Drivers, Competencies, And Challenges On Nursing Research Among Nursing Instructors In Selected Private Higher Education Institutions In Cagayan Valley, Philippines

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Abstract — This study focused on private HEIs in Cagayan Valley (Region II) due to their significant contribution to the region's nursing workforce and academic landscape. With a total of 25 private HEIs offering nursing programs and educating over 5,000 students as of 2023 (CHED, 2023), these institutions constitute a substantial portion of the nursing education sector in the region. The decision to concentrate on private HEIs stems from their pivotal role in addressing the region's healthcare needs and advancing nursing education. Private HEIs in Cagayan Valley surpass public institutions in number, underlining their importance in meeting the demands for nursing education and professional development. Universities should recognize and retain faculty members based on their research productivity emphasizing the importance attached to scholarly endeavors within the academic milieu. The relatively high mean scores across these dimensions signify a prevalent positive research orientation among Nursing Instructors, indicating their intrinsic motivation and commitment to scholarly pursuits. The respondents demonstrated a high level of competence in practical skills and problem-solving skills. They were able to distinguish between subjective and objective information, evaluate the sufficiency of information, assess the basis for conclusions, and identify knowledge gaps. The respondents displayed effective oral and written communication abilities. Also, nursing instructors encountered challenges in finding suitable and relevant research topics. "Quantity of literature too much or too little, additionally they face challenges in terms of producing an appropriate quality of writing. Nursing instructors faced various challenges in terms of heavy workloads, administrative tasks, lack of support from supervisors, and personal circumstances that affected their research progress. Moreover, teachers who do research have revealed that it is essential to their professional growth. They agreed that doing research encourages solutions and self-reflection, enables them to examine and explore classroom and school problems and their solutions, and develops and enhances their knowledge and skills for classroom teaching (Cole & Carling, 2022). The aim of this study was to investigate the factors, skills, and obstacles related to nursing research among nursing educators in selected private tertiary institutions in Cagayan Valley, Philippines. The objective of the study is to identify the factors that served as sources of inspiration and obstacles for nursing educators in their research pursuits, assess their research capabilities, and uncover the challenges they faced during the research process. The study's findings played a vital role in developing a comprehensive program focused on enhancing capacity. This program not only empowered nursing educators but also

cultivated an environment that promoted evidence-based practices in the nursing profession within those specific locations.

I.   Introduction

As the nursing profession in the Philippines continues to evolve, nursing educators face a dynamic landscape filled with challenges and opportunities (Palmieri et al., 2021). The drive for research work in the nursing profession has been compelled by the growing demand for competent and research-oriented nursing professionals, particularly in the wake of global healthcare challenges. In fact, it has increasingly been seen that research plays a vital role in translating these challenges into actionable therapies and treatments that improve patients' quality of life and expedite their recovery (Yanbing et al., 2021). This has drawn many nurses to embark on research endeavors, recognizing the imperative of enhancing nursing education and practice (Gomez et al., 2017). Moreover, teachers that do research have revealed that it is essential to their professional growth. They agreed that doing research encourages solutions and self-reflection, enables them to examine and explore classroom and school problems and their solutions, and develops and enhances their knowledge and skills for classroom teaching (Cole & Carling, 2022).

Ramkumar (2018) mentioned eleven factors affecting research productivity such as persistence, resource adequacy, access to literature, initiative, intelligence, creativity, learning capability, stimulative leadership, concern for advancement, external orientation, and professional commitment. The research also revealed that individual factors, such as self-efficacy, affiliation, motivation, commitment, orientation, basic and advanced research skills, sense of achievement, contribution to society, sense of responsibility, scholarly pursuit, autonomy, and flexibility, and satisfying interest and curiosity, have an influence on research productivity. Additionally, institutional factors, including fewer course preparations, staff support, advising and mentoring, resources, rewards, sufficient work time, culture, research emphasis, tenure and promotion, financial rewards, satisfying performance standards, and peer and social recognition, also play a role. Furthermore, leadership factors, such as being a highly regarded able scholar, being research-oriented, and working for departments that prioritize research, contribute to research productivity. Lastly, ascriptive factors, such as gender, age of a faculty member at a given point in time, intelligence, and personality of the individual, were found to be influential.

However, despite the growing emphasis on research, there is a recognized gap in the competencies of nurses when it comes to conducting research (Mariano et al., 2018). These gaps are attributed to certain challenges such as insufficient research allotted time, lack of financial incentives, and inadequate statistical support (Khalaf, et al., 2019). Bullo, Labastida, and Manlapas (2021) also enumerated challenges in conducting research such as lack of support from the school,

lack of sufficient reference materials, additional workload, writing anxiety, lack of time, and inadequate knowledge regarding the conduct of research.

This scenario highlights the need to delve into the motivations, competencies, and challenges of nursing educators in conducting research. While some studies have explored nursing research in broader contexts, there was a dearth of research that delves into the experiences of nursing educators in private tertiary educational settings (Smith et al., 2021. Furthermore, the results of this study will benefit private higher educational institutions of Cagayan Valley since one of the mandates of the Commission on Higher Education along with instruction and extension was research. The private higher educational institutions of Cagayan Valley will be given an idea of the current standing and status of nursing instructors as far as research writing is concerned, thus they can fully provide technical assistance which will enrich the capabilities of the faculty researchers.

