



## From Writing to Presenting and Publishing Research Articles: Experiences of Philippine Education Faculty-Researchers\*

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### ABSTRACT

**Purpose:** Higher education institutions in the Philippines have been encouraged to do and publish research. Thus, this study aimed to unravel the lived experiences of 12 teacher education faculty-researchers in a public university in Cagayan Valley, Northern Philippines with regards to writing, presenting and publishing research articles. **Research Methods:** The method employed was the phenomenological inquiry through an in-depth semi-structured interview. Data were transcribed, read repeatedly, and subjected to content analysis. **Findings:** Findings revealed that personal (additional learning, self-enrichment, and prestige) and professional (knowledge generation and dissemination, career advancement, and building linkages) reasons inspired teacher education faculty-

researchers in writing, presenting and publishing their studies. However, some of the challenges they encountered included lack of time due to heavy workload and multiple designations, lack of mentoring, and shortage of financial assistance for international presentation and publication. Despite external constraints and difficulties faced, these faculty-researchers were positive about doing research studies as it became an enterprise for them to find deeper meaning in what they were doing and to grow professionally as researchers. **Implications for Research and Practice:** Knowing and understanding the lived experiences of faculty-researchers in writing, presenting, and publishing research articles would have an impact on the higher education institution's research policies that can empower faculty-researchers and advance research culture in teacher education not only in the Philippines but in all higher education institutions in the world.

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## Introduction

Doing research has become an indispensable commodity in a globalizing world because it does not just generate new knowledge that brings innovations and progress (Czarl & Belovecs, 2007; Khan, 2015; Sibiyi, 2011), it also serves as a platform for any academic institutions to develop and aid in the provision of quality education (Naz & Malik, 2014). As such, institutions of higher learning have placed greater emphasis on doing research in order to come up with evidence-based policies and programs, to discover solutions to the pressing and mounting challenges of humanity, and to bolster effectiveness in knowledge sharing, technological advancement, and industrial efficiency (Bourke & Loveridge, 2017; Hottenrott & Thorwarth, 2010).

In the Philippine context, universities, and colleges, both private and public, are expected to articulate much drive in generating knowledge through research (Wa-Mbaleka, 2015). Several policies for research and development have been raised primarily to reinforce the contribution of Higher Education Institutions (HEIs) to "research productivity" (Regadio & Tullao, 2015). Likewise, procedures in various institutional research and development units have been deliberately put in place, and promises of rewards and incentives have been crafted and announced with the hope of establishing a firm research foundation among faculty members and acquiring a significant quantity of quality studies. For example, the Philippine Commission on Higher Education (CHED) crafted guidelines to elevate the status of journal publication (CHED Memorandum Order No. 50, series of 2017) and provided financial grants to support Filipino researchers. It also sets a robust measure of performance among faculty and the institution as a whole. In fact, among State Universities and Colleges (SUCs), research is one of the Key Results Areas (KRAs) emphasized by CHED which higher education faculty members are heavily assessed for their corresponding academic title and leveling. Thus, research has become an avenue for individual faculty and institutions of higher learning to get funding from national agencies such as CHED, Department of Science and Technology (DOST), National Research Council of the Philippines (NRCP), and the like. Consequently, these collective efforts have been viewed as a notable move towards the alignment and competitiveness of Philippine education in the global and ASEAN academic landscapes.

Despite the aforementioned trends, thrusts, policy of attraction and apparent pressures to mobilize higher education faculty to participate in creating a vibrant research culture within and beyond the higher learning institutions, it is disheartening to note that only a little percentage of higher education faculty are genuinely involved in research (Ayala & Garcia, 2013; Wa-Mbaleka, 2015). The emerging concept of "publish or perish" (Ulla, Acompañado, & Barerra, 2017) became the byword which poses a challenge, an impetus to produce research articles that merit scientific publications and credible dissemination to learned societies and various stakeholders. Hence, this study was undertaken to describe the lived experiences of university academics who teach in the faculty of education with regards to writing, presenting and publishing research articles. Knowing and understanding their lived experiences in writing, presenting and publishing research articles would have an impact on the

higher education institution's research policies not only in the Philippines but in all higher education institutions in the world. Through the results of this study, all institutions of higher learning will be able to develop guidelines to address the issues faced by these university academics in terms of doing and publishing research studies.

