

Institutional Support, Self-Efficacy, and Attitude Toward Research among Paulinian Teachers: Basis for an Enhanced Research Management Policy Framework

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Abstract

This study assessed institutional support for research, research self-efficacy, and attitudes toward research among Paulinian teachers of St. Paul University Surigao as basis for an enhanced research management policy framework. A quantitative descriptive-correlational design with document analysis was used among 76 faculty members selected through convenience sampling from a population of 119 faculty members across basic education and college departments. Data were gathered using a structured researcher-made questionnaire covering faculty profile, institutional support, research self-efficacy, and attitudes toward research. Descriptive statistics, Pearson correlation, simple linear regression, multiple regression, and analysis of variance were used to analyze the data. Findings showed that respondents were mostly instructors, bachelor's degree holders, early-career teachers, and faculty from the Grade School Department, with generally low to moderate recent research engagement. Institutional support was perceived at a high extent ($M = 2.93$), while research self-efficacy was high ($M = 2.86$) and attitudes toward research were positive ($M = 3.08$), with the highest attitude rating in perceived value and relevance of research. Institutional support was significantly related to research self-efficacy ($r = .412$, $p = .000$), while research self-efficacy was very strongly related to attitudes toward research ($r = .862$, $p = .000$). Institutional support also significantly predicted attitudes toward research ($R = .365$, $p = .001$), while capacity building and human resource development predicted research self-efficacy ($R = .427$, $p = .000$). Multiple regression showed that research self-efficacy factors explained 75.3% of the variance in faculty attitudes, with behavioral and skills-based factors as the strongest predictors. Significant differences were found in selected dimensions by academic rank, department, research role, and research presentation experience. The study concludes that a sustainable research culture requires integrated institutional support, competency-based capacity building, equitable resource distribution, and systematic monitoring of research engagement. An enhanced research management policy framework is proposed to strengthen research governance, self-efficacy, positive attitudes, productivity, and institutional research culture.

Keywords: institutional support, research self-efficacy, attitude toward research, faculty research engagement, research management policy framework, Paulinian teachers

1. Introduction

Research is a central function of higher education institutions because it generates knowledge, improves teaching, informs public and institutional policy, and strengthens academic reputation. In contemporary higher education,

faculty members are expected not only to teach but also to produce, disseminate, and apply research outputs. This expectation requires more than individual interest; it requires an institutional ecosystem that provides clear policies, funding, infrastructure, mentoring, administrative assistance, collaboration opportunities, and recognition. Recent literature on research productivity emphasizes that institutional environments shape faculty engagement by reducing barriers and enabling researchers to develop competence, confidence, and sustained motivation (Heng et al., 2020; Pentang & Domingo, 2024).

The rationale for this study lies in the need to understand how institutional support interacts with faculty self-efficacy and attitudes toward research within a mission-driven Paulinian institution. St. Paul University Surigao has research policies, incentives, and development mechanisms intended to strengthen scholarship. However, the effectiveness of these mechanisms depends on how faculty members perceive them and on whether they develop confidence in research-related tasks. Social Cognitive Theory explains that self-efficacy develops through the interaction of personal, behavioral, and environmental factors; thus, supportive research conditions can influence faculty confidence and persistence (Bandura, 1997; Schunk & DiBenedetto, 2020).

The research gap addressed in this study concerns the limited translation of faculty research perceptions into an integrated research management policy framework. Existing studies commonly identify barriers to research productivity or describe institutional support mechanisms, but fewer studies connect institutional support, research self-efficacy, and research attitudes into a data-driven policy model. Within the Paulinian context, there is a need for an evidence-based framework that recognizes diverse faculty profiles, strengthens competency development, and aligns institutional mechanisms with faculty psychological readiness for research engagement.

