrative report, data were synthesized, explained, and clarified. Cited studies were also used as bases for understanding the emerging concepts. The responses of the participants were directly quoted to support the emerging concepts further. To preserve the confidentiality of data, participants were coded and labeled accordingly (FM for the faculty members and ADMN for the administrators).

After explaining and integrating the concepts which eventually formed patterns or relationships, a detailed integrative diagram was arrived at being referred to as the emerging paradigm.

FINDINGS

The findings of the study are presented following the sequence of these sub-topics: the value of faculty and administrators in the enhancement of research culture, the views of the faculty and administrators on their particular roles in the enhancement of research culture, and support provided to enhance research culture in the universities. A tabular summary of findings follows after each qualitative presentation.

Participants' Views on the Value of Administrator-Faculty Partnership in Enhancing Research Culture

The participants gave their insights about the value of the administrator and faculty partnership in enhancing the research culture. Through a thorough analysis of their views, two categories emerged: the manifestations of the faculty and administrator partnership and its benefits in enhancing research culture.

Manifestations about the Faculty-Administrator Partnership in Enhancing Research Culture

These manifestations, as defined in this context, are the actions that show the faculty and administrator partnership. These are having a mutual understanding of research, their working together, having rapport and camaraderie, having good communication, and active engagement in research guided by their awareness of the institutional vision and mission.

Benefits of the Administrator-Faculty Partnership in Enhancing Research Culture

Likewise, culled from the participants' views are the benefits of the faculty-administrator partnership in enhancing research culture. These benefits are the promotion of educational and organizational growth, the realization of the university's thrust, motivating the faculty to produce new knowledge, and lessen the varied problems in the university.

Table 1 summarizes the participants' views on the values of the faculty-administrator partnership in enhancing research culture.

Table 1
Participants' views on the value of the faculty-administrator partnership in enhancing research culture

Manifestations of Faculty-Administrator Partnership	Participants	Benefits from the Faculty-Administrator Partnership	Participants
Collaborative effort	FM3	Encourage faculty members in conducting research	FM11
Mutual understanding and the same point of view	FM6	Professional growth	ADMN6
Work together	FM16	Enhance educational and organizational growth and produce globally competitive graduates	FM13
Rapport/harmonious relationship	FM 17	Realize the vision and mission of the university	ADMN6 ADMN2 FM 13 FM12 FM10
Facilitate good communication and camaraderie	ADMN 5	Achieve excellence in education	ADMN4 FM 18
Active engagement and cooperation	ADMN6	Keep abreast with the new policies imposed by the CHED	FM 18
		Delivery of quality services	ADMN5
Total	6	Total	11

Participants' Views on the Roles of the Faculty and Administrators in Enhancing Research Culture

When two or more people are engaged in a particular goal, each has specific roles or functions to work on. In this study, the roles of the administrators and faculty were identified by the participants of the study, where they gave their opinions about their corresponding roles in building a research culture.

Role of the Administrators as Perceived by the Faculty Members

The faculty-participant considered three important roles of the administrators in enhancing the research practices within the university, and these are strong advocates for establishing a university research agenda, motivators, and providers of opportunities for faculty development.

As strong advocates for establishing a university research agenda. The faculty-participant, believed that the administrators are expected to establish a strong research agenda founded on the vision-mission of the institution.

As motivators. Apart from their primary tasks as heads of their respective departments, administrators are expected to provide the good motivation that encourages faculty members to fulfill their functions as teachers and researchers.

As providers of opportunities for faculty development. The faculty-participants also perceived that the administrators must take part in organizing seminars. These seminars will be their training grounds in equipping them with the research skills they need.

Table 2 summarizes the roles of the administrators as perceived by the faculty members in establishing research practices.

Table 2
Roles of the administrators as perceived by the faculty members in establishing research practices

Category: Strong Advocates For Establishing Research Agenda	Participant/s	Category: Motivators	Participant/s	Category: Providers of Opportunities for Faculty Development	Participant/s
Code: Create a Strong Research Agenda		Code: Financial and Moral Support		Code: Create an Environment for Professional Growth	
Subcode: Implementing Agent	FM10	Subcode: Encourage the Faculty Members	FM2	Subcode: Seminars and Trainings	FM1
Subcode: Realization of the Vision and Mission	FM18	Subcode: Financial and Motivational Support	FM7	Subcode: Advocate leader/ Implementing agent in Delegating Seminar workshops	FM9
Subcode: Creating a Solid Research Agenda	FM16	Subcode: Funding	FM12	Subcode: Organizers of Orientations/ Seminars	FM17
		Subcode: Proper Coordination	FM17	Subcode: Seminars for Faculty Development	FM18
Total No. of Responses	3		4		4

Role of the Administrators as Perceived by Themselves

The administrator-participants identified their tasks in strengthening research practices in higher education institutions. These tasks are providing logistical support to the faculty members and making research a priority activity.

As providers of support to faculty-researchers. From the standpoint of the administrators, one of their tasks is to provide the financial support needed by the teachers.

Making research a priority activity. The administrators also perceived that research must be among the top priorities of the academe. They regard research as one of the intertwining functions of HEIs that must be nurtured.

Table 3 summarizes the roles of the administrators as perceived by themselves in establishing research practices.

Table 3
Roles of the administrators as perceived by themselves in establishing research practices

Category: Providers of Support to Faculty Members	Participant/s	Category: Prioritize Research	Participant/s
Code: Financial Support		Code: Research	
Subcode: Provide Logistical Support	ADMN2	Subcode: Importance of Research	ADMN1
Subcode: Financial Support and Incentives	ADMN3	Subcode: Research priorities	ADMN3
Subcode: Financial and Moral Support	ADMN6	Subcode: Updated about the new Trends in Research	ADMN4
Total No. of Responses	3		3

Role of the Faculty as Perceived by the Administrators

The administrator-participants identified one important role of the faculty members in enhancing research culture: do research.

Role of the Faculty as Perceived by Themselves

The faculty-participants identified only two roles of the faculty members in enhancing a research culture in the schools: to be committed and motivated researchers and to encourage students to do their researches.

As committed and motivated researchers. The faculty-participants believed that apart from being teachers, they are also researchers.

As providers of opportunities for students to conduct research. The faculty members also pointed out that they must also teach their students how to do researches.