The purpose of this study is to explore and elucidate the multifaceted factors that shape the research orientation and practices of nursing instructors in private HEIs. By examining the interplay of personal motivations, institutional support mechanisms, and professional experiences, this research seeks to uncover the underlying dynamics driving or inhibiting research engagement within this specific academic context (Gomez et al., 2017). Through an in-depth analysis of these factors, the study aims to provide valuable insights that can inform strategies for enhancing research capacities, fostering a culture of inquiry, and ultimately advancing nursing research within private HEIs in Cagayan Valley.

The significance of this study lies in its potential contributions to nursing education, research, and practice. By elucidating the drivers and challenges surrounding nursing research engagement among instructors, particularly within the context of private HEIs, this research seeks to address a notable gap in the existing literature. The insights gleaned from this study can inform policy decisions, institutional initiatives, and professional development programs aimed at bolstering research capacities and fostering a conducive environment for scholarly endeavors within the nursing education sector (Mariano et al., 2018). Ultimately, the findings of this study have the potential to catalyze positive transformations in nursing education and practice, thereby contributing to the advancement of healthcare delivery and outcomes in Cagayan Valley and beyond.

This study embarks on a journey to unravel the intricacies of nursing research engagement among instructors in private HEIs in Cagayan Valley. By shedding light on the drivers, competencies, and challenges shaping their scholarly endeavors, this research endeavors to pave the way for a more vibrant and impactful research culture within the nursing education sector. Through its pursuit of knowledge generation and dissemination, this study aspires to empower nursing instructors, enrich academic discourse, and ultimately elevate the standards of nursing education and practice in Cagayan Valley and beyond.

II. Methodology

Research Design and Strategy

This study utilized a descriptive-correlational cross-sectional research design to capture a snapshot of the drivers, competencies, and challenges in nursing research among instructors in private higher educational institutions in Region II. The cross-sectional approach enabled simultaneous assessment of various factors influencing research activities within this academic setting, while the descriptive aspect facilitated a comprehensive understanding of the current research landscape. By adopting a correlational strategy, potential relationships between variables were explored, providing insights into the interplay among different factors affecting nursing research engagement.

The study focused on predictor variables such as demographic characteristics and research experience, as well as outcome variables including individual motivations, skills, and obstacles related to nursing research. Factors influencing nursing research encompassed orientation, rewards, motivation, departmental objectives, research use, and anxiety. Skills related to nursing research were categorized into practical, problem-solving, communication, and personal attitudes, while encountered challenges ranged from topic formulation to access to resources and support systems.

Population and Locale of the Study

The study was conducted in eight private higher education institutions located in the Cagayan Valley region of the Philippines. The researcher opted to select faculty members from the tertiary level because research constitutes one of the three primary tasks of higher education. The selection of Region 2 as the primary focus of this study was based on certain characteristics, such as a significant number of nursing instructors, the existence of private higher education institutions, and the prevalence of distinct healthcare difficulties in the area. In addition, the selection process may have been impacted by practical considerations such as accessibility, and familiarity with the place.

The respondents of the study are Nursing Instructors of the College of Nursing from Private Higher Education Institutions from Region 2.

Inclusion and Exclusion Criteria

The inclusion criteria for participants in this study consisted of being employed as full-time faculty members during the Academic Year 2023 – 2024 at the selected Private Higher Education Institution, having a minimum of two years of employment at the same institution, and falling within the age range of 20 to 58 years old. Conversely, the exclusion criteria encompassed part-time Nursing Instructors or Built-in Clinical Instructors, newly hired faculty members with less than two years of employment at the same institution, Nursing Instructors on sabbatical or

extended leave during the data collection period, as well as individuals below 20 years old or above 59 years old.

Sample size

The study's population comprised 150 respondents, of which 120 persons satisfied the qualification criteria. The researcher employed a total enumeration sampling technique. The approach involved incorporating the entire population that satisfied the predetermined criteria. In this instance, a total of 120 instructors who met the predetermined inclusion criteria were identified.

Data Gathering Tool

Data collection in this study involved the use of a structured questionnaire as the primary research instrument. The questionnaire, adopted from Allister Lee G. Cruz's unpublished master's thesis conducted at Don Mariano Marcos Memorial State University, College of Graduate Studies, San Fernando City, La Union, in December 2021, utilized a 5-point Likert scale to assess respondents' levels of agreement. The first section of the questionnaire collected demographic information, while the second section focused on factors driving nursing research. This section contained 22 items related to research orientation, rewards, personal interests, departmental mission, research utilization, and research anxiety. Similarly, the third section, comprising 30 questions, evaluated respondents' competency in nursing research, while the fourth section, consisting of 25 questions, assessed challenges faced by nursing instructors in research.

To ensure the reliability of the questionnaire, a pilot test was conducted, yielding high internal consistency with Cronbach's alpha values of 0.825, 0.758, and 0.791 for the sections on Drivers of Nursing Research, Competency in Nursing Research, and Challenges in Nursing Research, respectively.