Theoretical Framework

The study is anchored on Bandura's Social Cognitive Theory and Ajzen's Theory of Planned Behavior. Social Cognitive Theory explains that human functioning is shaped by reciprocal interactions among personal beliefs, behavior, and environment. In this study, institutional support represents the environmental condition, research self-efficacy represents the faculty member's confidence in performing research tasks, and attitudes toward research represent professional disposition toward scholarly engagement. The Theory of Planned Behavior complements this view by explaining that positive attitudes influence intention and actual behavior (Ajzen, 1991). Together, these theories support the assumption that institutional support can strengthen self-efficacy and that self-efficacy can promote more favorable attitudes and engagement in research.

Conceptual Framework

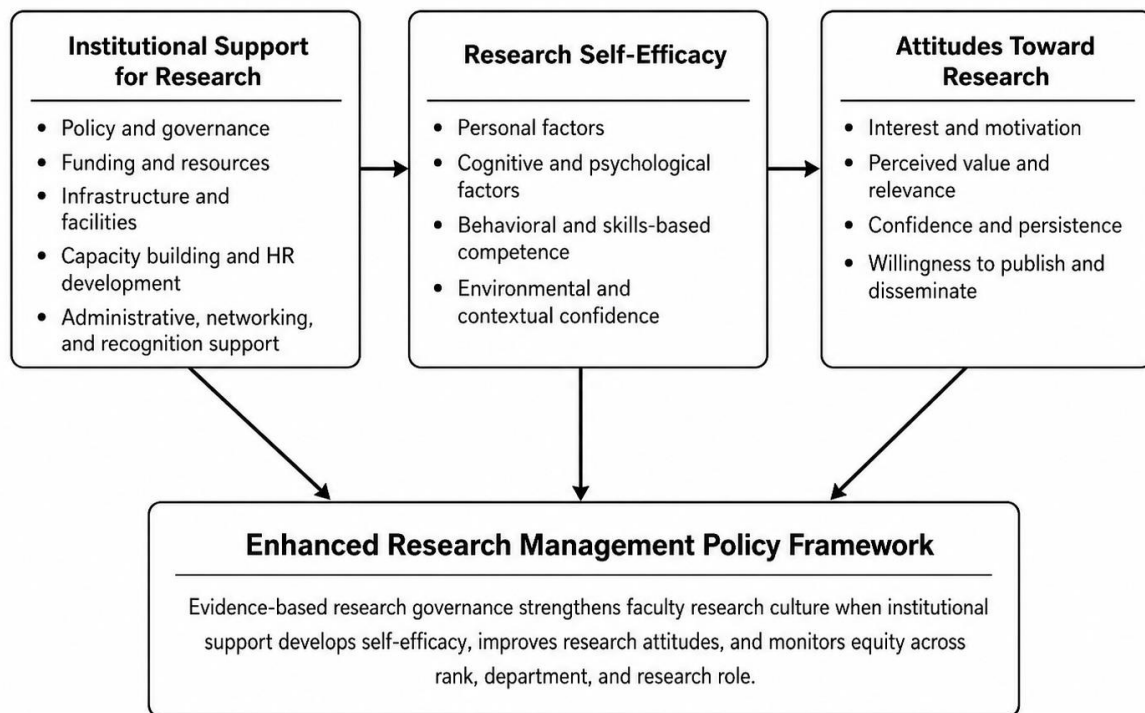


Figure note. Social Cognitive Theory and the Theory of Planned Behavior frame institutional support as an enabling condition, research self-efficacy as a mediator, and research attitude as a behavioral disposition.

Figure 1. Conceptual framework of the study

Figure 1 presents the framework of the study. Institutional support for research is positioned as the enabling condition that includes policy, funding, infrastructure, capacity building, administrative assistance, collaboration, and recognition. Research self-efficacy serves as the mediating mechanism through which institutional support is translated into confidence, competence, and persistence in research. Attitudes toward research represent the outcome disposition reflected in motivation, perceived value, persistence, and willingness to publish or disseminate research. The lower box indicates the intended output: an enhanced research management policy framework that uses empirical findings to improve governance, faculty development, resource support, motivation, and monitoring.

Aim of the Study

This study aimed to assess the extent of institutional support for research, the level of research self-efficacy, and attitudes toward research among Paulinian faculty members of St. Paul University Surigao as basis for an enhanced research management policy framework.