### *Teachers' Perceptions and Beliefs in Doing Research*

In the teacher education milieu, the call to intensify research endeavors is an inevitable reality highlighting its assumed participation in theorizing principles, re-examining operations, re-inventing things, and improving mechanisms to affect educational development (Jonasson, 2011). With this, research has been an enabling strategy of determining essential aspects that necessitate significant intervention and improvement for teachers' holistic development, which further explains why faculty members focus primarily on the identification of, and solutions to instructional issues encountered in the classroom setting (Bughio, 2015; Burns, 2010; Morales, 2016). Studies along with teaching and learning have also been redefined and redirected to ensure their relevance since the utilization of theoretical and empirical findings has become a vital measure of research culture and productivity.

Doing research studies has been defined in the present study as writing and conducting research work. A research work may refer either to a classroom research where teachers identify and address some classroom issues or to a more general education research that may have an impact in the teaching and learning processes and practices. Admittedly, doing research is a form of professional development (Cain, 2011; McNiff, 2010; Ulla, 2018) which can impact teachers' teaching practices. When teachers do research, they do not only examine and address the problems in their classroom (Burns, 2010; Ulla, 2018), they are also able to share their best teaching practices that are beneficial for both teachers and students (Grima-Farrell, 2017). However, Grima-Farell (2017) posits that the current context and identified needs of teachers should be equally prioritized in doing research. This point can be achieved through a study that goes beyond plain survey and literature review – an exploratory study that unravels the realities on the ground vis-à-vis the pressing concerns among public teacher education faculty-researchers. By looking deeply into the authenticity of their conscious participation, direct involvement, actual observation, and real emotions, this provides a clear and comprehensive grasp of the truth behind their journey towards research.

Consequently, while there is a dearth of empirical studies pertaining to the lived experiences of higher education teachers with regards to writing, presenting, and publishing research articles, previous studies in the field tend to concentrate only on beginning teachers (Gray & Campbel-Evans, 2002) doing action research (Bughio, 2015; Norasmah & Chia, 2016; Ulla et al., 2017; Zhou, 2012) for professional development (Morales, 2016). Moreover, most of these studies in the literature (Biruk, 2013; Morales, 2016; Norashmah & Chia, 2016; Ulla, 2018; Vasquez, 2017; Zhou, 2012) provide a glimpse of some of the challenges that confront faculty members in their

research undertakings. Bulky teaching loads, limited time and resources, lack of technical and methodological expertise, the dearth of training, and disappointments in the research process itself are few among the issues teachers inevitably face as obstacles in doing research. Interestingly, despite the difficult circumstances teachers encounter, they maintain an optimistic view towards research while considering promotion and salary increase as the top sources of their motivation and research training, incentives, lighter teaching timetable as research necessities (Ulla et al., 2017; Ulla, 2018).

In the context of beginning teachers, Gray and Campbel-Evans (2002) investigated the beginning teachers' perceptions of their empowerment and development as researchers. Part of their methodology is for the students to take one 5-unit research course. After graduation, a survey questionnaire was given to ascertain if they can draw the skills that they learned in research. Findings suggest that beginning teachers have not yet overcome the hurdles of being a teacher, moreover as teacher-researchers. The researchers recommended that teacher-training institutions must initiate the concept of teacher as the researcher and must be an on-going process.

Likewise, one study that examined the notions held by 52 English language faculty in a public university in Turkey about doing research and their level of research engagement either in reading or conducting research was conducted by Kutlay (2012). Using triangulation as the principal methodology, the study revealed that teachers rarely read research articles. They held the belief that research does not offer a practical use in the classroom setting and they primarily do not engage in research because of time constraint.

Similarly, Vasquez (2017) determined the advantages, disadvantages, and challenges of teachers engaging in research. Among the advantages, one that is remarkable focuses on using research in improving the teaching condition and the lives of the people in the community. As to disadvantages, the study noted that inadequate knowledge in doing research could lead institutions to implement off beam plans and interventions. However, he found that there are more evident advantages for teachers who do a research study than the disadvantages and challenges. He then suggested that administrators of educational institutions may carry out viable and long-term policies in providing relevant training to faculty and even students to be equipped in doing research.