Following approval from Trinity University Asia's College of Nursing, including feedback from the Research Technical Panel and assessment by the Research Ethics Committee, the researcher obtained consent from academic deans for participant selection. With approval secured, participants were chosen based on predefined criteria in collaboration with Nursing Coordinators, and informed consent forms were distributed electronically or in print, alongside paper copies of the questionnaire.

III. Results and Discussion

Table 4
Mean Value & Standard deviation of Respondents Assessment on Drivers to Nursing Research

	Mean	Standard Deviation	Verbal Interpretation
Research Orientation			
1. I view myself primarily as researcher	3.667	0.956	Agree/ Has Good Driver
2. I feel professional satisfaction by conducting research	3.6111	0.8376	Agree/ Has Good Driver
3. I believe that university should retain faculty members who exhibit research production	3.69444	1.06421	Agree/ Has Good Driver
4. I can contribute to my school's rank by publishing research papers	3.86111	0.96074	Agree/ Has Good Driver
5. The intellectual challenge of academic research inspires me to work harder	3.805556	0.980363	Agree/ Has Good Driver
Total Mean	3.7278412		
Rewards Influence			
1. I think rewards are effective means of influencing faculty performance in research	4.13889	0.83333	Agree/ Has Good Driver
2. I think reward influences faculty for research activities	4.02778	0.90982	Agree/ Has Good Driver
3. I think faculty members must be productive researchers or lose their jobs	3.4722	1.1585	Agree/ Has Good Driver
4. I think that if tenure/promotions were not binding on research, most faculty would devote less time and effort to research	3.97222	0.9706	Agree/ Has Good Driver
5. I can become an effective professional if I am able to have an educated critique about the quality of research	4.03	0.91	Agree/ Has Good Driver
Total Mean	3.928218		
Personal Interests			
1. I think that personal interests are the most important factor in determining the allocation of time to research	4.083	0.841	Agree/ Has Good Driver
2. I feel free to pursue my academic interests (within the context of research)	4	0.9856	Agree/ Has Good Driver
3. I think sharing research results with colleagues was self-satisfying	4	0.82808	Agree/ Has Good Driver
4. I want to build up my reputation as an academic scholar through research	4	0.86189	Agree/ Has Good Driver
Total Mean	4.02075		
Mission of the Department			
1. Research was a motivating factor to the mission of my school	4.16667	0.91026	Agree/ Has Good Driver
2. I believe that research and teaching are mutually supportive activities	3.88889	0.82038	Agree/ Has Good Driver
Total Mean	4.02778		
Research Use			
1. In my opinion research should be mandatory for professional training	3.833	1.028	Agree/ Has Good Driver
2. I think research was useful to every professional	3.8333	0.7746	Agree/ Has Good Driver
3. In my opinion research-oriented thinking plays an important role in everyday life	3.88889	0.94952	Agree/ Has Good Driver
Total Mean	3.85173		
Research Anxiety			
1. Research makes me nervous	3.8333	1	Agree/ Has Good Driver
2. Research was stressful	3.88889	1.03586	Agree/ Has Good Driver
3. I feel insecure concerning the analysis of research data	3.8333	1.0556	Agree/ Has Good Driver
Total Mean	3.85183		
OVERALL MEAN	**3.9013582**		

Legend:
4.20 – 5.00   Strongly Agree/ Has Very Good Driver
3.40 – 4.19   Agree/ Has Good Driver
2.60 – 3.39   Neutral/ Has Fair Driver
1.80 – 2.59   Disagree/ Has Poor Driver
1.00 – 1.79   Strongly Highly Disagree/ Has Very Poor Driver

Table 4 presents a comprehensive overview of the respondents' assessment of various factors influencing nursing research, including mean values and standard deviations. These numerical indicators provide insights into the perceptions and attitudes of Nursing Instructors towards research, allowing for a nuanced interpretation of their engagement and motivation.

In summary, the mean values and standard deviations provided in Table 2 offer a nuanced interpretation of the respondents' attitudes towards nursing research. The results suggest a strong recognition of the importance of a research-oriented mindset, the fulfillment derived from engaging in research, the institutional value placed on research productivity, and the impact of research on institutional ranking.

Finally, participants emphasized the significance of possessing a well-informed evaluation about the caliber of research as a determinant of their efficacy as experts, yielding an average rating of 4.03 (standard deviation: 0.91). This highlights the need to cultivate a research-oriented environment that promotes the practice of critical evaluation and ongoing education among nursing educators. Anderson et al. (2019) stresses the importance of providing education to nursing teachers on critical appraisal, enhancing their capacity to assess the quality of research and contributing to evidence-based practice. The participants' acknowledgment of the significance of a well-informed analysis indicates their dedication to enhancing their professional knowledge and advancement (6).

The first driver, suggesting that research should be mandatory for professional training, received an average score of 3.833, accompanied by a standard deviation of (low variation) 1.028. This indicates a moderately positive consensus among the participants, with a notable level of variability in their responses. The average score aligns with scholarly works by Smith et al. (2019), emphasizing the transformative impact of research on professional training in nursing. The broader consensus hints at a shared recognition among respondents regarding the pivotal role of research in shaping a well-rounded and informed nursing workforce.

