



## Faculty Research Competence, Attitudes, and Challenges in Asean Heis: Toward Institutional Accountability

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### ABSTRACT

**Purpose of the study:** This research investigated the research competencies, attitudes, and challenges faced by faculty members in Higher Education Institutions (HEIs) located in Eastern Pangasinan, Philippines. The findings are contextualized within the frameworks of institutional accountability and ASEAN competitiveness. The Kirkpatrick Model of Evaluation was utilized to assess the interplay between individual capabilities and dispositions and organizational mechanisms, influencing overall productivity.

**Methodology:** A descriptive quantitative approach was adopted, involving 200 faculty respondents selected at random. Data collection was conducted using a structured questionnaire, which was adapted from the Research Competencies Scale, the Attitudes Toward Research scale, and the Research Difficulty Questionnaire. Reliability testing indicated a high level of internal consistency ( $\alpha = 0.95, 0.92, 0.87$ )

**Main Findings:** The faculty exhibited moderate levels of competence ( $M = 2.63$ ), showing strengths in dissemination and conceptualization, yet revealing weaknesses in research design. Their attitudes towards research were also moderate ( $M = 4.65$ ), influenced by the pressures of workload, while the challenges encountered were consistently rated as difficult ( $M = 2.63$ ), especially during the empirical and dissemination stages.

**Novelty/Originality of this study:** In contrast to previous descriptive studies, this research uniquely combines competence, attitudes, and challenges into a unified evaluative framework through the application of the Kirkpatrick Model, providing practical insights for accreditation, quality assurance, and policies in ASEAN higher education.

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## 1. INTRODUCTION

The swift evolution of the global landscape, propelled by technological advancements, policy changes, and educational progress, is fundamentally anchored in empirical research. Throughout various generations, research has been the cornerstone of advancement across multiple domains, including economics, politics, law, science, and human behavior. It functions not merely as a discovery tool but also as a strategic instrument for crafting sustainable futures. Within the educational sphere, research is crucial for realizing the Sustainable Development Goals (SDGs) by 2030, a point underscored by specialists in quality assurance, monitoring, and evaluation [1].

Educational research has emerged as a hallmark of the twenty-first century, acting both as a scientific pursuit and a pedagogical resource that elucidates challenges and offers solutions to enhance teaching and

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learning [2]. Educators are increasingly anticipated to assume the role of researchers, generating knowledge that informs their instructional methodologies and contributes to human development [3]. At the heart of this responsibility lies research competence, which encompasses the amalgamation of knowledge, skills, and attitudes—empowering educators to comprehend, anticipate, and manage educational phenomena to refine their practices [4].

Competence is not a fixed attribute; rather, it evolves through ongoing practice, training, and institutional backing, with research centers and capacity-building initiatives playing a crucial role in enhancing faculty skills [5], [6]. However, within the ASEAN framework, competence is characterized by disparities. For example, Filipino faculty are positioned seventh in terms of regional productivity, which highlights systemic deficiencies in methodological training and institutional emphasis [7]. This assertion is further supported by Gopez et al. [8], which indicates that the Philippines falls short compared to its Southeast Asian peers in educational research output, thereby illustrating how institutional support and accountability frameworks significantly affect faculty performance. Such comparative insights place Philippine higher education within a wider regional context, highlighting that uneven competence is not solely an individual concern but a systemic issue linked to policy, infrastructure, and institutional focus. Similar difficulties have been noted in Vietnam, where methodological competence is also found to be lacking, emphasizing the regional scope of this challenge [9]. Furthermore, competence serves as a professional advantage, enhancing instructional quality and facilitating meaningful community engagement [10], [11]. Additionally, research activities are fundamental to teachers' professional effectiveness, allowing them to gain deeper insights into teaching contexts and apply research findings to enhance educational outcomes [12].