In the local setting, one study conducted by Ulla et al. (2017) examined the perceptions, motivations, challenges, and needs of secondary school teachers in public and private education institutions in Mindanao, the Philippines with regards to doing research. Using a survey questionnaire and an interview as their research methods, the study revealed that although teachers faced various challenges in doing research, they had a positive perception towards it. They believed that through research, their teaching practice would be improved which could have a positive impact on their students' learning.

Admittedly, while the reviewed studies above have focused on teachers' perceptions (Gray & Campbell-Evans, 2002; Kutlay, 2012; Ulla et al., 2017) and on advantages and disadvantages (Vasquez, 2017) of doing research in different contexts, none of those studies concentrated on the experiences of education faculty researchers with regards to writing, presenting, and publishing research articles. Likewise, none of the studies in the literature included Filipino university teachers in the faculty of education as participants of the study. The reason may be linked to teachers' lack of interest in doing a research study and the practice of doing it is relatively a new concept in the Philippines' higher learning institutions. Thus, the present study attempts to explore more deeply the different themes and meanings of the lived experiences of education faculty members as it seeks to elicit their "essential" and "eidetic insights" relative to writing, presenting, and publishing research. Specifically, it looks into the purpose of engaging in research, beneficial gains, and difficulties encountered. It is in describing the lived experiences that individual researchers' potentials and weaknesses are exposed, and structural challenges are unmasked. It is in a profound understanding of "who" the researchers are that their real situation can be appropriately tackled and proper channeling of research resources becomes possible. Furthermore, since there is a shortage of studies on Filipino teacher education faculty-researchers, the current research is hoped to contribute to existing literature and to guide the TELs in the Philippines and the ASEAN region as well as in revisiting their policies and praxis geared toward quality research for development. Specifically, this study was built to address the following questions:

1. How do teachers perceive doing, presenting, and publishing research studies in terms of their (a) purpose, (b) beneficial gains
2. What are some of the issues and challenges encountered by the teachers when doing, presenting, and publishing research studies?

## Method

### *Research Design*

The phenomenological inquiry was employed to describe the lived experiences of the teacher education researchers vis-a-vis writing, presenting and publishing research. Phenomenology places its emphasis on understanding psycho-social phenomena from the participants' point of view (Welman, Kruger, & Kruger, 2001) highlighting their "lived experiences" (Greene, 1997; Ramirez, 2012). These lived experiences mirror the reality of the situation faced by the researchers' participants in a given study. They represent the choices, perceptions, and influences of the people that may influence others (Given, 2008). Furthermore, phenomenological perspective primarily describes the phenomenon wherein both parties, the researcher and the participant, are involved in a discourse (Groenewald, 2004; Ramirez, 1984).

### *Research Participants*

Twelve (12) tenured faculty members (10 females, 2 males) of a public university in Cagayan Valley Region, Philippines participated in the study. They came from different campuses of the university offering Teacher Education programs. All of them were licensed professional teachers in the Philippines whose ages ranged from 38-63 years old. Ten of them held a doctorate degree in education, while 2 were on the process of completing their academic requirements for their PhDs. Concerning academic rank, six (6) were Associate Professors, three (3) Professors, two (2) Assistant Professors, and an Instructor. Among the participants, two were designated as academic deans of teacher education. The number of participants in the study was determined upon reaching the theoretical or data saturation wherein common themes of the lived experiences had already been identified. Guest, Bunce, and Johnson (2006) claimed that in qualitative studies, data saturation could be reached through a homogenous group composed of about twelve (12) participants.

Furthermore, the identified participants, who are the researchers' colleagues in the university system were purposively selected considering the following criteria: (a) had at least three years of experience spent in research undertakings; (b) had at least one approved study for institutional and/or external funding; (c) had presented at least three papers in academic gatherings (local, national or international); (d) had at least one study published in a journal (local, national or international) and; (e) had undergone at least three training related to research writing. Those identified faculty-researchers were reached through their mobile phone numbers and email addresses to solicit their participation in the study. The prior and informed consent form was personally given informing each participant of the purpose of the study, their voluntary participation and utmost confidentiality in treating the data gathered.

### *Research Procedures*

Initially, the researchers approached the Research and Development unit of the participating institution to peruse the profile of faculty-researchers of teacher education based on the given set of criteria. For the conduct of individual and separate phenomenological interview, the researchers arranged the time and venue considering the availability and convenience of the participants. The average length of the interview was 45 minutes. It was undertaken in the main campus of the participating institution. To facilitate the interview, the researchers prepared a semi-structured interview guide, which consisted of questions pertaining to the lived experiences of the participants (e.g., purpose, beneficial gains, and difficulties encountered) in writing, presenting and publishing research. All the questions prepared for the interview were made sure that they aimed at answering the research questions. Moreover, the questions were checked for consistency and relevance.