As a personal responsibility. Making a personal commitment in which faculty members are intrinsically motivated or driven to do research.

Table 4 summarizes the roles of the faculty as perceived by themselves in establishing research practices.

Table 4
Roles of the faculty as perceived by themselves in establishing research practices

Category: Committed and Motivated Researchers	Participant/s	Category: Providers of Opportunities to Students to Conduct Research	Participant/s	Category: Personal responsibility	Participant/s
Code: Researchers		Code: Encourage Students to do Research		Code: Mentally, physically prepared	FM 16 FM18
Subcode: Realization of the Vision and Mission	FM3	Subcode: Encourage Students	FM9		
Subcode: Motivated Faculty Members	FM4		FM15		
Subcodes: Motivation	FM12	Subcode: Teach Students to become researchers	FM16		
Subcode: Research Solutions to the Existing Problems/Convergent thinkers	FM7				
Subcode: Committed Faculty Members	FM14				
Total No. of Responses	4		3		2

Research Support Practices Provided to the Faculty Members

The substantial support provided by the administration in their respective schools, as stated by the administrator-participants and faculty-participants are financial assistance and incentives, social and personal support, access to linkages (external funding agencies), promotion, reduction of teaching loads, faculty development, and research facilities.

Financial assistance and incentives. Most of the participants said that one of the major needs of the faculty-researchers is financial assistance. This observation is derived from their experience as having been provided with financial aid and monetary incentives when they were completing their respective research outputs.

Social motivation. In addition to monetary aid, participants disclosed that the administration provided them other important supports, which in this study are referred to as *social motivation*. *Social motivation* pertains to creating an environment favorable for research undertakings or the introduction of factors in the workplace that may encourage faculty members and administrators to do research.

Access to linkages (external funding agencies). The administration serves as the “bridge” of the faculty-researchers to collaborate with external funding agencies in order to create relevant research undertakings. They establish a partnership with external agencies to fund research by the faculty and administrators.

Promotion. It is ideal for teachers to be recognized for their efforts in making notable contributions in their schools. Faculty members in SUCs are promoted and ranked based on the criteria provided by the National Budget Circular No. 461 entitled “Revising and Updating the Compensation and Position Classification Plan for Faculty Positions Embodied National Compensation Circular (NCC) No.69”, as an issuance of PD 985 as mandated by Department of Budget and Management’s Manual on Position Classification and Compensation of the Faculty.

Reduction of teaching loads. Teachers are expected to produce research outputs. To compensate their efforts, they are given extra credits such as deloading of teaching units so they can have ample time to do research activities.

Faculty development activities. The participants revealed that they are required to attend formal research training, or seminar-workshops to enhance their research capabilities or skills continuously.

Research facilities. Following the provisions of R.A. 7722, otherwise known as the Higher Education Act of 1994, the SUCs are mandated to become centers of research and development. They are expected to have the necessary facilities to enable the faculty and

administrators to conduct research. One faculty member cited that there is the availability of research facilities.

Table 5 summarizes the research support practices provided to the faculty members.

Table 5
Research support practices provided to faculty members

Category: Financial Assistance and Incentives	Participant/s	Category: Social Motivation	Participant/s
Code: Financial Support		Code: Social Motivation	
Subcode: Research Incentives	ADMN1	Subcode: Research Environment	FM7
Subcode: Financial Support and additional Incentives	ADMN2	Subcode: Administrative Support	FM16
Subcode: Financial Assistance	ADMN4	Subcode: Moral Support	FM17
Subcode: Financial Assistance and incentives	FM2	Subcode: Encouragement	ADMN4
Subcode: Financial Support	FM5		
Subcode: Financial Assistance	FM6		
Subcode: Funding	FM10		
Subcode: Budget Allocated For Research Studies	FM11		
Subcode: Fringe Benefits	FM12		
Subcode: Financial Support	FM13		
Subcode: Incentives	FM16		
Subcode: Financial Support	FM18		
Total No. Of Responses	12		4

Continuation of Table 5
Research support practices

Category: Access to Linkages	Participant/s	Category: Promotion	Participant/s	Category: Reduction of Teaching Loads	Participant/s
Code: Linkages		Code:Promotion and Recognition		Code:Deloading Teacher's Workloads	
Subcode: Outsourcing	FM4	Subcode: Promotional Evaluation	FM6	Subcode: Deficient Load Can Conduct Research	FM10
Subcode: Connect with Government Agencies	FM7	Subcode: Recognition and promotion	FM10	Subcode: Deload the teacher	FM13
Subcode: Coordination with Stakeholders	FM8	Subcode: Ranking	FM12	Subcode: Deload the teacher	FM18
Subcode: Linkages with other Schools	FM11	Subcode: NBC	FM15	Subcode:Leniency in Schedule	ADMN4
Subcode:Tying up with Local Government Units	FM18	Subcode: Points in Research	ADMN3		
Subcode: Institutional Linkages	ADMN3				
Total	6	Total	5	Total	4

Category: Faculty Development	Participant/s	Category: Research Facilities	Participant/s
Code: Seminars and Scholarship Grants		Code: Research Office	FM7
Subcode: Seminars/Workshops	FM4		
	FM6		
	ADMN1		
	ADMN6		
Subcode: Scholarship Grants	FM13		
	FM18		
Total	6	Total	1

DISCUSSION

It is noteworthy that participants of this study unanimously believe in the importance of the faculty and administrator partnership in establishing research culture in their respective institutions. They identified manifestations that such a partnership between the faculty and administration exists. Among the strongly noted manifestations which they experience are: having mutual understanding in establishing and maintaining research culture; having the opportunity to work together (cooperation) in pursuing research endeavors; having established rapport and camaraderie among them that is made possible by having good communication; and having an actual active engagement in research. Such an idea of working together guided by a common vision and mission points to the creation of what could be possibly termed as a “synergistic relationship.” The word “synergistic,” as defined in the Collins Dictionary, means “working together in a creative, innovative and productive manner.” These synonyms bring forth the idea of connecting “synergistic” with “teamwork” and “collaboration.”