Faculty attitudes towards research are equally crucial, influencing both engagement and productivity. Although many educators acknowledge its importance, research is frequently viewed as an extra burden that conflicts with teaching duties, resulting in reluctance, anxiety, and reduced motivation [13], [14]. Instances of neutral or compliance-driven participation have been observed, with faculty members engaging in research activities mainly to meet certification or institutional obligations rather than to make authentic scholarly contributions [15], [16]. Within the ASEAN region, attitudes differ: Indonesian lecturers are hesitant to publish internationally due to perceived quality disparities and insufficient incentives [17], Malaysian faculty face challenges in balancing teaching obligations with research tasks [18], and the attitudes of Thai lecturers are influenced by institutional prestige and promotion criteria [19]. Despite these obstacles, localized initiatives and training programs have shown potential in shifting attitudes, enhancing teachers' pedagogical knowledge, collaborative abilities, and their readiness to participate in research [20], [21].

Ongoing challenges continue to impede faculty research productivity, with time limitations and workload pressures identified as the most prevalent obstacles [22]. In the ASEAN region, Cambodian faculty report a lack of adequate funding and infrastructure [23], whereas educators in Malaysia and the Philippines face the dual challenges of excessive teaching responsibilities and insufficient institutional support [24], [25]. Methodological challenges—such as conducting statistical analyses, performing literature reviews, and developing conceptual frameworks—persist as significant obstacles [26], [27]. Institutional deficiencies, including inadequate prioritization of research and restricted funding, further intensify these issues, leading to diminished productivity despite governmental efforts [28], [29]. Even in regions with more robust infrastructure, like Singapore, the challenge of reconciling the demands for international publications with the need for local relevance persists [30]. To effectively tackle these barriers, it is essential to implement integrated strategies that alleviate teaching loads, enhance methodological training, and fortify institutional mechanisms for quality assurance [31], [32].

Although prior research has thoroughly documented these obstacles, it has frequently remained descriptive, concentrating on the challenges without providing evaluative frameworks that link faculty competence and attitudes to institutional accountability. This deficiency underscores the necessity for research that systematically investigates how individual capabilities and dispositions interact with organizational mechanisms to influence productivity. The originality of this study is found in its integrated approach, which examines competence, attitudes, and challenges as interconnected dimensions of faculty research productivity through the perspective of institutional accountability. The urgency of this investigation arises from the escalating global competitiveness in higher education, where accreditation standards and quality assurance frameworks are contingent upon research output, thereby making the enhancement of faculty research capacity essential for institutional credibility and regional progress. Consequently, the primary aim of this study is to assess lecturers' research capacity within the context of institutional accountability and quality assurance, suggesting professional development plans that incorporate research into the identity and performance metrics of higher education institutions [33], [31].

In order to analyze these issues through an evaluative perspective, the current research utilizes the Kirkpatrick Model of Evaluation as its foundational framework. This model offers a systematic method for assessing faculty research capacity across four sequential levels—Reaction, Learning, Behavior, and Results [34]. Within the scope of this research, Reaction pertains to faculty perceptions regarding research,

encompassing views on workload and institutional support. Learning denotes advancements in methodological skills and academic writing. Behavior investigates the utilization of these competencies through various outputs such as publications, presentations, and their incorporation into teaching practices. Lastly, Results evaluate institutional outcomes, placing faculty productivity within the context of broader accountability frameworks, including accreditation standards and ASEAN competitiveness. By correlating competencies, attitudes, and challenges with the Kirkpatrick framework, this study not only records the existing conditions but also assesses how individual capabilities interact with institutional accountability to influence research productivity.



Figure 1. The Kirkpatrick Model of Evaluation Applied to Faculty Research Development

This diagram depicts the four tiers of the Kirkpatrick Model, serving as a hierarchical framework for assessing faculty development programs. The movement from Reaction to Results signifies a shift from personal perception and learning to changes in behavior and effects on the institution. It highlights the model's significance in connecting faculty development with organizational responsibility and research output, guaranteeing that interventions are effective not just on an individual basis but also bring about significant transformation at the institutional level.