The researchers ensured that the setting of the interview was conducive, free from noise and other disturbances. Only one of the researchers conducted the interview to maintain its consistency and credibility. A mobile phone was utilized to record the

responses of the participants complemented by note-taking. The participants were told to speak in a comprehensible language (English, Filipino or mother-tongue) and a story-telling method was adopted to free the participants from any restrictions in narrating their accounts and insights. Moreover, the researchers ensured that all judgment was suspended, putting all presuppositions into a bracket, which Husserl (1982) termed as "epoche."

### *Data Analysis*

The interview data were transcribed, read repeatedly, and subjected to content analysis. Likewise, the phenomenological analysis framework of Moustakas (1994) was adapted to explain further and understand the lived experiences of the teacher education faculty researchers. The researchers treated all statements with equal value and identified the significant elements and constant meanings of their accounts. Themes were developed, clustered, and synthesized from which textual description (first reflection) was conceived. After coding the themes and formulating the textual-structural description based on recurrent insights (second reflection), shared principles, concepts, and norms of the narrated experiences of the study participants were deduced, which resulted in the essential insight (third reflection). Finally, the researchers came up with the "essence" of the phenomenon (lived experiences of teacher education faculty researchers) resulting to the eidetic insight, which Ramirez (2007) posits as the "nucleus of truth."

## **Results**

In presenting the findings, three main themes were formed to describe the lived experiences of the participants. These themes were writing a research article, presenting a research article, and publishing research articles. Likewise, three categories (purpose, beneficial gains, and difficulties encountered) were also developed based on the objectives of this study. Excerpts from the interview transcripts and the initials of the participants were also included to maintain their anonymity in the presentation of the findings.

### *Writing A Research Article*

A. *Purpose.* All twelve participants revealed that they are drawn towards writing research primarily because of their desire to generate knowledge. Consistently, the participants strongly assert their fulfillment in the synthesis of their ideas to generate research that resolves vital concerns within the institution and the outside community. Two of the faculty-participants claimed,

I allow myself to be involved in research to create new insights into teacher education [R.A.]

My purpose of writing research is to exhibit mastery of the subject, knowledge creation, and familiarity with current educational research trends [L.C.]

On a pragmatic side, faculty-researchers are moved to write proposals and full papers to enhance their chances to be promoted to higher academic rank. Two associate professors [C.F.] and [B.C.] mentioned:

I will go straight to my purpose. Research is my ticket for promotion

My research output becomes a significant document that adds up to my credentials, which are hoped to serve as potential means to level up in my academic position

Known to the participants is the fact that research raises the productivity of the university and allows it to move to a higher level; thus, being responsible and devoted members of the system, they actively fulfill their functions. As fittingly quoted,

I do research studies to adhere to the targets for the College of Teacher Education accomplishment in support of the realization of the university research agenda [M.U.]

B. *Beneficial Gains.* Unanimously, the participants expressed that doing research is an opportunity for them to gain additional learning. As pointed out by an instructor-participant [J.S.],

I gain additional learning as I immerse myself into writing a research. It has enriched my knowledge, improved my writing skills, widened my learning perspective, and strengthened my work values

C. *Difficulties Encountered.* The most significant challenge in research writing is the lack of time due to heavy teaching timetable and multiple administrative functions.

I could not adequately focus on doing research because of the minimum 21-unit load per semester [M.U.]

I am part of a campus with very few faculty members, so I need to work on multiple designations. As a result, I am left with insufficient time for writing my research [W.G.]

Furthermore, the faculty-participants observed the lack of mentoring among teacher education researchers. Two associate professor-participants said:

Although I am already seasoned in the field, I could not forego of the current need for a mentor-mentee relationship, which I consider as an enabling mechanism to succeed from conceptualizing to completing a research project [G.P.]

For me, mentoring further boosts my confidence level as I am assured of being well-guided and technically assisted during the entire writing process. Unfortunately, I do not see this in my campus [B.C.]