One who has experienced achieving success through teamwork, or through “synergistic” means, or in collaboration with other committed individuals, could very well say that work gets easily accomplished and that preset goals get easily achieved when two or more heads act together in harmony. Largo (2011) highlighted the fact that among the standards of sound research culture is the existence of a sense of *Bayanihan* among the members of the research team where each member contributes specific talents and dedicated effort to accomplish a research project. Earlier literature in Hill (2002) jives with Largo’s later views in expressing that researchers are enabled to create outputs when research actions are cohesive. For Hill, cohesion in doing research entails members’ sharing of respective expertise. Sharing of expertise and doing collaborative research may not necessarily be confined in a single department (intradepartmental). Experts advise that it can even be interdepartmental and interdisciplinary.

It is also worthy to emphasize that the value of good communication is found to play a critical role in building partnerships among faculty and administrators as they work toward enhancing research culture. In any organization, communication is undeniably a key factor that could make or break the harmony. The lack of good communication could create a domino of unfavorable impact within the institution, which in most cases gets manifested in the kind of relationship that exists between and among the people composing the organization. In Robbins and Coulter (2010), good communication speaks of making receivers understand the meaning conveyed by the senders though it does not necessarily follow the agreement between parties involved.

In the case of a school as an organization, Arlestig (2008) states that communication implies the processes of analyzing and understanding the work of all the people in the school. School administrators interact with their teachers through meetings, assemblies, or in any

casual conversations. Good communication in school from the viewpoint of administrators, therefore, is a combination of understanding their work as leaders and nurturing the human relationship with teachers. A good human relationship between the administrators and the faculty is manifested in having a mutual understanding. The highest level of mutual understanding in a group is the "thou-orientation" (Schutz cited in Johnson, 2008, p.143), where there is sharing of subjective experiences and thoughts, which eventually connects them into a relationship. Building relationships involves an orientation of trust, open communication, and respect for one another.

It is generally believed that collegiality within the academic profession establishes respect and commitment to a good partnership. A harmonious relationship between the employees and their managers can foster innovations, increase production, enhance the rendering of quality service, and can ensure the creation of a positive working environment. To establish a strong partnership among the people in the organization, trust must be developed, and credibility and respect should exist (Bouffard cited in Hunter, 2000). In this study, participants specifically pointed out that through open communication, the faculty and administrators can establish rapport and trust, which may lead them to have camaraderie and form collaborative institutional activities in achieving the aims of the schools. At this point in the discussion, one may notice that from the word "synergistic relationship" also came out "teamwork," "collaboration," "partnership," "cohesion," and "camaraderie." Operationally, the study has concluded to adopt these words to portray and highlight "synergistic relationship."

Meanwhile, for a team to be formed, it does not necessarily mean that members should be of similar fields of specialization. Frequently, a more useful output gets produced by members coming from different disciplines. Such output could benefit more and varied readers and consumers of knowledge. Relating this idea to the data, the challenge lies in how to form a team of researchers composed of a mix of faculty and administrators considering the differences in their working conditions, nature of work, levels of responsibilities and job descriptions. In the case of the present study, there was the active involvement of the faculty and the administrators in doing research, which leads them to create a research environment.

Teachers are not only the doers of research; administrators also engage themselves in research production because they also respond to the invitation and changes. Johnson (2011) noted that while administrators are held responsible for driving the faculty to do research, they are also expected to be learning leaders who can work cooperatively with the teachers in doing research. Their experiences and macro view of the school and its operations enable them to be more capable of knowing what is needed in their schools; thus, they are more aware of what should be the focus of the research that they should work on. Their leadership includes teamwork with their teachers, exploration of knowledge, creation of new knowledge, and the ability to do the right things accordingly (Lindley cited in Johnson 2011).

It is purposefully reiterated at this point that the participants are aware that administrators and faculty work together in order to achieve the goals of their universities. It can be assumed that once a partnership with the administrators and faculty is established, the “synergism effect” could easily take place. Synergism effect is operationally defined as the intensity of effectiveness of actions caused by the group of individuals who work together and share common values, which often results in increased productivity in any activities. The participants pointed out that a good partnership between the faculty and the administrators has provided them some benefits such as the promotion of professional growth, the realization of the vision and mission of the university, being able to adhere to the new policies of the CHED and achieve excellence in education.

The partnership of the faculty and the administrators is considered as the driving force to achieve the vision and mission of the school. In the university, the programs, projects, and activities are based on its vision and mission. A major component of the vision and mission of HEIs is usually the pursuance of research as among the pillars of the school’s philosophy. Since it is embedded in the mandates of the CHED, each university in the country must be research-oriented and must take part in the development of the national economy. In addition to these, and based on the National Higher Education Research Agenda 2009-2018 of the CHED, HEIs shall take the initiative to develop high capacity in the conduct of research and increase their research productivity for the welfare of the Philippine community. In order to achieve this, the universities should ensure to aim for excellence by fostering a culture of research and actively supporting each member.

In establishing a research culture, the faculty and administrators have different roles to undertake. A role is defined in this context as the responsibility or an obligation of a faculty or administration in establishing research practices in the school. Faculty members are considered as the core factors in the research development of the school. Part of their responsibilities is to undertake intellectual inquiry in their area of specialization for professional growth and development. Most HEIs give more emphasis on research, because increased quality research production shows that these schools strive for improvement and changes in the academic setting for community development.

The participants of the study gave their insights about their corresponding roles in building research practices. They identified three functions of the administrators in cultivating research practices in SUCs: (1) as strong advocates of research grounded on well-defined research agenda; (2) as motivators; and (3) as providers of opportunities for faculty development.

Highlighting the first role of the administrators, it is to be noted that their advocacy in promoting research must be founded on a clear research agenda. This research agenda provides direction for the researchers as to the focus of the studies they will conduct. As the ancient Roman philosopher Seneca observed, “To the person who does not know where he

wants to go, there is no favorable wind.” Following this line of thought, the research agenda serves to guide the researchers to undertake relevant research endeavors that are “favorable” to the university, leading to the realization of the institution’s vision and mission. Furthermore, the faculty members believed that the pedagogic leader must always take research as an important foundation in achieving the vision and mission of the university, which must be clearly stated so that the teachers will know what they are supposed to do as faculty researchers and what research should they do.