## 2. RESEARCH METHOD

### 2.1. Research Design

This research employed a descriptive-quantitative methodology to assess the levels of research competence, attitudes towards research, and challenges faced by faculty members in Higher Education Institutions (HEIs). This design was selected as it facilitates a systematic depiction of current conditions and practices without the alteration of variables. Through the use of a quantitative approach, the study successfully produced numerical data that illustrates faculty members' responses and offer a comprehensive overview of the present state of research involvement.

### 2.2. Locale and Population

The current research was carried out in Higher Education Institutions (HEIs) situated in Eastern Pangasinan, Philippines, a region noted for its varied educational environment and crucial contribution to regional academic progress (Commission on Higher Education) [35]. This area includes State Universities and Colleges (SUCs), Local Colleges, and private HEIs, many of which have been recognized for their limited research output and low presence in research competitions. These deficiencies have been evident in accreditation results and international ranking performance [28].

Eastern Pangasinan was chosen as the site for this research because it represents systemic issues prevalent among ASEAN HEIs, such as limited methodological training, excessive teaching responsibilities, and inadequate institutional emphasis on research. By concentrating on institutions with lower research productivity, the study offers a microcosm of regional obstacles, thus providing insights that may be applicable to similar situations in Southeast Asia. This methodology places the findings within a wider discussion on faculty research development and institutional accountability.

The study's population comprised 760 full-time faculty members from the participating HEIs. Utilizing the Raosoft sample size calculator with a 5% margin of error and a 90% confidence level, the necessary sample size was calculated to be 200 respondents. This sample, chosen through simple random sampling, ensured

sufficient representation and produced statistically significant results, facilitating the identification of trends in research competence, attitudes, and challenges.

### 2.3. Data Collection Instruments

Data collection was carried out utilizing a structured questionnaire aimed at evaluating the competencies, attitudes, and perceived challenges faced by faculty members in conducting research. To ensure both validity and reliability, the instrument incorporated items from three well-established tools: the Research Competencies Scale (RCS), the Attitudes Toward Research (ATR) scale, and the Research Difficulty Questionnaire (RDQ).

The RCS, initially developed by Swank and Lambie [36], comprises 54 items that assess research-related competencies on a 5-point scale, ranging from (5) Highly Competent to (1) Not Competent. For this study, the RCS was modified to contextualize terminology and examples relevant to the Philippine higher education context, thereby ensuring cultural appropriateness. Reliability analysis using the current dataset yielded a Cronbach's alpha of 0.95, indicating excellent internal consistency.

The ATR, formulated by Papanastasiou [37], consists of 32 items evaluated on a 7-point Likert scale, which includes several reverse-scored items to improve accuracy. In the adaptation of the ATR, items were reworded to reflect the realities of ASEAN, such as the need to balance teaching responsibilities with research obligations. Reliability testing in this research resulted in a Cronbach's alpha of 0.92, signifying strong internal consistency.

The RDQ, developed by Anacin and Azarcon [38], contains 18 items that capture faculty perceptions regarding research challenges. In this study, two items concerning respondents' personal experiences and suggestions were omitted due to their contextual irrelevance. The remaining 16 items, rated on a 4-point scale from (4) Very Difficult to (1) Not Difficult, achieved a Cronbach's alpha of 0.87, demonstrating reliable measurement of perceived difficulties.

To ensure clarity and transparency in the measurement process, the research instrument was systematically structured into a test blueprint that outlines its specifications. This blueprint serves as a comprehensive guide, detailing the constructs measured, the number of items per scale, the adaptation process to the Philippine and ASEAN context, and the reliability results derived from the current study. By presenting these elements in tabular form, the study highlights both the methodological rigor and the cultural relevance of the instrument, thereby reinforcing its validity as a tool for assessing faculty research competence, attitudes, and perceived challenges. Table 1 summarizes these specifications, providing a concise yet robust overview of the instrument's design and psychometric soundness.