Statement of the Problem

1. What is the profile of the faculty members in terms of academic rank, highest educational attainment, years of teaching experience, department affiliation, research involvement, research role, number of publications, research presentation experience, and research training attended?

2. What is the extent of institutional support for research in terms of policy and governance, financial and resource allocation, research infrastructure, capacity building, administrative and technical support, collaboration and networking, and recognition and dissemination support?
3. What is the level of research self-efficacy in terms of personal, cognitive and psychological, behavioral and skills-based, and environmental and contextual factors?
4. What is the level of faculty attitudes toward research in terms of interest and motivation, perceived value and relevance, confidence and persistence, and willingness to publish and disseminate outputs?
5. Is there a significant relationship between institutional support and research self-efficacy?
6. Is there a significant relationship between research self-efficacy and attitudes toward research?
7. Does institutional support significantly predict faculty attitudes toward research?
8. Which dimensions of institutional support significantly predict research self-efficacy?
9. To what extent do research self-efficacy factors predict faculty attitudes toward research?
10. Are there significant differences in institutional support, research self-efficacy, and attitudes toward research when respondents are grouped according to selected profile variables?
11. Based on the findings, what enhanced research management policy framework may be proposed?

Hypotheses

- H01: There is no significant relationship between institutional support for research and research self-efficacy.
- H02: There is no significant relationship between research self-efficacy and attitudes toward research.
- H03: Institutional support for research does not significantly influence faculty attitudes toward research.
- H04: Dimensions of institutional support do not significantly predict research self-efficacy.
- H05: Research self-efficacy factors do not significantly predict positive attitudes toward research.
- H06: There are no significant differences in institutional support when grouped according to profile variables.
- H07: There are no significant differences in research self-efficacy when grouped according to profile variables.
- H08: There are no significant differences in faculty attitudes toward research when grouped according to profile variables.

2. Literature Review

The literature establishes institutional support as a structural determinant of faculty research engagement. Support mechanisms such as explicit research policies, release time, mentoring, research funding, access to databases, administrative facilitation, and publication incentives reduce the transaction costs of research and make faculty participation more feasible. Heng et al. (2020) reported that research engagement in developing-country higher education contexts is shaped by cultural, institutional, and resource conditions. Similarly, studies on research productivity indicate that enabling environments, policies, incentives, and research infrastructure support scholarly productivity (Uwizeye et al., 2022). These findings are directly related to the present study because the institutional support dimensions examined—policy, funding, infrastructure, capacity building, administration, collaboration, and recognition—represent the support ecosystem required for faculty scholarship.

Research self-efficacy is a central psychological construct in faculty research development. Bandura (1997) explained that people are more likely to initiate and persist in difficult tasks when they believe they are capable of performing them. In research contexts, self-efficacy includes confidence in formulating research problems, reviewing literature, selecting methods, gathering and analyzing data, writing manuscripts, and disseminating results. Schunk and DiBenedetto (2020) emphasized that self-efficacy shapes motivation, effort, persistence, and self-regulation. Recent faculty research studies likewise indicate that research self-efficacy is associated with productivity and is useful for designing faculty development programs (Pentang & Domingo, 2024). This supports the present study's focus on self-efficacy as the mechanism linking institutional support and research attitude.

Attitudes toward research reflect how faculty members value, approach, and sustain research engagement. The Theory of Planned Behavior posits that attitudes influence intention and behavior (Ajzen, 1991). Within higher



education, faculty members who perceive research as relevant to teaching, professional growth, and institutional development are more likely to engage in research activities, publish findings, and participate in scholarly dissemination. However, positive valuation of research does not automatically translate into output when faculty lack technical confidence, time, mentoring, or administrative support. Therefore, attitudes toward research must be examined together with self-efficacy and institutional support.

The synthesis of literature suggests that faculty research engagement is not an individual issue alone. It is a systemic condition shaped by institutional structures and faculty confidence. Institutional support may provide the environment, but faculty self-efficacy determines whether support is converted into action. Positive attitudes are most likely to emerge when faculty perceive research as valuable and when they possess the skills to complete research tasks. This study contributes to the literature by integrating institutional support, research self-efficacy, and attitudes toward research into a policy-oriented framework that can guide research management in St. Paul University Surigao.