Another perceived role of school administrators is equally critical not only in encouraging faculty to initially engage in research but also to sustain their efforts to complete any study that is opened. This critical role is no less than the role of being motivators. It is interesting to note that both the administrator-participants and faculty members perceived such a role to be a primary task that must be fulfilled by an HEI administrator. In this context, a motivator is an individual who drives other individuals to work cooperatively in the organization driven by a common goal. As motivators, administrators have to strive to sustain the faculty's enthusiasm and energy in conducting research. While extrinsic means of motivation such as incentives, commendations, and other forms of benefits may well motivate faculty to undertake research, it is much profound to instill the value of research in the heart and mind of the faculty where the ultimate end is focused on continuing growth and community development--- through intrinsic motivation. The challenge in providing and sustaining this kind of motivation lies heavily in the ability of the administrators to get into the inner being of the faculty to draw out the best in them and make them always desire to step the best foot forward in doing research.

The faculty-participants mentioned that the administrators could easily persuade the faculty members to make research outputs. They feel that they are important in the organization if they receive the support provided by the administration. For this reason, they are also motivated intrinsically (Blasé & Kirby cited in Brown & Hughes, 2008).

The third function of the administrators based on the faculty members’ views is to be providers of opportunities for faculty development, which cover opportunities to undertake research. For the faculty, these opportunities could be relevant research seminars (which they truly are provided support to attend in), workshops, and training. These opportunities are reflected in their faculty development plans where adequate budget is allocated.

One challenge that this study wishes to drive at is when there are fewer opportunities or no opportunities at all that may be available for faculty to do research. In such cases, administrators could draw out from their resourcefulness and creativity in generating new opportunities for research to be undertaken by the faculty.

On the other hand, the administrator-participants identified two roles that shall be played by them in enhancing research culture in the schools: (1) prioritizing research and (2)

providing the support needed by the faculty-researchers. The administrator-participants cited that providing support to the faculty-researchers either in the form of financial assistance or incentives or both is one of their significant roles in a university. As they strive to make way for the provision of such support, the administrators see it also their foremost responsibility to create a healthy and rewarding working environment in the organization. They can do this firstly by being aware of the needs of the faculty members, and then design doable steps to help them accomplish or complete outputs. If the administrators could identify the needs of the teachers and supervise them effectively, the teachers could be helped to increase more effort in their work (Blasé & Kirby cited in Brown & Hughes, 2008).

Three administrator-participants also mentioned that administrators must prioritize research as one of the functions of a university. The National Higher Education Research Agenda (NHERA)'s Agenda 2009-2018, and the Higher Education Act of 1994 (R.A. 7722) mandates the CHED to perform the function of prioritizing research. This requires all the HEIs to do quality research, which may contribute to the development of the different sectors of the country. In prioritizing research, the administrators are expected to make the research agenda related to the National Development Plan of the government, which can be of help to address the needs of the different sectors of the country. Meanwhile, administrators are expected not to prioritize research at the expense of instruction. Instead, research should be used to support instruction, and that through instruction, research is promoted.

The administrator-participants identified only one role of the faculty in enhancing research culture in the school, and that is to become researchers. They are expected to fulfill their functions not only as teachers and researchers but also as community servants. As researchers, they are expected to produce new knowledge that would help address the problems besetting the educational system in the country, their learners, and the community. Developing research tradition is giving more emphasis to the responsibility of the teachers in improving their area of expertise (Myers, 1985).

Looking further, literature exposes some hard realities about teachers' engagement in research in many schools in the Philippines. In Almonte-Acosta and Salazar-Clemeña (2008), for example, it is pointed out that only a few Filipino teachers are actively engaged in research because of certain factors that hinder them from doing so. Noted factors are the administrative practices not supportive of research, lack of research capability building opportunities, minimal research funding, and lack of financial reward system in support of research undertaking.

Meanwhile, faculty members commonly view that their roles in developing the research practices in their schools are to be committed and motivated researchers, to provide the students with opportunities to do meaningful research, and to take it as their responsibility to do research.

Faculty members are aware that their first role--- to do research not just for the sake to come up with output but to undertake research activities with a high degree of commitment and sustained motivation. Despite their tedious work as instructors, they also know that they are expected to do a scholarly investigation. As researchers, they are not supposed to be contented with the existing data but instead, they should continue to analyze available data so they could find solutions to the problems, issues and concerns on student learning, as well as in those issues concerning the school community (Harrison & Killion, 2007). As faculty-researchers, teachers should constantly seek new ideas by examining their assumptions and beliefs in what the students should learn (Mohr, 1999). For instance, they should talk to their students and make an inquiry. Teachers are expected to use research strategies to tackle the basic issues in teaching and also the process of enhancing their pedagogical and professional development. Teachers as researchers must not only teach their students, but they must also assess the ways and means on how to improve their methods of teaching and the performance of their students through research.

The role of universities is to produce well-equipped graduates who can easily adapt to the unpredictable environment. This can be done by inculcating in them the willingness to acquiring more knowledge and the ability to apply this knowledge. Learning requires research, discovery, and critical inquiry. To realize this university role, faculty members, as the of education, are also primarily charged with engaging their students to scientific inquiry. They could provide opportunities for students through research mentoring. Mentoring is a process of facilitating instructional techniques in assisting the students to improve their abilities in exploring new knowledge or even inventing new ones through research.

For this reason, Gafney (2004) stated that mentors are research supervisors. Teaching the students the tools of research gives them a chance to seek solutions to problems and eventually form new knowledge (Yunus, 2010). When students get immersed in research, they do not just serve as active consumers of information but also as creators of new knowledge.

The faculty-participants also view that doing research is their responsibility. Personal responsibility means the individual's internal drive, commitment, and confidence to produce research works. This is also referred to as personal or intrinsic motivation. Intrinsic motivation is defined as a motivation that arises within the individual (Cherry, 2013). One faculty member stated that in doing research, the researcher must have self-motivation, and he must be prepared physically, mentally, and emotionally. With this, Bainbridge (2013) states that an intrinsically motivated individual will work because of a sense of fulfillment and challenge. It is believed that researchers who are intrinsically motivated can produce quality research. They are likely to produce novel and creative ideas out of curiosity, competition, or even recognition, especially if they were able to produce breakthrough researches (Cherry, 2013).