Table 1. Test Blueprint of the Research Instrument

| Instrument                              | Construct Measured                | No. of Items     | Scale                                                            | Adaptation Process                                                                 | Reliability (Current Study) |
|-----------------------------------------|-----------------------------------|------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------|
| Research Competencies Scale (RCS)       | Faculty research competence       | 54               | 5-point scale (5 = Highly Competent; 1 = Not Competent)          | Terminology localized to Philippine HEIs; examples contextualized to faculty roles | Cronbach's $\alpha$ = 0.95  |
| Attitudes Toward Research Scale (ATR)   | Faculty attitudes toward research | 32               | 7-point Likert scale (1 = Strongly Disagree; 7 = Strongly Agree) | Items rephrased to reflect ASEAN realities; reverse-scored items retained          | Cronbach's $\alpha$ = 0.92  |
| Research Difficulty Questionnaire (RDQ) | Perceived research challenges     | 18 (16 retained) | 4-point scale (4 = Very Difficult; 1 = Not Difficult)            | Two items excluded; remaining items aligned with Philippine faculty challenges     | Cronbach's $\alpha$ = 0.87  |

### 2.4. Data Collection Procedure

The data collection process began with the implementation of the quantitative phase, which utilized a structured survey questionnaire to collect pertinent information from faculty members. Prior to distribution, formal requests were made to the Offices of Human Resource Management of the participating Higher Education Institutions (HEIs) to acquire the official list of full-time faculty members. Institutional approval was then obtained to ensure adherence to ethical and administrative protocols [1].

Questionnaires were administered in person to respondents after obtaining informed consent. Participants were given ample time to thoroughly read the instructions and were encouraged to ask for

clarification when needed. In most instances, completed questionnaires were collected immediately after they were filled out. However, in cases where scheduling conflicts arose, the instruments were distributed and collected within a two-day period to accommodate the availability of participants. This strategy ensured both efficiency and flexibility in the data collection process, while preserving the integrity of the responses [2].

Furthermore, the researcher took steps to validate all survey instruments before their administration, thus ensuring the reliability and precision of the data gathered. Completed questionnaires underwent thorough checks for completeness prior to being compiled and encoded for statistical analysis. In order to maintain ethical standards, the confidentiality of responses was rigorously upheld, with any identifying information omitted from the dataset.

The data collection process also included monitoring mechanisms aimed at reducing bias and error, such as clarifying any ambiguous responses and recording any deviations from the established schedule. These actions bolstered the credibility of the findings and guaranteed that the results accurately represented the viewpoints of the faculty members. By integrating systematic administration with ethical safeguards, the study achieved both methodological rigor and adherence to institutional research protocols.

## 2.5. Ethical Considerations

This research was sanctioned by the Benguet State University Research Ethics Committee, thereby ensuring adherence to both institutional and national guidelines concerning studies involving human subjects [39]. Informed consent was secured from all participants, who were thoroughly informed about the objectives of the study, the utilization of data, and their entitlement to withdraw at any point without facing any repercussions. Participation was entirely voluntary, with a strong focus on reducing coercion within hierarchical academic environments [14]. Confidentiality was upheld through the anonymization of participant identities and institutional affiliations, while secure data storage measures were implemented to avert unauthorized access. In accordance with the Philippine Data Privacy Act of 2012 [40], all personal and institutional information was handled with transparency, legitimate purpose, and proportionality in mind. Access to the raw data was limited to the research team, and data retention was confined to the necessary duration. The researcher affirms that there are no conflicts of interest with the institutions of the respondents.

## 2.6. Data Analyses

Quantitative data on faculty research competence, attitudes toward research, and perceived difficulties were analyzed using the average weighted mean, allowing the identification of central tendencies and patterns across key indicators of faculty performance and disposition within Higher Education Institutions (HEIs) [1].

Research Competence was assessed using a five-point scale: 4.21–5.00: Very Competent – performs tasks with excellence, demonstrates deep understanding, and disseminates research effectively; 3.41–4.20: Competent – comprehensive understanding, performs tasks independently, and is proficient in skills; 2.61–3.40: Moderately Competent – solid grasp of concepts, performs most tasks independently; 1.81–2.60: Limited Competent – basic knowledge, requires supervision, struggles with complex tasks, and 1.00–1.80: Not Competent – lacks foundational knowledge, unable to perform basic tasks, requires significant supervision [2].