The second driver, asserting that "research is valuable for all professionals," obtained an average score of 3.8333, coupled with a lower standard deviation of (low variation) 0.7746. This suggests a higher level of agreement among the participants, indicating a more uniform perspective on the universal applicability and significance of research in various professional domains. The collective acknowledgment of the value of research aligns with the scholarly contributions of Jones et al. (2020), underscoring the role of research in promoting evidence-based practices across diverse professional settings.

The third driver, positing that research-oriented thinking is significant in daily life, garnered an average score of 3.88889 and a standard deviation of (low variation) 0.94952. This reflects a generally positive consensus among the participants, with a slightly elevated level of variability compared to the second driver. The average score resonates with the perspectives shared by Brown and Johnson (2019), emphasizing the transformative effects of a research-oriented

mindset in nursing. The variation in responses indicates diverse opinions among the participants regarding the extent to which research-oriented thinking influences their daily lives.

Lastly, the category of Research Anxiety yields a mean of 3.85183, indicating a moderate level of agreement among respondents regarding feelings of nervousness, stress, and insecurity associated with research activities. Overall, these mean values collectively portray a positive orientation towards nursing research engagement among instructors in private higher education institutions. Despite some reported apprehension, the consensus underscores a strong commitment to scholarly pursuits and the advancement of nursing research within academic settings.

What is the co mpetence level on nursing research among Nursing Instructor-respondents in selected private higher educational institutions in selected region in the Philippines in terms of practical skills, problem-solving skills, communication skills, and personal attitudes?

Table 5
Mean Value & Standard deviation of Respondents Assessment on
Their Competency in Nursing Research

	Mean	Standard Deviation	Verbal Interpretation
Practical Skills - Resource Management and Research Planning			
Assess and provide guidance on financial, personnel, and time resources required for a project	4	0.756	Agree/ Highly Capable
Identify potential funding sources and their appropriateness	4.08333	0.76997	Agree/ Highly Capable
Develop a research plan suited to the investigative method(s) used production	4.02778	0.73625	Agree/ Highly Capable
Total Mean	4.037036667		
Practical Skills - Library and Information Technology Usage			
Understand the importance of information and how to access, store, critique, and synthesize literature	4	0.63246	Agree/ Highly Capable
Access main databases of validated information	4.0556	0.7908	Agree/ Highly Capable
Select appropriate investigative methods or information retrieval systems	4.1388889	0.7616815	Agree/ Highly Capable
Total Mean	4.064829633		
Practical Skills - Identification and Use of Primary and Secondary Resources			
Classify and distinguish between data sources and understand their strengths and limitations	4.0833	0.7319	Agree/ Highly Capable
Demonstrate knowledge and understanding of ideas, issues, and information related to the research area	4.138889	0.723198	Agree/ Highly Capable
Total Mean	4.1110945		
Practical Skills - Observation and Recording of Behavior			
Understand the differences between direct and indirect observation and the methods for data collection	4.027778	0.844685	Agree/ Highly Capable
Show awareness of bias issues and develop solutions to overcome them	4.083333	0.731925	Agree/ Highly Capable
Total Mean	4.0555555		
Practical Skills - Basic Computer Competency			
In my opinion research should be mandatory for professional training	4.111	0.785	Agree/ Highly Capable
I think research was useful to every professional	3.97222	0.69636	Agree/ Highly Capable
Total Mean	4.04161		
Problem Solving Skills - Distinguish between Subjective and Objective Information			
Understand and critique the differences in data sources and their quality	4.11111	0.82038	Agree/ Highly Capable
Total Mean	4.11111		
Problem Solving Skills - Evaluate Sufficiency of Information			
Determine if the level of proof was sufficient and understand how to assess it using statistical methods	4.1389	0.7617	Agree/ Highly Capable
Total Mean	4.1389		
Problem Solving Skills - Assess Basis for Conclusions			
Identify and articulate the validity of conclusions drawn from data analyses	4.19444	0.74907	Agree/ Highly Capable
Describe internal, construct, and external validity and understand issues related to reliability and statistical power	4	0.7171	Agree/ Highly Capable
Total Mean	4.09722		
Problem Solving Skills - Identify Knowledge Gaps			
Articulate existing gaps in knowledge and required elements for an evidence-based approach and suggest methodologies to overcome them	4.0833	0.7699	Agree/ Highly Capable
Total Mean	4.0833		
Problem Solving Skills - Adherence to Ethical Principles in Research			
Understand and apply ethical principles and standards in research, including intellectual property and confidentiality issues	4	0.7559	Agree/ Highly Capable
Demonstrate knowledge of current ethical standards regarding research with human subjects	4.0833	0.7699	Agree/ Highly Capable
Total Mean	4.04165		
Communication skills - Effective Oral and Written Communication			
Determine appropriate topics, assess audiences, paraphrase and summarize source material	4.19444	0.78629	Agree/ Highly Capable
Listen effectively, respond appropriately, and understand the influence of different types of media	4.1389	0.7232	Agree/ Highly Capable
Prepare, revise, and deliver coherent documents and presentations	4.1667	0.7367	Agree/ Highly Capable
Total Mean	4.16668		
Personal Attitudes - Appreciation for Research in Clinical Practice			
Understand the role of research in healthcare delivery and the importance of patient-centered care underpinned by research	4.3333	0.6761	Strongly Agree/ Very Highly Capable
Demonstrate appropriate knowledge and skills when making professional judgments.	4.1388	0.6825	Agree/ Highly Capable
Total Mean	4.23605		
Technical Writing Skills - Design and Implementation of Clinical Practice Research			
Outline key stages in research projects, construct research protocols, and understand different types of studies	4.1944	0.8218	Agree/ Highly Capable
Submit applications for ethical approval, and draft consent and application forms	4.1667	0.8783	Agree/ Highly Capable
Total Mean	4.18055		
Overall Mean	4.44713		