In order for the faculty members to fulfill their research roles, they are to be provided with substantial research support by the administration. In this study, such support provided consists of financial assistance and incentives, social support, access to linkages and external funding agencies, promotion, reduction of teaching loads, faculty development activities, and availability of research facilities.

The SUCs aim for improvement in research production or the achievement of excellence through the production of quality and relevant research. Previous studies have identified the indicators on how to improve the research capability of the faculty members. These are institutional support, infrastructures, incentives, and other benefits. In addition to these, the policies of the CHED for research incentives and benefits for those faculty members who are engaged in research (Almonte-Acosta & Salazar-Clemeña, 2008) have to be explained and implemented. Substantial support will develop a solid foundation of research culture in the faculty who are pursuing to develop research outputs.

The source of the fund is usually the common problem of researchers. The expenses incurred in transportation, in the documentation, in data gathering and testing the prototype are among the possible difficulties faced by the researchers. Faculty members who engage in research consider, such as among the crucial concerns. Researchers often experience a lack of financial resources, which also hinders them from pursuing their research undertakings. Since the government aims to widen the research capabilities of the HEIs, it provides funds for the approved research proposals and projects.

Funding support services are part of the research agenda of all SUCs. Most of the administrator-participants stated that there is a budget allocated for the faculty researchers. This is to encourage all faculty members to be research-oriented, since it is part of their trifocal function, the other two being instruction and extension. An allocated budget is given to each approved research project or research proposal. This research budget is determined through a study protocol, where the researcher reviews all necessary procedures and expenses to be used in research undertaking (Pierce, 2000). There are two sources of research funding in the country: (1) the internal or the university budget allocation, and (2) the external or the funding resources from supporting research agencies such as the Department of Science and Technology (DOST) and the CHED. As mentioned in Administrative Order No. 006 Series of 2004 entitled "Guidelines for the Grants-in-Aid Funds of Department of Science and Technology and its Agencies," the DOST provides funds to researches that focus on the sustainability of science and technology which can contribute to the economic development of the country. One administrator-participant mentioned that DOST takes charge of the research expenses once it approves the project. On the other hand, the CHED also extends dissertation and thesis grants and other research undertakings incentives.

According to the participants, incentives are also given to faculty researchers who were able to finish their studies and had presented their papers in different research conferences. Incentives given are in cash, which served as a prize or recognition for the efforts of the faculty researchers. Both the management and the staff will benefit in giving and receiving incentives, which means that the workers will be encouraged and committed to giving their best in achieving the objectives of the organization (Hope, 2012).

Giving social support is among the strategies used to address the motivational needs of the faculty in doing research. Social support is a motivational practice that is given to any faculty member who is doing his/ her responsibility based on the needs of the organization. The faculty researchers are duly supported by their superior using mentoring and by providing opportunities for the promotion of their professional growth. As mentioned by the faculty- participants, are supported by their deans, department chairs, and even the school community in order for them to fulfill their functions as teacher-researcher, thus creating a research environment in their schools. Shanklin (2001) describes, such as an environment of intellectual synergy, an environment where faculty members seek opportunities to talk about research projects and help to boost one another by being professional mentors to each other. This "social research environment" is created through encouragement, sharing of expertise, and involvement of the faculty and administrators in research activities.

Access to linkages or external funding agencies was also among the support provided to the faculty-researchers. These community agencies may support the faculty researchers in their data gathering or testing prototype projects, which can raise the standard of living of the people in the community. In such a partnership, responsibility is shared among the faculty researchers, school administration, and the external funding agency toward the completion of the research undertaking or project. The faculty- participants mentioned that their administration helps them to link with some government agencies, which include the Department of Science and Technology, the CHED, Department of Education (DepEd), Central Luzon industries, and the local government units (LGUs).

Teaming up with other schools or institutions facilitates established research performance outcomes. Partnership with other schools fosters a research support system. All those involved in partnership get to enjoy the benefits of being linked with one another, such as exchange of available resources through regular communication, benchmarking of best practices, and learning, not to mention the joy and fulfillment among the members of the partnership in having established harmonious working relationship with other professionals from different sectors. The participants believed that through linkages, a strong foundation of the research system in the school could easily be instituted. The administration's effort to tie up with other agencies opens opportunities for faculty researchers to undertake research.

Moreover, the promotion of the faculty members is considered as an incentive for those who can make credible research. As stressed by the United Nations Educational,

Scientific and Cultural Organization (UNESCO), teachers should be given opportunities to improve their work and be updated in their respective areas of specialization, and consequently, get help to be promoted. The UNESCO also identified that the promotion of teachers should be based on professional criteria assessing the teachers' qualifications and contributions in the existing body of knowledge.

Through the issuance of PD 985 as mandated by the Department of Budget and Management (DBM)'s Manual on Position Classification and Compensation of the Faculty, the academic ranks/salaries and advancements of faculty members are rationalized. The promotion of the faculty members will have to be evaluated based on preset standards. The National Compensation Circular (NCC) No. 33 which was later amended and included new provisions regarding the criteria for evaluation was changed to National Budget Circular (NBC) No. 461 entitled "Revising and Updating the Compensation and Position Classification Plan for Faculty Positions Embodied in National Compensation Circular (NCC) No. 69". Under this new NBC is the Position Classification and Compensation Scheme of SUCs for a faculty position, which covers all teaching positions involved in instruction, research, and extension activities.

In NBC No. 461, each particular area of the scheme has a corresponding total number of points, and one of the areas pertains to scholarly works, which include research made, patented, or presented in local, national, or international fora.

The administrations of the SUCs have provided their support to the faculty using proper implementation of the NBC. As stated in the NBC No. 461, "Funds needed to implement this Circular shall be included in the budgets of the respective institutions concerned in the General Appropriations Act." It was found that research receives greater points than the other areas of the scheme. According to some of the faculty- participants, their outputs in the research were given corresponding points on the NBC. This entitles them additional credits for their promotion, thus motivating them to pursue their research.

One of the challenges faced by teachers today is having big sizes of classes, and more paper works to prepare. In order to solve this problem, UNESCO stated that in giving the teachers workloads, certain factors should be considered, such as their research participation, supervisory duties, and other extracurricular activities. They must be given time to do their other roles as teachers. As contained in R.A. 4670 or the Magna Carta for Public School Teachers, the teacher shall be given enough time for preparation and other work incidental to the normal teaching duties.