3. Methodology

The study used a quantitative descriptive-correlational research design with document analysis to assess the extent of institutional support, research self-efficacy, and attitudes toward research among faculty members of St. Paul University Surigao. The descriptive component summarized faculty profile and mean levels of the principal constructs, while the correlational and predictive components tested relationships and regression effects among institutional support, self-efficacy, and attitudes toward research. Document analysis was used to support the development of the enhanced research management policy framework.

The respondents were 76 faculty members from a total population of 119 faculty members across the Basic Education and College Departments of St. Paul University Surigao during the second semester of School Year 2025-2026. Convenience sampling was used; thus, only faculty members who were available, accessible, and willing to participate were included. The study focused on faculty profile, institutional support, research self-efficacy, and attitudes toward research, and the findings are therefore interpreted within the institutional context of SPUS.

Data were gathered using a structured researcher-made questionnaire. The instrument measured respondent profile, institutional support for research, research self-efficacy, and attitudes toward research using a four-point scale. Institutional support covered seven dimensions: policy and governance support, financial and resource allocation, research infrastructure and facilities, capacity building and human resource development, administrative and technical support, collaboration and networking opportunities, and recognition and dissemination support. Research self-efficacy covered personal, cognitive and psychological, behavioral and skills-based, and environmental and contextual factors. Attitudes toward research covered interest and motivation, perceived value and relevance, confidence and persistence, and willingness to publish and disseminate research outputs.

The data were analyzed using frequency, percentage, weighted mean, standard deviation, Pearson correlation, simple linear regression, multiple regression, and ANOVA. Pearson r tested the relationships among institutional support, research self-efficacy, and attitudes toward research. Regression analysis determined predictive influence, while ANOVA examined differences in the major constructs when respondents were grouped according to selected profile variables. The level of significance was set at 0.05. Ethical procedures included informed consent, voluntary participation, confidentiality, and use of data solely for academic purposes.

4. Results and Discussion

Table 1. Summary Profile of Respondents

Profile Variable	Dominant Category / Key Pattern	Frequency / Percentage
Academic rank	Instructor	35 / 46.1%
Highest educational attainment	Bachelor's degree	36 / 47.4%
Years of teaching experience	1–5 years	30 / 39.5%
Department affiliation	Grade School	23 / 30.3%
Research engagement	Generally low to moderate recent involvement	Most had limited studies, presentations, or training
Research training attended	1–3 trainings	27 / 35.5%

Table 1 shows that the respondent group was largely composed of early-career and instructor-level faculty members. This profile is important because early-career faculty may value research but still require structured capacity building, mentoring, and technical assistance. The dominance of bachelor's degree holders and faculty with limited research exposure suggests that research management policy should prioritize foundational research competence, mentoring, and progressive pathways toward publication.

Table 2. Extent of Institutional Support for Research

Area of Institutional Support	Mean	SD	Interpretation
Policy and governance support	3.17	0.63	High extent
Financial and resource allocation	2.62	0.80	High extent
Research infrastructure and facilities	3.07	0.63	High extent
Capacity building and human resource development	3.03	0.67	High extent
Administrative and technical support	2.87	0.65	High extent
Collaboration and networking opportunities	2.83	0.72	High extent
Recognition and dissemination support	2.93	0.73	High extent
Overall	2.93	0.60	High extent

Table 2 indicates that institutional support for research was generally perceived at a high extent. Policy and governance support received the highest rating, showing that faculty recognized the presence of institutional research policies and structures. However, financial and resource allocation obtained the lowest mean, followed by collaboration and networking opportunities and administrative and technical support. These results indicate that while the policy environment is generally established, the operational side of research support still requires strengthening, particularly funding access, administrative streamlining, networking, and technical assistance.