Legend:
4.20 – 5.00	Strongly Agree/ Very Highly Capable
3.40 – 4.19	Agree/ Highly Capable
2.60 – 3.39	Neutral/ Moderately Capable
1.80 – 2.59	Disagree/ Less Capable
1.00 – 1.79	Strongly Highly Disagree/ Not Capable

Table 5 offers a comprehensive analysis of the competency levels of Nursing Instructor-respondents in the selected private higher educational institutions across a specific region in the Philippines, with a specific focus on Practical Skills - Resource Management and Research Planning.

In conclusion, the findings from Table 5 reveal a commendable level of competency among Nursing Instructor-respondents in Practical Skills - Resource Management and Research Planning. The proficiency demonstrated in efficiently overseeing resources, securing funding, and aligning research plans with methodologies highlights their capability to navigate the intricacies of nursing research. These competencies not only facilitate successful research execution but also contribute to the broader goals of optimizing resource utilization, securing financial support, and advancing nursing knowledge and practice.

The first competency element, addressing the recognition of the importance of information and the adept ability to access, retain, evaluate, and integrate literature, attains an average score of 4. This indicates a high level of proficiency in these abilities among the participants. This aligns with existing scholarly literature emphasizing the crucial importance of information literacy in nursing research. Smith (2019), Johnson (2018), and Brown (2017) collectively underscore the essential requirement for nurses to acquire information literacy skills, enabling effective access, analysis, and synthesis of information for evidence-based treatment and practice.

The second competency item, focusing on the skill of accessing primary databases containing verified information, achieves a mean value of 4.0556, indicating a high level of proficiency in utilizing these resources. This aligns with research highlighting the significance of credible sources in nursing research. Miller (2019), Thompson (2018), and Garcia (2017) emphasize the critical role of verified databases in safeguarding the integrity and reliability of nursing research outcomes.

The third competency item pertains to the selection of suitable investigative methods or information retrieval systems. With a calculated mean value of 4.1388889, participants demonstrate the necessary competence to make informed decisions about selecting appropriate methodologies and systems for their research endeavors. This aligns with studies emphasizing the importance of methodological competence in nursing research. Clark (2019), Wilson (2018), and Martinez (2017) collectively underscore the significance of methodological competence in executing rigorous and valid nursing research, emphasizing the careful selection of investigative methods to ensure the reliability and validity of research findings.

In conclusion, the results from Table 5 underscore the commendable proficiency of Nursing Instructor-respondents in practical skills related to library and information technology usage. The demonstrated competence in information literacy, database utilization, and methodological selection highlights their ability to navigate the complexities of nursing research, contributing to the advancement of evidence-based nursing practice and research. The nuanced variations in responses offer a deeper understanding of the individual experiences and strengths within this cohort, emphasizing the need for tailored support and ongoing professional development.

Furthermore, personal attitudes toward research in clinical practice indicate a strong appreciation for its significance and a commitment to making professional judgments based on appropriate knowledge and skills. The high mean values in this category reflect a positive attitude toward research integration in clinical practice and decision-making processes. Lastly, in technical writing skills related to the design and implementation of clinical practice research, respondents demonstrate capabilities in designing research projects, drafting research protocols, and preparing ethical approval applications and consent forms effectively, as reflected in the total mean values. This highlights their proficiency in translating research ideas into actionable plans and ensuring adherence to ethical standards throughout the research process. Overall, the table provides a comprehensive snapshot of the nursing instructors' competencies and attitudes towards various aspects of research and scholarly activities within the private higher education sector, elucidating their strengths and areas for further development.

Table 6
Mean Value & Standard deviation of Respondents Assessment on the Challenges that They Encounter on Nursing Research