Faculty-participants cited that deloading of teaching units is essential to support provided by the administration. The reduction of teaching loads can provide additional time for the faculty to do research. Also stated in their manuals is that additional teaching loads while doing research entitle them extra remuneration.

Faculty development is improving instruction through developmental activities and programs (Amundsen et al., 2005). These developmental activities intend to enhance the abilities and capabilities of the teacher as a researcher, instructor, and as a member of the community. The main aim of these development activities is to increase the effectiveness of the teachers in research and instruction as well as to increase the level of efficiency of the teachers' contributions in science and technology and other educational activities (Kabakci & Odabasi, 2008).

One faculty member cited that research facilities are among the significant supports provided by their university. A research facility is defined in this study as a center where books, computers, and other research sources are available for use. Indeed, the research office is the mandated establishment of the university, which allows and provides the researchers' access to information.

The administration's effort to provide support to the faculty researchers is a concrete indication that they trust the faculty to produce quality research. The statement of Hubert Humphrey, "the moral test of governance is how that government treats his children," connotes that if the leaders have given their people the support they need, then the people will give more in return.

Overall, the data drawn from the participants' views pointed out six elements necessary to establish a sound research culture. The first of these elements is faculty and administrators' partnership in enhancing research culture. The other elements are research support practices; roles of the administrators as perceived by the faculty; roles of the administrators as perceived by themselves; roles of the faculty as perceived by the administrators; and the roles of the faculty as perceived by themselves. Making sense out of the gathered data, a paradigm on faculty-administrators' partnership in enhancing research culture in SUCs was formed. This paradigm could serve as a possible source of relevant inputs for other SUCs in their effort to strengthen their research culture.

The Emerging Paradigm

A *pentahedron paradigm* is used to symbolize the significance of the faculty-administrators' partnership in enhancing research culture in the SUCs. A pentahedron is a polyhedron or a flat-sided solid object with five faces. In this study, the five faces of this polyhedron are meant to symbolize the emerging elements necessary to enhance research culture: research support practices; roles of the administrators as perceived by the faculty; roles of the administrators as perceived by themselves; roles of the faculty as perceived by the administrators; and the roles of the faculty as perceived by themselves. What unifies these individual "faces" of the *pentahedron* is the sixth element, which is the synergistic partnership between faculty and administrators in enhancing research culture.

When featured in detail, the base or the bottom part of the polyhedron is a square (Figure 1), signifying the institutional support provided to the faculty who are conducting research. These research support practices find their foundation in the government's research agenda to guide and encourage the faculty to conduct research properly.

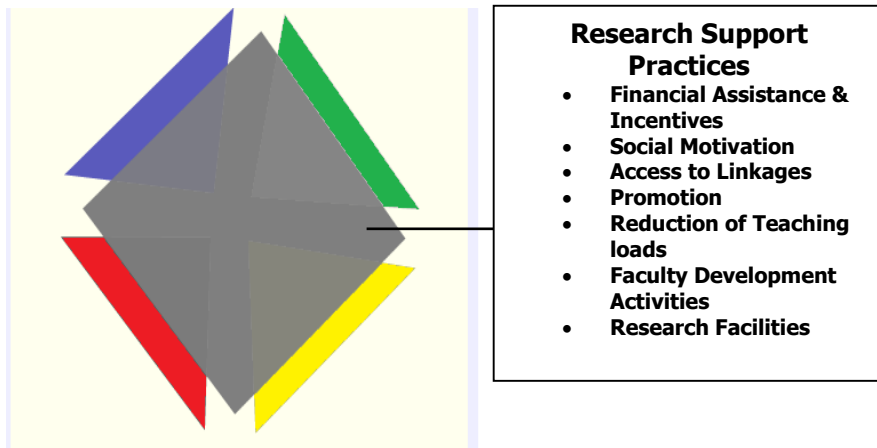


Figure 1. The Base of the Pentahedron: Research Support Practices

The four triangles in the *pentahedron* represent the faculty and administrators' perspectives about their respective roles in strengthening the research culture (Figures 2 and 3). Their respective roles are identified, and they are related to one another. Each triangle reflects the views of the administrators on the roles of the faculty members and vice versa. The faculty members are recognized as researchers in the organization. They play a vital role in giving life to research. They are expected to produce outputs that can help their university to realize their vision and mission and in addressing the needs of the learning community. As researchers, they are expected to be committed and motivated in exploring new knowledge or in recommending solutions to the problems which arise in the different fields of specialization. However, these endeavors cannot be pursued without the help and support of the administration, who, on the other hand, directs what the research development should be all about based on a clear research agenda. As leaders, they are to make research a priority.