### *Presenting A Research Article*

A. *Purpose.* Among the study participants, they see research presentation as a vital platform in disseminating results of their studies. A male professor-participant [A.T.] said,

My attendance in academic forums and conferences in local, national and even international arena provides a proper avenue to share the salient points of my studies, which are hoped to be utilized in various fields or disciplines in teacher education.

Besides, all the faculty-participants are motivated to establish a professional connection as they present their outputs. As claimed by two of them:

I consider these academic rendezvous as ideal opportunities to form the linkage with fellow researchers and academicians from various places and agencies and to reinforce personal and institutional association [R.C.]

Presenting my research facilitates the forging of viable networks with other scholars in my field [R.A.]

B. *Beneficial Gains.* Eight (8) of the participants expressed their joy that through research presentation, they experience personal enrichment by gaining more learning and having the opportunity to travel. As happily noted by two participants:

I listen to and learn from expert researchers during vibrant engagements in the plenary and parallel sessions of research presentations. Also, my ability to express myself in precise and concise language was enriched and I feel a sense of fulfillment after successfully presenting a paper considering the compliments from the listeners [A.T]

The privilege I receive from traveling to different parts of the country or overseas that widen my perspectives of places and cultures makes the research presentation experience more interesting. To see different places and to acquire significant encounter with other people demonstrates a form of incentive I happily claim from attending research forums and conferences [J.S.]

C. *Difficulties Encountered.* On a personal level, seven of the participants disclosed that they appear to be very apprehensive during national and international presentations. As revealed by an associate professor-participant [J.D.],

I carry with me fear to please the co-researchers in an international forum. However, I consider this as an expected emotion, an inner tension, since the

apprehension usually springs from the presence of specialists and experts along with teacher education studies coming from a range of reputable institutions.

Another challenge that the majority of the participants shared pointed to lack of fund for international presentation and publication. A female participant [G.P.] boldly claimed,

Lack of financial assistance to support expenses during international travels became a significant concern I had to deal. Sometimes, due to the considerable number of presenters, the small campus where I belong could hardly shoulder all the expenditures. And so, I just went on paying the expenses of my presentation.

Moreover, presenting research outputs at a local level, through the institution's in-house-review, poses a challenge to faculty-participants. Half of the participants shared that they felt the partiality among panel members who are not inclined with qualitative research and a tendency to lean towards quantitative. As mentioned by three of them,

In context, since most of the invited panel of reviewers is inclined to quantitative research design in which the qualitative research conducted within the realms of teacher education are perceived not to be fully understood nor appreciated by the reviewers [R.A.]

I felt that my research design in my field was not appreciated by panel members who sat in a presentation [M.M.]

I see the necessity of having a pool of experts who specialize in qualitative and mixed studies and are capable of significantly scrutinizing papers written with these emerging methodologies [J.S.]

### *Publishing A Research Article*

A. *Purpose.* Faculty-researchers who were able to publish in reputable journals were passionately prompted by their intense desire to participate in contributing knowledge to the broader community and to help in their institution's growth. They desire to propose solutions to the problems faced by certain areas, the university, and the society as a whole. As the participants testified,

I really try my best to publish research articles to reputable journals so that I can help my university in achieving its targets [R.A.]

I publish the findings of my research hoping that they could address the specific needs of people and groups. I want to help and to effect change through my publications [A.T.]

I want to meaningfully be of help to others and circulate my valuable findings especially of those which are geared toward policy formulation and critique to existing structures [G.P.]

B. *Beneficial Gains.* Learning to successfully deal with the complexity of journal formats and carefully mastering the technicalities of publishing a paper are highlights of the faculty-researchers' beneficial gains. As articulated by two of them, [J.S.], and [J.D.],

Having learned the format of a specific publication and the technicalities of journal writing rewarded my time and effort in patiently dealing with the complex publication demands

I learned much through the process of publication, most importantly, the value of humility in modestly accepting comments and suggestions that primarily intend to raise my research outputs into the next level.

More to these is the sense of pride and prestige they carry with them because of the admiration they receive from family members, friends, and colleagues.

My academic reputation in the teacher education field is affirmed, which further allows me to be tapped by my institution's Research and Development Unit for the conduct of studies along with their area of specialization [M.U.]

My publishing performance serves as inspiration and benchmark to other faculty members, especially the new ones, who aspire for the same achievement [R.C.]