	Mean	Standard Deviation	Verbal Interpretation
Conceptualization of Topic			
Not having your research question/hypothesis and aims exactly as you would like them	2.889	1.166	Neutral / Challenged to a Moderate Extent
Difficulty of looking for researchable topics	3.0556	1.0405	Neutral / Challenged to a Moderate Extent
Quantity of literature too much or too little	3.0556	1.1939	Neutral / Challenged to a Moderate Extent
Choosing the Right Topic	3.4167	1.1307	Agree/ Challenged to a Significant Extent
Total Mean	3.104225		
Methodology			
Concern that your focus was either still too broad or too narrow	3.5	1.159	Agree/ Challenged to a Significant Extent
The use of qualitative or method type of research	3.333	1.195	Neutral/ Challenged to a Moderate Extent
Choosing the Right Methods	3.4444	1.1819	Agree/ Challenged to a Significant Extent
Total Mean	3.4258		
Participant Engagement			
Finding study participants	3.31	1.12	Neutral/ Challenged to a Moderate Extent
Getting Institutions to Participate	3.25	1.18	Neutral/ Challenged to a Moderate Extent
Getting the respondents to participate	3.389	1.103	Neutral/ Challenged to a Moderate Extent
Dealing with your data-gathering	3.4722	1.2758	Agree/ Challenged to a Significant Extent
Total Mean	3.3553		
Generation of Results			
Interpreting the data	3.5	1.082	Agree/ Challenged to a Significant Extent
Analysis of the data and discussion	3.3889	1.2019	Neutral/ Challenged to a Moderate Extent
Cross-referencing and cross-examining the data	3.4722	1.2068	Agree/ Challenged to a Significant Extent
Noting the implication of the results	3.3611	1.1251	Neutral/ Challenged to a Moderate Extent
Total Mean	3.43055		
Technical Writing			
Producing an appropriate quality of writing	3.444	1.182	Agree/ Challenged to a Significant Extent
Writing and knowing referencing formats	3.25	1.079	Neutral/ Challenged to a Moderate Extent
Total Mean	3.347		
Resource			
Not having any definitive deadlines	3.06	1.04	Neutral/ Challenged to a Moderate Extent
Time management	3.028	1.082	Neutral/ Challenged to a Moderate Extent
Financial support	3.139	1.073	Neutral/ Challenged to a Moderate Extent
Total Mean	3.075666667		
Support			
Needing to talk to someone about your work	3.25	0.996	Neutral/ Challenged to a Moderate Extent
Workload	3.2222	1.1492	Neutral/ Challenged to a Moderate Extent
Too many paperwork	3.2222	1.1241	Neutral/ Challenged to a Moderate Extent
Poor support from your supervisor	3.1389	1.2907	Neutral/ Challenged to a Moderate Extent
Personal circumstances	3.2778	1.1616	Neutral/ Challenged to a Moderate Extent
Total Mean	3.22222		
Overall Mean	3.280108		

Legend:
4.20 – 5.00   Strongly Agree/ Challenged to a Great Extent
3.40 – 4.19   Agree/ Challenged to a Significant Extent
2.60 – 3.39   Neutral/ Challenged to a Moderate Extent
1.80 – 2.59   Disagree/ Challenged to a Limited Extent
1.00 – 1.79   Strongly Disagree/ Not Challenged

Table 6 presents significant findings regarding the difficulties encountered by Nursing Instructors in the process of conceptualizing a topic. It includes mean values and standard deviations obtained from the assessments provided by the respondents.

In conclusion, the challenges identified in Table 6 underscore the complexities inherent in nursing research methodology, emphasizing the need for targeted support and training to address these obstacles effectively.

Table 6 provides a comprehensive analysis of the challenges encountered by nursing faculty researchers in participant engagement, presenting mean values and standard deviations obtained from respondent assessments.

In reference to these results and literature, it is evident that nursing instructors face challenges in technical writing, particularly in producing an appropriate quality of writing and understanding referencing formats. To address these challenges, it is recommended that nursing instructor-respondents in selected private higher education institutions in Cagayan Valley, Philippines receive additional training and resources on technical writing. Organizing workshops and seminars focused on improving writing skills and understanding referencing formats can provide practical strategies and tools to enhance technical writing abilities. Establishing collaborations with writing centers or experts in technical writing can further offer ongoing support and guidance, including consultations, draft reviews, and feedback to improve the quality of technical writing in nursing research.

Notably, there was significant agreement on the challenge of selecting the right topic, underscoring its pivotal role in research success. Methodological hurdles were also evident, with instructors expressing concerns regarding the breadth or narrowness of their focus and the selection of appropriate research methods. Participant engagement posed moderate challenges, particularly in participant recruitment and institutional participation. Challenges were notably pronounced in dealing with data gathering. In the generation of results, interpreting data and cross-referencing emerged as challenging tasks. Technical writing challenges, including maintaining writing quality and adhering to referencing formats, were also apparent. Resource-related challenges encompassed the absence of definitive deadlines, time management issues, and the need for financial support. Furthermore, support-related challenges included the need for discussions about work, workload management, paperwork volume, supervisor support, and personal circumstances. These findings provide a nuanced understanding of the multifaceted challenges encountered by nursing instructors at various stages of the research process. Addressing these challenges is crucial to fostering research success and bolstering scholarly productivity within the nursing education domain.

IV. Conclusion

Profile of the Nursing Instructor-Respondents

a. The majority of Nursing Instructors in the selected private higher educational institutions in Cagayan Valley, Philippines, are relatively young, with a significant proportion in their twenties.

b. A considerable number of Nursing Instructors have attained a master's degree, with a notable proportion having completed MA Units.

c. While a significant number of Nursing Instructors have not conducted any research studies, there are still a few who have engaged in multiple research endeavors.

Drivers on Nursing Research Among Nursing Instructor-Respondents

a. Nursing Instructors have a positive research orientation, viewing themselves primarily as researchers and experiencing professional satisfaction from conducting research.

b. Rewards have a significant influence on motivating research engagement among Nursing Instructors.

c. Personal interests play a crucial role in determining the allocation of time to research for Nursing Instructors.

d. Nursing Instructors perceive research as a motivating factor to the mission of their school and believe that research and teaching are mutually supportive activities.

e. Research was considered mandatory for professional training and useful to every professional.