Attitudes toward Research were measured using a seven-point Likert scale: 7: Strongly Agree – strong and unequivocal agreement; 6: Agree – clear agreement; 5: Slightly Agree – mild agreement; 4: Neutral – undecided position; 3: Slightly Disagree – mild disagreement; 2: Disagree – general disagreement, and 1: Strongly Disagree – complete disagreement [3].

Research Difficulties were evaluated using a four-point scale: 3.25–4.00: Very Difficult – tasks requiring significant conceptual and technical effort; 2.50–3.24: Difficult – tasks demanding substantial effort and knowledge; 1.75–2.49: Moderately Difficult – tasks requiring some effort and basic understanding, and 1.00–1.74: Not Difficult – tasks requiring minimal effort and foundational knowledge [4]. This structured scaling framework provided measurable indicators of faculty competence, attitudes, and challenges, offering insights into areas requiring targeted support and institutional intervention.

### 3. RESULTS AND DISCUSSION

#### 3.1. Level of Competence in Research Writing Skills

Table 2. Level of Competence in Research Writing Skills

| Phases of Research      | Mean | Description          |
|-------------------------|------|----------------------|
| Dissemination Phase     | 2.79 | Moderately Competent |
| Conceptualization Phase | 2.77 | Moderately Competent |
| Empirical Phase         | 2.64 | Moderately Competent |
| Analytical Phase        | 2.64 | Moderately Competent |
| Design Phase            | 2.33 | Limited Competence   |
| Overall Mean            | 2.63 | Moderately Competent |

Legend: 1.00-1.80-not competent; 1.81-2.60-limited competent; 2.61-3.40-moderately competent; 3.41-4.20-competent; 4.21-5.00-very competent

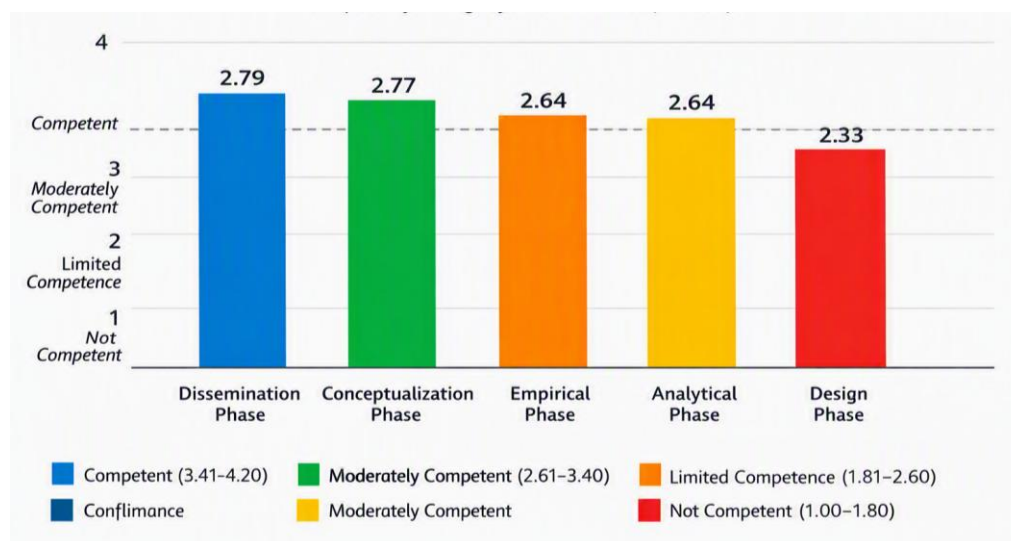


Figure 2. Faculty Competence across Research Phases

Faculty members demonstrate differing levels of proficiency throughout the stages of research writing, indicating a developmental trajectory rather than a consistent level of skill. The phases of dissemination ( $M = 2.79$ ) and conceptualization ( $M = 2.77$ ) exhibit the highest levels of proficiency, as faculty members display confidence in articulating results and defining research issues. Conversely, the design phase ( $M = 2.33$ ) reveals a lack of competence, highlighting ongoing methodological difficulties. This inconsistent profile reflects regional patterns observed in ASEAN institutions, where the availability of methodological training and institutional emphasis is often irregular [9], [7].