Table 3. Level of Research Self-Efficacy

Dimension	Mean	SD	Interpretation
Personal factors	2.86	0.63	High self-efficacy
Cognitive and psychological factors	2.78	0.74	High self-efficacy
Behavioral and skills-based factors	2.85	0.70	High self-efficacy
Environmental and contextual factors	2.95	0.70	High self-efficacy
Overall	2.86	0.65	High self-efficacy

Table 3 shows that faculty members reported high research self-efficacy across all dimensions. Environmental and contextual factors obtained the highest mean, suggesting that workplace climate, collegial encouragement, and institutional context contribute to perceived research confidence. Cognitive and psychological factors obtained the lowest mean, indicating that while faculty are generally confident, they may still need deeper support in research conceptualization, analysis, manuscript writing, and management of research-related anxiety or uncertainty.

Table 4. Faculty Attitudes Toward Research

Dimension	Mean	SD	Interpretation
Interest and motivation in conducting research	2.89	0.72	Positive attitude
Perceived value and relevance of research	3.36	0.65	Very positive attitude
Confidence and persistence in completing research tasks	2.89	0.69	Positive attitude
Willingness to publish and disseminate outputs	3.09	0.71	Positive attitude
Overall	3.08	0.62	Positive attitude

Table 4 indicates that faculty members generally possessed positive attitudes toward research. The highest mean was observed in perceived value and relevance, showing that respondents strongly recognized the contribution of research to teaching, professional growth, and institutional development. Lower means in interest, motivation, confidence, and dissemination suggest that faculty value research but may not yet have fully translated this valuation into sustained engagement and scholarly output. This supports the need for research management interventions that convert positive perception into research completion and publication.

Table 5. Summary of Relationship and Regression Results

Research Question / Test	Statistical Result	Decision
Institutional support and research self-efficacy	$r = .412, p = .000$	Reject H01
Research self-efficacy and attitudes toward research	$r = .862, p = .000$	Reject H02
Institutional support predicting attitudes toward research	$R = .365, R^2 = .133, p = .001$	Reject H03
Capacity building predicting research self-efficacy	$R = .427, R^2 = .183, p = .000$	Reject H04
Research self-efficacy factors predicting attitudes	$R = .868, R^2 = .753, p = .000$	Reject H05

Table 5 shows that institutional support was significantly related to research self-efficacy, confirming that stronger institutional support corresponds with stronger faculty confidence in research. The strongest result was the relationship between research self-efficacy and attitudes toward research ($r = .862$), indicating that faculty confidence is central to developing favorable research attitudes. Regression results further showed that research self-efficacy factors explained 75.3% of the variance in attitudes toward research, with behavioral and skills-based factors as the strongest predictors. This means that technical competence is the most direct pathway toward more positive research attitudes and stronger engagement.

Table 6. Summary of Significant Differences by Faculty Profile

Construct	Significant Profile Variables / Dimensions	Interpretation
Institutional support	Policy and governance varied by academic rank; research infrastructure and facilities varied by department; administrative and technical support varied by research role.	Support was generally consistent but selected areas showed pockets of inequality.
Research self-efficacy	Department and research presentation experience showed significant effects.	Research confidence differs by academic context and exposure to dissemination.
Attitudes toward research	Department and research presentation experience showed significant differences across attitude dimensions.	Attitudes are strengthened by departmental culture and presentation experience.

Table 6 shows that institutional support, self-efficacy, and attitudes were mostly stable across profiles, but significant differences appeared in targeted areas. These differences imply that a uniform policy may not sufficiently address the needs of all faculty members. A research management framework should therefore include equity monitoring across rank, department, research role, and dissemination experience.