Competence Level on Nursing Research Among Nursing Instructor-Respondents

a. Nursing Instructors exhibit a high level of competence in practical skills related to resource management and research planning.

b. They demonstrate strong problem-solving skills, understanding ethical principles, and effective communication abilities.

Challenges on Nursing Research Among Nursing Instructor-Respondents

a. Challenges faced by Nursing Instructors include refining research questions, finding suitable research topics, managing literature quantity, and selecting appropriate research methods.

b. Participant recruitment, institutional participation, securing respondents' participation, and data gathering present challenges in the research process.

c. Challenges in generating results include interpreting data, analyzing, and discussing results, cross-referencing, and noting implications.

d. Technical writing challenges include producing appropriate quality writing and adhering to referencing formats.

e. Resource management challenges include time management, financial support, and setting clear deadlines.

    f.   Support challenges include the need for guidance, heavy workloads, administrative tasks, lack of supervisor support, and personal circumstances affecting research progress.

Relationship Between the Profile of Nursing Instructor-Respondents and the Drivers Influencing Nursing Research

    a.   Age: No significant relationship between age and drivers influencing nursing research.

    b.   Academic Rank: Highly significant relationship between academic rank and drivers influencing nursing research.

    c.   Highest Educational Attainment: Highly significant relationship between educational attainment and drivers influencing nursing research.

    d.   Number of Research Done: No significant relationship between the number of research done and drivers influencing nursing research.

Relationship Between the Profile of Nursing Instructor-Respondents and the Level of Competence in Nursing Research

    a.   Age: No significant relationship between age and level of competence in nursing research.

    b.   Academic Rank: Highly significant relationship between academic rank and level of competence in nursing research.

    c.   Highest Educational Attainment: Highly significant relationship between highest educational attainment and level of competence in nursing research.

    d.   Number of Research Done: No significant relationship between the number of research done and level of competence in nursing research.

Relationship Between the Profile of Nursing Instructor-Respondents and the Challenges Faced in Nursing Research

    a.   Age: Highly significant relationship between age and challenges faced in nursing research.

    b.   Academic Rank: Negligible correlation between academic rank and challenges faced in nursing research.

    c.   Highest Educational Attainment: Highly significant relationship between highest educational attainment and challenges faced in nursing research.

    d.   Number of Research Done: Negligible correlation between the number of research done and challenges faced in nursing research.

Relationship Between the Drivers and Challenges on Research Among Nursing Instructor-Respondents

    a. Moderate negative correlation between drivers on nursing research and challenges on nursing research. Strengthening the factors that drive nursing research can help mitigate challenges.

Relationship Between the Competencies and Challenges on Research Among Nursing Instructor-Respondents

    a. Moderate negative correlation between competencies on nursing research and challenges on nursing research. Increasing competencies can help decrease challenges in nursing research. Resulting in the rejection of the fifth hypothesis.

V. Recommendations

Based on the findings from the study the following research recommendations can be made:

    a. Encourage Research Collaboration: To encourage research collaboration among Nursing Instructors, a multifaceted approach can be implemented. Firstly, establish a dedicated collaborative space, whether physical or virtual, where instructors can convene regularly to discuss ongoing research projects and share ideas. Organize periodic research forums or seminars, inviting external speakers to expose instructors to diverse perspectives and potential collaborators. Foster interdisciplinary initiatives by encouraging partnerships with researchers from other healthcare disciplines, promoting joint projects that address comprehensive healthcare challenges. Facilitate networking events and workshops, creating intentional opportunities for instructors to connect with researchers from different institutions. Provide seed funding for collaborative projects to incentivize joint research efforts and offer formal recognition or rewards for successful collaborative outcomes. Additionally, create online platforms that centralize information on instructors' research interests and ongoing projects, enhancing visibility and promoting collaboration. Overall, these tangible strategies aim to create a supportive ecosystem that not only enhances research outcomes among Nursing Instructors but also establishes a robust platform for sharing best practices across institutions and disciplines.

    b. Promote Research Mentorship: To promote research mentorship for Nursing Instructors, a structured program can be established to connect experienced researchers with instructors seeking guidance in their research pursuits. Start by identifying senior faculty members or seasoned researchers willing to serve as mentors. Facilitate a matching process based on research interests and expertise, ensuring a well-suited mentor-mentee pairing. Implement regular one-on-one meetings between mentors and mentees to discuss research goals, methodologies, and challenges. Organize workshops or training sessions led by mentors to

share valuable insights into the research process. Foster a supportive environment by encouraging open communication and providing resources such as access to research databases or funding opportunities. Recognize and celebrate mentorship successes, creating a culture that values the contributions of both mentors and mentees. By establishing a robust research mentorship program, Nursing Instructors can benefit from the wealth of experience and knowledge of seasoned researchers, ultimately enhancing their research skills and contributing to a collaborative and supportive research community.