When analyzed through the lens of the Kirkpatrick Model of Evaluation, these results uncover multiple layers of professional development. In the Reaction phase, faculty engagement is influenced by their perceptions of workload and the level of institutional support. In the Learning phase, the moderate proficiency in conceptualization and dissemination suggests a partial grasp of research knowledge, while deficiencies in the design phase point to a lack of methodological comprehension [26], [27]. In the Behavior phase, the application of acquired skills is inconsistent—faculty members are more skilled at presenting findings than at developing robust research designs [5], [6]. In the Results phase, the overall moderate competence ( $M = 2.63$ ) indicates that institutional outcomes are hindered by systemic obstacles such as insufficient funding and substantial teaching responsibilities [28].

To mitigate these deficiencies, institutions ought to implement structured capacity-building initiatives aimed at enhancing methodological and analytical competencies, incorporate research proficiency into faculty assessment frameworks, and alleviate teaching loads. By aligning these efforts with institutional accountability structures [31], [33], the research capabilities of faculty can be strengthened, institutional credibility can be enhanced, and competitiveness within the ASEAN higher education sector can be improved. Such measures not only address immediate gaps in faculty competence but also establish a sustainable culture of research excellence that supports long-term institutional growth. In turn, this culture reinforces the global visibility of ASEAN higher education institutions, positioning them as credible contributors to international academic discourse.



### 3.2. Level of Attitude of Faculty Members toward Conducting Research

Table 3. Level of Attitude of Faculty Members toward Conducting Research

|              | Mean | Description    |
|--------------|------|----------------|
| Cognitive    | 4.74 | Moderate Level |
| Affective    | 4.16 | Moderate Level |
| Behavioral   | 5.04 | Moderate Level |
| Overall Mean | 4.65 | Moderate Level |

Legend: =1.00-3.50=Low level; 3.51-5.49=Moderate level; and 5.50 or higher=High level of attitude towards research