C. *Difficulties Encountered.* One of the major difficulties that the participants experienced is the lack of time needed in complying with the demands of the rigid publication process due to heavy teaching workload. As a male participant remarked,

The lack of adequate time to fit in comments of the referees because of work stood as a challenge. Integrating all the recommendations while working with a tight timetable made the publication a tough target because I believe that quality paper requires quality time [R.A.]

Additionally, some faculty-researchers met predatory journals and were tempted to have their work published because of their convincing tactics. As observed by one of them,

Predatory journals are good at convincing researchers to publish in their journal. In the end, some of my papers ended up as preys into these journals instead of having them published into appropriate and credible ones [G.P.]

Lastly, due to the lack of institutional budget, faculty-researchers had to pay on their own publication fees in some national and international refereed journals. A female participant [W.G.] shared,

Since some of my studies did not go through the institution's in-house review, my payments for international publication had to be extracted from my own pockets.

### **Discussion, Conclusion and Recommendations**

The current study looked into the lived experiences, including the purpose, beneficial gains, and difficulties encountered by teachers from the faculty of education in a Philippine higher education institution with regards to writing, presenting, and publishing research articles. Findings of the present study revealed that one common purpose why these academics engaged into writing, presenting, and publishing research articles is to generate and share knowledge. They believed that by writing, presenting, and publishing their research articles, they were not only able to share with others their teaching practices but also solutions to some vital education concerns. Sharing research findings is a crucial factor as it could have an impact on the teaching and learning process not only within their institution but also to the outside community. Although, knowledge sharing in education sector is still an issue considering the fact that a number of schools do not have a clear process on how to develop practices for knowledge sharing among teachers (Rismark & Solvberg, 2011), doing research, presenting, and publishing it is a good platform for sharing and acquiring new knowledge. Since, education institutions are being considered as professional learning communities (Rismark & Solvberg, 2011), as most teachers constantly attend conferences, seminars, and workshops where various issues related to teaching and learning are discussed, knowledge sharing is necessary in order to preserve what has been known and what will be known (Singh, Abidin, Mohd. Zainuddin, 2012). Furthermore, doing research may be thought as one of the most important steps towards preserving knowledge by informing other education scholars, practitioners, and policymaking bodies about the latest trends and issues in education. Thus, conducting research, presenting, and publishing it is admittedly not only a good avenue for teachers to contribute knowledge to the broader community but also a good room where education policies and some guidelines may be crafted in order to address the problems that hinder the teaching and learning process.

Another important finding from the study is the reported benefits that these teachers achieved when writing, presenting, and publishing research studies. They believed that additional learning, professional skills enrichment, and skills in publishing research improvement were some of the benefits they gained in writing, presenting, and publishing research studies. This finding concurred with the result of the studies conducted by Morales (2016), Grima-Farell (2017), Ulla (2018) who noted that doing a research study in general, develops and improves teachers' teaching skills, strategies, and knowledge of the subject matter, and enriches their professional experiences. Indeed, writing a research, presenting it in a conference, and publishing goes beyond enabling teachers to reflect on the current situation of their local school

context and address the education issues they have. It also allows them to connect to other education scholars, practitioners, and education policymakers and share with them the new empirical knowledge gained. Through this, their professional network may not only grow, but it is also a way for them to enhance further their research skills through research collaboration.

Furthermore, it has been revealed in the study that the challenges the faculty-participants had experienced when doing a research are external in nature, which emanate from the rules, policies, and practices that have been habitually formed in the academe. Nevertheless, teacher education researchers' actions in doing research are internally driven. The challenges such as heavy workloads, lack of financial support for presentation and publication, and the experience of somewhat partiality during in-house review presentations cannot totally impede them in their desire to undertake research. In fact, they were willing to go beyond constraints, and this is what Giddens (1984) referred to in his structuration theory as "agency". In this framework of analysis, he notably emphasized the importance of agency in the perpetuation of social practices that constitute institutional structures or in the creation of new structures. Considering this view, it is the exercise of the agency of the researchers that drive them in forming or transforming the research culture of their university. It is also through the exercise of their agency that they could withstand and overcome the constraints and difficulties encountered allowing them to engage meaningfully in research endeavors.