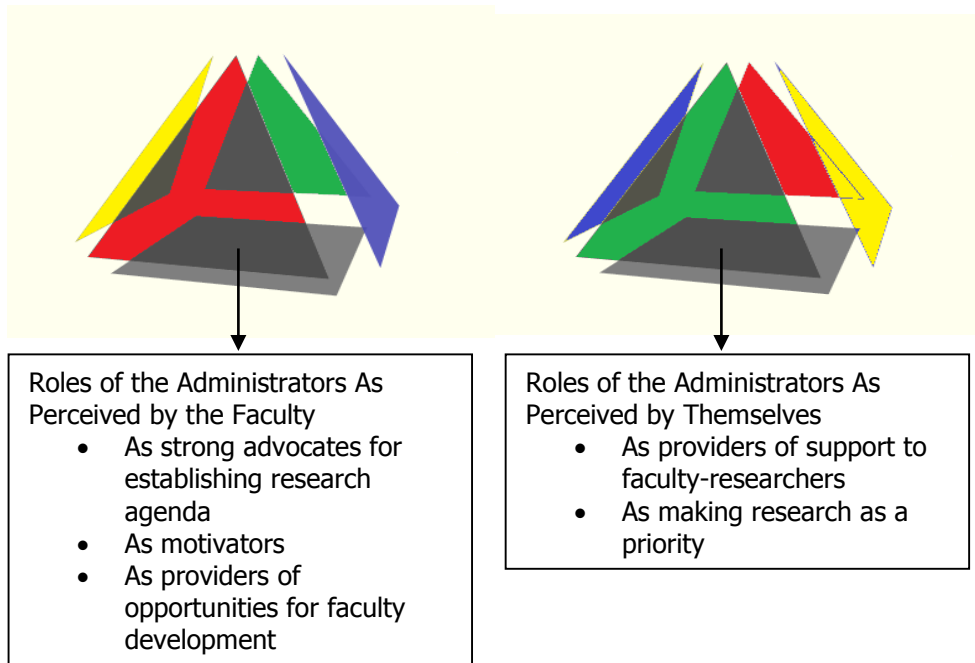


Figure 2. Red and Green Triangles: Roles of the Administrators

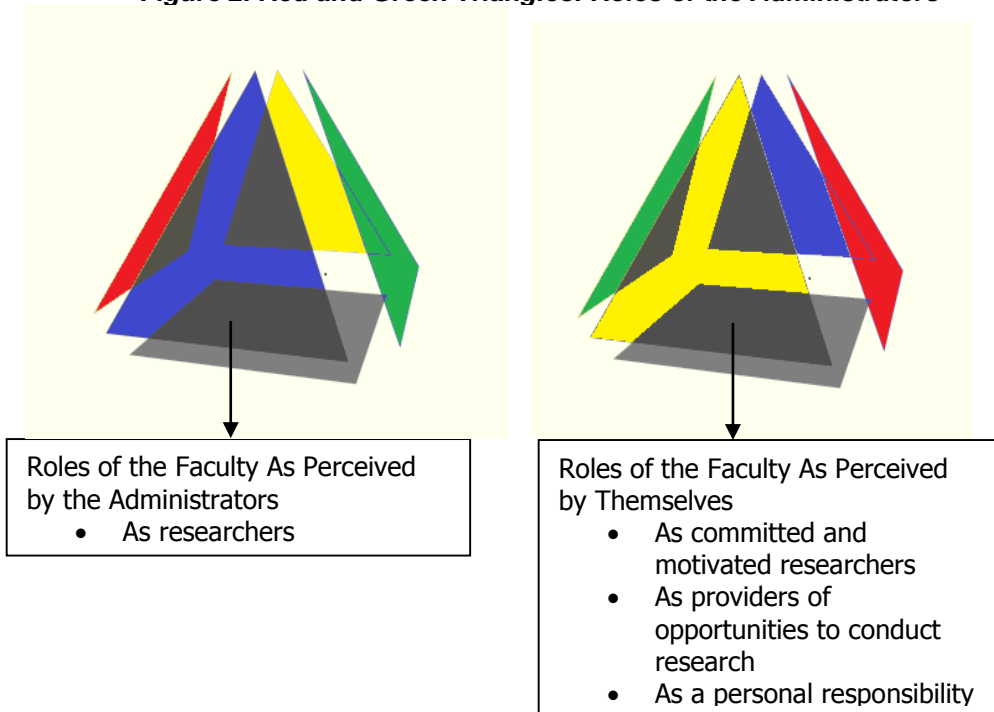


Figure 3. The Blue and Yellow Triangles: Roles of the Faculty

Meanwhile, the convergence of the triangles (Figure 4) to form the solid figure suitably represents the “adhesive effect” of the synergistic partnership or relationship of the faculty and the administration in enhancing research culture.

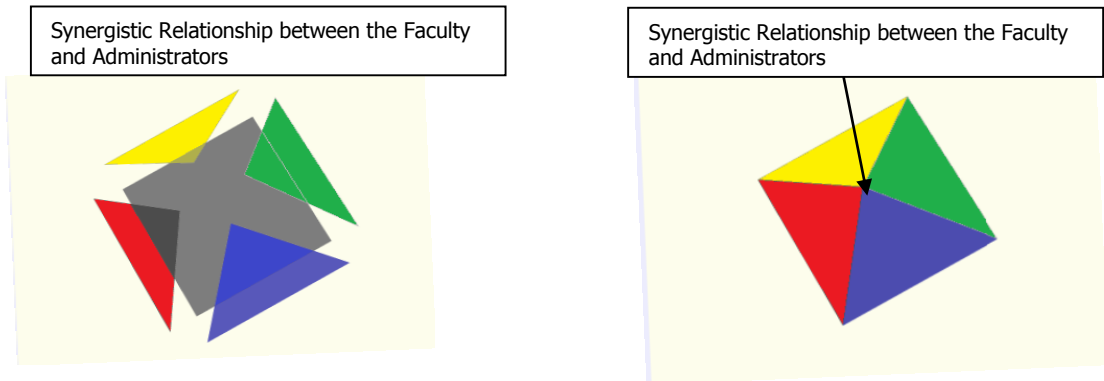


Figure 4. Convergence of the Four Triangles: Synergistic Relationship Between the Faculty and Administrators in Strengthening Research Culture

The synergistic relationship of the faculty and administrators will balance their respective roles. Working together as a group could lessen or eliminate unnecessary conflict among them, leading members to be more productive in research, and hence, the formation of stronger research culture. Figures 5 and 6 synthesize the paradigm.