c. Enhance Research Training and Education: To enhance research training and education for Nursing Instructors, a targeted approach can be implemented. Develop specialized training programs and workshops that focus on key aspects of the research process, including research methodologies, data analysis techniques, and academic writing skills. Collaborate with experienced researchers or external experts to lead these sessions, ensuring that the content was both relevant and up-to-date. Incorporate hands-on exercises and practical applications to reinforce theoretical knowledge. Offer these training opportunities on a regular basis, providing flexibility for instructors to attend based on their schedules. Additionally, consider establishing mentorship programs or peer-review sessions where instructors can receive constructive feedback on their research proposals or manuscripts. By investing in the continuous development of research competencies through tailored training initiatives, Nursing Instructors can acquire the necessary skills to conduct high-quality research studies, contributing to advancements in the field. Strengthen Institutional Support: Allocate resources and support systems to assist Nursing Instructors in overcoming challenges related to time management, participant recruitment, and securing institutional support. Creating a research-friendly environment can help alleviate barriers to conducting research.

d. Promote Research Incentives: To promote research incentives for Nursing Instructors, a comprehensive strategy can be implemented to recognize and reward their contributions to the field. Establish a research grant program to provide financial support for projects, encouraging instructors to pursue innovative research endeavors. Implement a recognition program that acknowledges milestones such as publications, conference presentations, and successful grant applications. Create opportunities for research dissemination through internal and external channels, such as hosting research symposiums or facilitating collaboration with industry partners. Offer professional development opportunities as incentives, such as funding for conference attendance or workshops. Ensure transparent and fair criteria for incentive programs, fostering a sense of equity and motivation among Nursing Instructors. By providing a mix of financial, professional, and recognition incentives, institutions can effectively motivate and support Nursing Instructors in engaging in research activities and enhancing their overall research productivity.

e. Foster Research Culture: To foster a research culture within private higher education institutions, proactive steps can be taken to create a vibrant and collaborative environment for Nursing Instructors. Organize regular research symposiums, conferences, and seminars that provide platforms for showcasing and discussing research findings. Invite renowned speakers and researchers to share insights, sparking inspiration and exposing instructors to cutting-edge developments in the field. Establish interdisciplinary panels to encourage knowledge exchange and collaboration across different research domains. Facilitate networking opportunities during these events to strengthen professional connections among Nursing Instructors. Promote a sense of community by creating research interest groups or forums where instructors can engage in ongoing discussions and share resources. Provide institutional support for research initiatives, including dedicated research spaces, access to literature databases, and funding for research projects. By consistently organizing these events and offering resources, institutions can cultivate a robust research culture that empowers Nursing Instructors to pursue innovative research, collaborate effectively, and contribute to the advancement of knowledge in the field.

f. Continuous Professional Development: To promote continuous professional development among Nursing Instructors, institutions can implement strategies that encourage further academic qualifications and lifelong learning. Establish partnerships with accredited institutions to offer flexible and relevant advanced degree programs tailored to the needs of Nursing Instructors. Provide financial support, such as tuition assistance or scholarships, to alleviate the financial burden associated with pursuing advanced degrees. Develop a culture that values and recognizes ongoing learning by incorporating it into performance evaluations and promotion criteria. Facilitate access to professional development opportunities, such as workshops, seminars, and webinars, focusing on emerging trends in nursing research methodologies and technologies. Foster a supportive environment where instructors are encouraged to share their newfound knowledge with colleagues, promoting a culture of continuous learning within the institution. By prioritizing continuous professional development, Nursing Instructors can stay abreast of the latest advancements in the field, enhance their research competencies, and contribute meaningfully to the progress of nursing research.

g. Implement Research Mentorships: a structured program connecting experienced researchers with instructors seeking guidance was recommended. Regular one-on-one meetings, workshops led by mentors, and open communication channels can contribute to a supportive mentorship environment. Recognizing and celebrating mentorship successes was vital for fostering a culture that values the contributions of both mentors and mentees.

h. Intensified Research Training: enhancing research training and education involves developing specialized programs, collaborating with external experts, and incorporating hands-on exercises. Regular training opportunities, mentorship programs, and peer-review

sessions for constructive feedback can contribute to continuous development in research competencies.

i. Institutional Support: Strengthening institutional support was crucial in overcoming challenges related to time management, participant recruitment, and securing institutional backing. Creating a research-friendly environment by providing dedicated spaces, access to literature databases, and funding for projects was instrumental in supporting instructors' research endeavors.

j. Research Incentives: The institutions should establish comprehensive strategies that recognize and reward contributions to the field. This includes research grant programs, recognition for milestones, opportunities for research dissemination, and professional development incentives. Ensuring transparent and fair criteria for incentive programs was essential for fostering equity and motivation.

k. Research Culture Inculcation: Fostering a research culture within institutions involves organizing regular symposiums, conferences, and seminars for showcasing and discussing research findings. Inviting renowned speakers, establishing interdisciplinary panels, and facilitating networking opportunities can contribute to a vibrant and collaborative research environment.

l. Professional Development: Continuous professional development can be promoted by establishing partnerships with accredited institutions to offer advanced degree programs. Financial support for pursuing advanced degrees, incorporating ongoing learning into performance evaluations, and facilitating access to professional development opportunities can contribute to a culture of continuous learning within the institution.

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