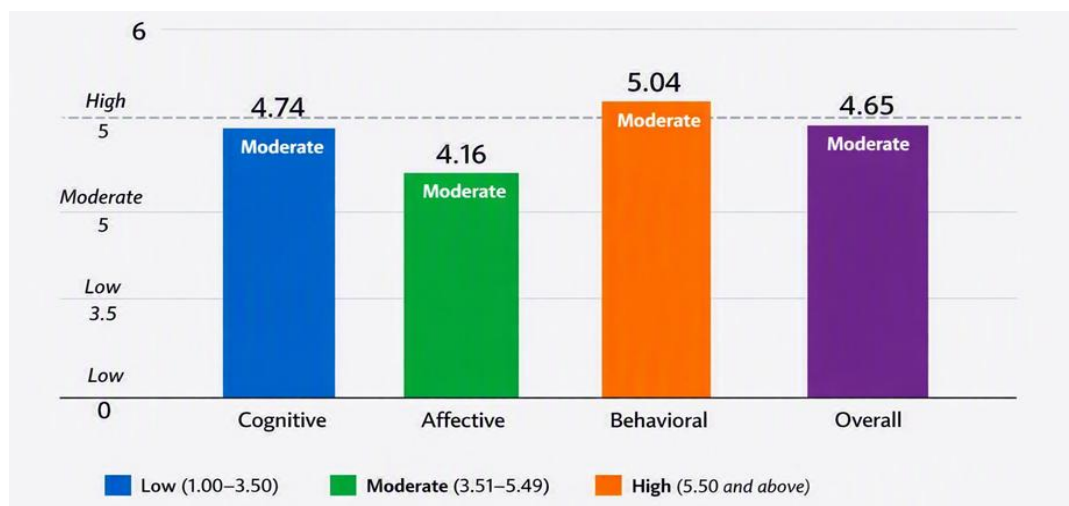


Figure 3. Faculty Attitudes Toward Conducting Research

Faculty insights regarding research reveal a moderate overall orientation ( $M = 4.65$ ), with significant variations across different domains: cognitive ( $M = 4.74$ ), affective ( $M = 4.16$ ), and behavioral ( $M = 5.04$ ). This distribution indicates that while faculty acknowledge the intellectual and professional importance of research, their emotional involvement is hindered by anxiety and workload challenges, despite a moderate willingness to engage in research activities. This ambivalence mirrors broader regional patterns where research is frequently viewed as competing with teaching duties [14], [13], highlighting the conflict between instructional responsibilities and scholarly output.

When analyzed through the Kirkpatrick framework, these findings emphasize the pivotal role of attitudes in fostering institutional progress. The cognitive aspect aligns with Learning, demonstrating faculty recognition of the importance of research for teaching and professional development [3], [4]. The affective aspect corresponds with Reaction, reflecting perceptions of institutional support and the constraints of workload. The behavioral aspect, which has the highest mean score, relates to Behavior, indicating a moderate conversion of attitudes into practice, consistent with [12]. Ultimately, the overall moderate orientation emphasizes Results, where institutional achievements are constrained by systemic obstacles such as inadequate incentives, substantial teaching responsibilities, and disjointed support systems.

This pattern indicates that policy interventions should go beyond merely building knowledge to also fostering motivation. Institutions ought to focus on alleviating workload pressures, providing structured incentives, and incorporating research proficiency into the evaluation criteria for faculty. By aligning attitudes with accountability mechanisms [33], [31], higher education can convert moderate engagement into sustained productivity. These reforms not only bolster institutional credibility but also improve competitiveness within the ASEAN region, thereby positioning universities as active participants in global academic discussions. Ultimately, cultivating a culture of research excellence necessitates a comprehensive approach that integrates competence, motivation, and institutional accountability into a unified framework for long-term development.

### 3.3. Level of Difficulties Encountered by Faculty Members in Conducting Research

Table 4. Level of Difficulties Encountered by Faculty Members in Conducting Research

| Research Difficulty     | Mean | Description |
|-------------------------|------|-------------|
| Conceptualization Phase | 2.57 | Difficult   |
| Design Phase            | 2.57 | Difficult   |
| Empirical Phase         | 2.72 | Difficult   |
| Analytical Phase        | 2.57 | Difficult   |
| Dissemination Phase     | 2.65 | Difficult   |
| Overall Mean            | 2.63 | Difficult   |

Legend: 1.00-1.74-Not difficult; 1.75-2.49-Moderately Difficult; 2.50-3.24-Difficult; 3.25-4.00-Very Difficult