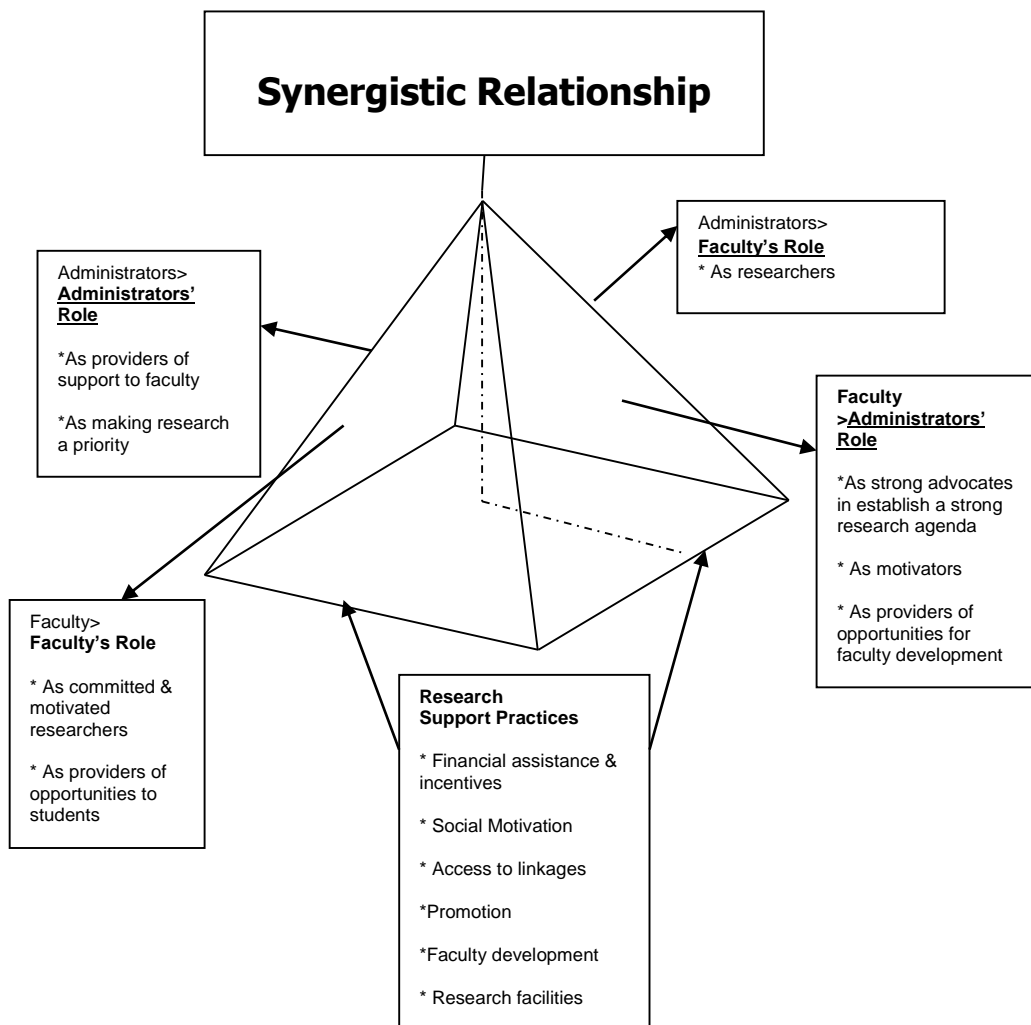


Figure 5. Galang's Faculty-Administrator Partnership Pentahedron Paradigm for Strengthening Research Culture in SUCs

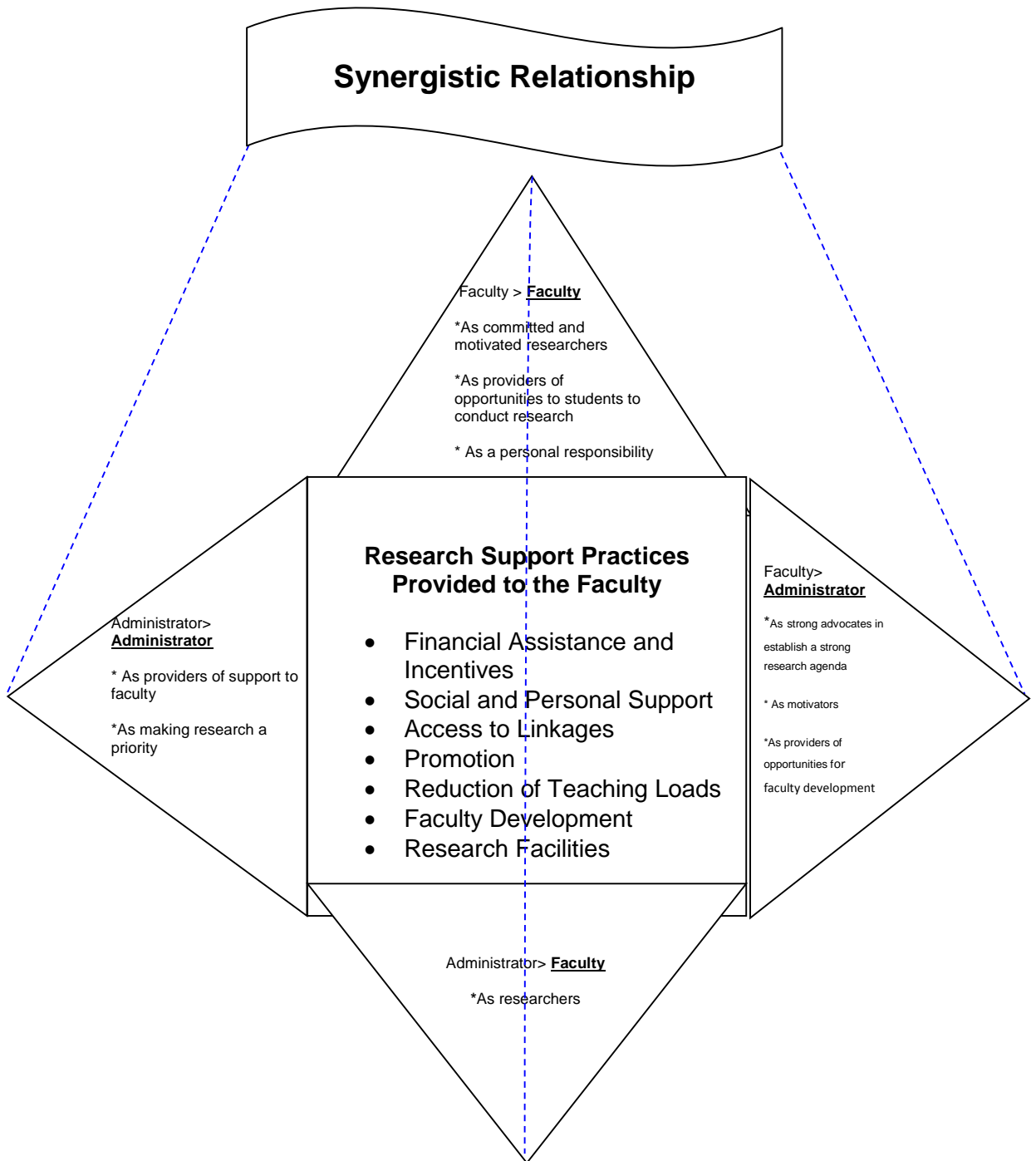


Figure 6. Galang's Faculty-Administrator Partnership Pentahedron Opened Paradigm for Strengthening Research Culture in SUCs

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