Table 7. Enhanced Research Management Policy Framework

Framework Dimension	Policy Focus	Key Strategies	Expected Outcome
Institutional research policy and governance	Clear, equitable, standardized research governance	University-wide research policy code, transparent procedures, ethics and review process alignment	Fair and inclusive research governance
Capacity building and human resource development	Strengthen research competence and self-efficacy	Continuous training, mentoring, writing clinics, statistical workshops, AI-assisted research literacy	Increased competence and confidence
Research infrastructure and resource support	Provide facilities, funding, and research tools	ICT upgrades, journal/database access, software support, centralized funding, publication assistance	Improved research productivity and efficiency
Collaboration and networking opportunities	Promote interdisciplinary and external linkages	Research clusters, partnerships, conferences, faculty exchanges, joint publication groups	Enhanced research collaboration culture
Recognition and dissemination system	Strengthen motivation and publication culture	Incentives, awards, conference support, institutional journal strengthening	Increased publication and presentation output
Research attitude enhancement system	Foster motivation, engagement, and persistence	Motivation programs, research coaching, publication pathways, incentive-linked evaluation	Positive attitudes and sustained engagement
Monitoring, evaluation, and equity assurance	Ensure fairness and continuous improvement	Research climate surveys, equity audits, dashboards, output monitoring	Sustainable and data-driven research management

Table 7 presents the proposed enhanced research management policy framework. The framework translates empirical findings into institutional actions by strengthening research governance, capacity building, infrastructure, collaboration, recognition, research attitude development, and monitoring. The framework is cyclical: institutional support develops research self-efficacy; self-efficacy strengthens research attitudes; positive attitudes support research productivity; and productivity data feed back into policy review and improvement.

5. Conclusion and Recommendations

Conclusion

The study concludes that institutional support, research self-efficacy, and attitudes toward research are significantly interrelated among Paulinian faculty members of St. Paul University Surigao. Institutional support was perceived at a high extent, but lower ratings in financial/resource allocation, collaboration, and administrative assistance indicate operational areas requiring improvement. Faculty research self-efficacy was also high, with environmental and contextual factors as the strongest dimension and cognitive-psychological factors as the area most needing development. Attitudes toward research were positive, especially in recognizing the value and relevance of research to teaching and professional growth. The strongest empirical finding was the very high relationship between research self-efficacy and attitudes toward research, supported by regression evidence showing that self-efficacy factors explained a substantial proportion of faculty attitudes. Thus, the most effective route to a stronger research culture is not policy alone but an integrated system where institutional support builds practical research competence, strengthens confidence, improves motivation, and addresses inequities across rank, department, and research role.

Recommendations

It is recommended that St. Paul University Surigao adopt the proposed Enhanced Research Management Policy Framework as a continuous improvement mechanism for research governance. The administration and Research and Development Office should strengthen financial and resource allocation, simplify administrative and technical processes, expand access to research databases and software, and institutionalize mentoring, writing clinics, statistical support, and publication coaching. Capacity building should prioritize behavioral and skills-based competence, particularly research design, data analysis, manuscript writing, and publication preparation, because these factors most strongly predict positive attitudes toward research. Department-specific and rank-sensitive interventions should also be implemented to address pockets of inequality in support and confidence. Faculty members are encouraged to complete at least one research cycle annually, participate in internal and external dissemination, join collaborative research clusters, and use mentoring opportunities to strengthen researcher identity. Future researchers may extend this study using longitudinal, mixed-methods, or multi-campus designs to examine whether enhanced research support policies produce measurable increases in publication, presentation, grant acquisition, and sustained faculty research engagement.

Declarations

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CRedit Authorship Contribution Statement.

Grace Therese M. Calagui contributed to conceptualization, methodology, investigation, data curation, formal analysis, writing of the original draft, and revision. Alvin J. Sumampong contributed to supervision, validation, methodological guidance, review, editing, and refinement of the manuscript.

Ethical Statement.

The study observed ethical standards for human-participant research. Participation was voluntary, informed consent was obtained, and confidentiality of respondent data was maintained. Data were used solely for academic and research purposes.

Declaration of Competing Interest.

The authors declare no known competing financial or personal interests that could have influenced the conduct or reporting of **this study**.



Data Availability Statement.

The data supporting the findings may be made available by the corresponding institution or authors upon reasonable request, subject to privacy, ethical, and institutional restrictions.

AI Usage Disclosure.

Artificial intelligence-assisted tools were used for language refinement, formatting assistance, and manuscript organization. The authors reviewed and remain responsible for the accuracy, integrity, and final content of the manuscript.

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