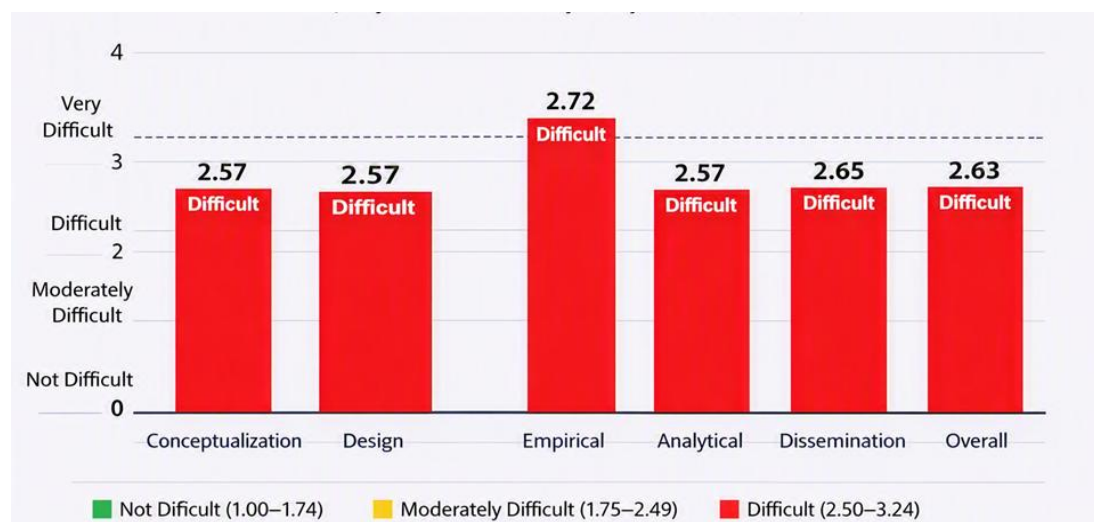


Figure 4. Faculty Difficulties Across Research Phases

The results indicate that faculty members uniformly classified all stages of research as "Difficult," with the empirical phase ( $M = 2.72$ ) identified as the most arduous, followed by dissemination ( $M = 2.65$ ), and the conceptualization, design, and analytical phases ( $M = 2.57$  each). The overall mean score of 2.63 suggests that these challenges are systemic rather than isolated incidents. These findings highlight the complex nature of research obstacles, which encompass methodological, technical, and institutional aspects, resonating with regional studies that reveal similar issues faced by faculty in ASEAN [7], [9].

When analyzed through the lens of the Kirkpatrick Model of Evaluation, these challenges can be seen as indicators of developmental deficiencies across all four levels. At Level 1 (Reaction), faculty feedback indicates dissatisfaction with their workload and a lack of institutional support, aligning with the observations of [25], [14], who found that negative perceptions impede engagement. At Level 2 (Learning), the prevalence of methodological difficulties—especially in design and analysis—implies a lack of complete mastery of research skills [26], [27]. Level 3 (Behavior) is hindered by the faculty's inability to apply learned skills in practice, as evidenced by the challenges encountered during the empirical and dissemination phases, where faculty face obstacles in data collection and publication. Lastly, Level 4 (Results) reflects institutional outcomes that are constrained by systemic issues such as excessive teaching responsibilities, inadequate funding, and poor prioritization [28], [31].

These findings suggest that policy measures should target both individual and organizational aspects of research development. Institutions ought to establish capacity-building initiatives that enhance methodological skills, offer mentorship in the publication process, and alleviate workload burdens. Integrating research support systems within institutional accountability frameworks can improve faculty productivity and align results with national and ASEAN quality assurance standards [33], [32].

## 4. CONCLUSION

This research indicates that faculty members exhibit a moderate level of proficiency in various aspects of research writing, maintain a moderate perspective towards engaging in research, and frequently face systemic challenges throughout all phases. The strengths observed in dissemination and conceptualization are juxtaposed with deficiencies in design, highlighting methodological shortcomings and institutional limitations. Faculty attitudes demonstrate an acknowledgment of the importance of research, albeit moderated by the pressures of workload and emotional ambivalence, while challenges in the empirical and dissemination stages



reveal obstacles in data gathering and publication processes.

When examined using the framework of the Kirkpatrick Model of Evaluation, the results reveal four interrelated dimensions. In the Reaction phase, faculty attitudes reflect ambivalence influenced by workload and inadequate support. The Learning phase shows moderate proficiency in conceptualization and dissemination, indicating partial mastery, while ongoing deficiencies in design point to gaps in methodological training. In the Behavior phase, the application of skills is inconsistent, with a more robust performance in presenting findings compared to the development of rigorous designs. Finally, in the Results phase, institutional outcomes are hindered by systemic issues such as excessive teaching responsibilities, lack of funding, and insufficient prioritization, which restrict competitiveness within ASEAN higher education.

A coordinated approach is essential: the Commission on Higher Education (CHED) should incorporate research competence into accreditation criteria, quality assurance bodies ought to include research outputs in their evaluation frameworks, and institutions must alleviate teaching loads while enhancing capacity-building initiatives. Future investigations should explore the long-term effects of professional development and compare strategies across ASEAN to identify exemplary practices.

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