Generally, the present study supports one of the points extracted by Ulla et al., (2017) that promotion and incentives are some significant reasons for faculty to get involved in the research. Further, additional learning and prestige are the perceived beneficial gains which are also observed in other studies (Grima-Farell, 2017; Morales, 2016; Ulla, 2018). Subsequently, research endeavors entail difficulties. The studies which were undertaken by Zhou (2012); Biruk (2013); Norashmah and Chia (2016); Vasquez (2017), and Ulla (2018) presented similar concerns that teachers encounter in their research undertaking. In this study, limited time due to heavy workload and multiple designations, and shortage of financial assistance are among the concerns faculty-researchers confront as challenges in doing research.

Lastly, the teacher education researchers consider personal (additional learning, personal enrichment, and prestige) and professional (knowledge generation and dissemination, career advancement, and linkages) reasons in engaging in research activities. Moreover, they see research as a meaningful experience, which serves as an enterprise for them to grow professionally, to actively participate in the growth and development of their respective institution, and to significantly contribute to the community through knowledge generation and dissemination. Meanwhile, the challenges and difficulties encountered by the faculty-researchers are external in nature. However, the researchers are "internally driven" that is why they are able to engage in research with passion and focus. Their tenacity in writing, presenting and publishing research articles became an inner quest for self-cultivation, which enables

them to withstand whatever difficulties and struggles they encounter. With this, they are formed by the institution and become agents of changing and creating new structures in the learning institutions at the same time. They are motivated to have a higher degree of participation to contribute efficiently to their respective discipline, the institution, and the community. By doing so, they become primary agents in the continuation or even change of the research culture in the higher learning institutions, which is implicative of the degree of consciousness that they manifest. As they went through the journey of doing research, an inward transformation took place. A method of self-cultivation became evident. The researchers simply became aware of their personal limitations and the boundaries of their institutional resources and policies. These concerns did not hinder them; instead, these led them to move beyond challenges. They were inspired as they found meaning in generating and disseminating knowledge not only for them but the possible transformation of the institution and the community.

This phenomenological study on the lived experiences of teacher education researchers when writing, presenting, and publishing research articles reveals that the faculty's purpose and beneficial gains in doing research are attributed to personal and professional reasons. The personal reasons are additional learning, personal enrichment, and prestige whereas the professional reasons include knowledge generation and dissemination, career advancement, and building linkages. Nonetheless, there are some external constraints that they experienced such as lack of time due to heavy workloads and multiple designations, lack of mentoring, and shortage of financial assistance for international presentation and publication. Despite the challenges that they face, admittedly, they are internally driven going beyond the pragmatic benefits or any challenges imposed by the institution as they find value in doing research. They exercise their "agency", which allows them to overcome the different difficulties. This experience stood as a viable platform for them to self-cultivate - to grow inwardly (personally and professionally) as researchers.

Although the present study provides significance to existing literature, specifically on the exploration and documentation of the lived experiences of teacher education faculty researchers when writing, presenting, and publishing research articles considering their purpose, beneficial gains, and difficulties encountered, it also poses limitations. Concerning participants and scope, the data were collected from only 12 participants coming from the same geographical region in the Philippines and may not adequately represent all Filipino public teacher education faculty researchers. Nonetheless, from the findings, it can be viewed that this present study may be considered as a preliminary effort to understanding the potential future of research in the Philippines, where a future framework can be developed to explain some factors that impede research in education, a framework that could be used in teacher training in the Philippines and globally.

Additionally, this study bears valuable implications for TEIs not only in the Philippines but the ASEAN milieu as well. First, administrators may institutionalize

or strengthen any existing mentoring system in research. This scheme is hoped to help junior researchers to embrace the rigors of research because the guidance of senior faculty from conceptualization all the way to completion may guarantee quality output in writing, presenting, and publishing studies. In this manner, collaboration may even be reinforced, which marks an enabling environment for improved research capability. Second, teaching loads may be reasonably decreased to facilitate better productivity in the research process, since the reduction of workload means increased time for research. Third, multiple designations may be reorganized where tasks are fittingly distributed to faculty, with research-connected activities as the priority. Faculty researchers may be given additional assignments related to research as this allows them to stay focused on their studies. Fourth, the institutional budget allocated for international presentation and publication may be raised to sufficiently support faculty researchers financially. Fifth, in-house institutional reviews may be revisited to ensure that both qualitative and quantitative studies are evenly represented and objectively assessed by competent panel members. Finally, future studies along with this area may consider other research designs, broader geographical scope, and bigger sample size including private teacher education faculty- researchers as participants.

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