



Publication Perception of Faculty Researchers in a State University

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Received: 25 Nov 2022; Received in revised form: 18 Dec 2022; Accepted: 24 Dec 2022; Available online: 31 Dec 2022

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Abstract— The objective of the study is to create further insights in the level of publication Stress, Attitude and Resources Perception of faculty researchers to find out potential solutions and innovation that would help further research publication in Kalinga State University. This is necessary, as variations in ranks and experience could indicate the necessity for different interventions. The Publication Pressure Questionnaire was used to measure perceived publication pressure in researchers which consists of three subscales covering Stress, Attitude and Resources. The findings in the study suggest that respondents are optimistic about publishing in their field, and has access to multiple supporting resources as reflected in their subscale scores but perceive their level of performance as overall unsatisfactory. It is revealed that faculty researchers who holds higher ranks have lower attitude and resources perception scores but have higher rate in performance. They have equal level of perceived stress attitude and resources across experience but those who have more experience tend to do better in research. To improve the faculty researcher's performance, the University is recommended to come up with a thorough plan and program intervention taking into consideration the rank and experience of the faculty researchers to improve their research and publication skills and productivity.

Keywords— Publication, Stress, Attitude, Resources, Perception.

I. INTRODUCTION

Background of the Study

It is extensively recognized that the qualities expected of a university lecturer are diversified and append a fitting personality, efficient teaching abilities, research ability, rich knowledge, good skills for classroom management and communication, and professional commitment.

Universities have a major role in information generation since a major part of scientific and technical publications are from the universities. Anderson (1978). Research performance is a multi-disciplinary concept, which cannot be summed up in a sole comprehensive measure and remains to be one of the important criterion in the World University Ranking. Gamuza (2019).

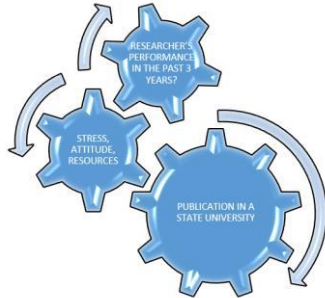
Thus, research development, extension, and training are major functions of the Kalinga State University (KSU) necessary for the generation, adoption

and commercialization of appropriate technologies by clients such that the latter may eventually, by themselves, achieve development and inclusive growth. (KSU RDE Manual) It has for its legal bases the provision of the Philippine Constitution that the State recognizes the importance of science and technology in national development. Thus, it provides that the State shall regulate the transfer and promote the adaptation of technology from all sources for the national benefit. It shall encourage the widest participation of private groups, local government and community-based organizations in the generation and utilization of service and technology.

A popular productivity indicator of the R&D is the quantity of publications generated by the faculty and the citations these publications receive. Recognition of academic researchers are now measured by number of publications and citations garnered. Buena-Casal.G (2014). Thus it has become a pressure to publish while realizing instructor and administration duties. Carpenter (2014).

However, in the study of Van Dalen (2012) it turns out that publication pressure negatively affects the orientation of demographers towards policy and knowledge sharing. Thus this study.

Conceptual Framework



According to Republic Act 7722, “An Act Creating the Commission on Higher Education.”, a university is characterized as a Research and Development laboratory thus making it imperative for Higher Education Institutions to become platforms for research and development.

In the pursuit of the Commission on Higher Education to craft workable research innovations and extension systems in Philippine higher education, CHED Memorandum Order (CMO) No. 52 Series of 2016 was issued. This CMO presents pathways that will support the development and articulation of the new innovation and research eco system in Philippine higher education, namely, Pathways to Equity, Pathways to Relevance and Pathways to Advancement.

Under Pathways to Advancement, CHED is mandated to initiate mechanisms to motivate, reward and recognize the work of Philippine HEI researchers and extension specialists. It was indicated that it is important to understand and segment Philippine HEI based researchers to steer public resources and investments in HEI-based research and innovation, effectively develop a pipeline of human resources in research and innovation and to sustain research careers in Philippine HEI's.

Numerous studies both local and international have been conducted to study Publication pressure among medical professionals, graduate school students, SUC managers and faculty researchers. However, there is no research conducted in Kalinga State University that seeks to find out the publication pressure by looking into the Stress, Attitude and Resources Perception of its faculty researchers across sex, rank and years of teaching experience.

The study strives to appraise faculty researchers' Stress, Attitude and Resources Perception on Publication in Kalinga State University, regardless of their sex, rank,

years of teaching experience vis a vis their performance in the past three years. This is necessary, as these variations could indicate the necessity for different interventions. This may create further insights in the kind of publication Stress, Attitude and Resources Perception to find out potential solutions.

Statement of the Problem

This study aims to know what is the level of faculty researchers' Stress, Attitude and Resources Perception on Publication in Kalinga State University.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of the following?
 - a. Sex
 - b. Academic Rank
 - c. Years of Experience
2. What is the level of perception of the faculty researchers' in terms of the following?
 - a. Stress
 - b. Attitude
 - c. Resources
3. What is the level of performance of the faculty researcher in the past 3 years?
4. Is there significant relationship in the Stress, Attitudes and Resource perception of the faculty researchers when grouped according to profile variables?

Hypothesis:

***Ho:** There is no significant relationship in the Stress, Attitudes and Resource perception of the faculty researchers when grouped according to profile variables.*

Objectives of the Study

The objective of the study is to create further insights in the level of publication Stress, Attitude and Resources Perception of faculty researchers to find out potential solutions and innovation that would help further research publication in Kalinga State University.

Significance of the Study

KSU Administration

The results and recommendations of the study will serve as basis for Kalinga State University's Enhanced Research Training and Development Program

This study will benefit the researcher to better understand the faculty researchers' Stress, Attitude and Resources Perception on Publication in Kalinga State University, regardless of their sex, rank, years of teaching

experience vis a vis their performance in the past three years.

Future Researcher

Results of this study will serve as secondary source of information for those intending to carry out further study related the present study.

Scope and Delimitation of the Study

All faculty researchers in Kalinga State University, regardless of their sex, rank, years of teaching experience, field of expertise and the number of researches published.

II. REVIEW OF LITERATURE

Research is a strong handmaid of the state not just in improving the people's lives in the community but also for national development. Recent studies have a strong foundation on incorporating new research programs for the purpose of community partnerships Epstein and Sheldon (2006)

Nowadays "there is no science without being published", as it corresponds to the permanent record of our research, reputation and "immortality" and to not publish may suggest that the author is not committed to sharing knowledge and, in some cases, wishes to avoid scientific discussion with peers. Dinis-Oliveira (2015).

Individual who has made a significant contribution to the intellectual content of a manuscript can reasonably claim a right to authorship. It is the "coin of the realm" that "buys" tenure and promotion as well as funding of research proposals. Bird(2006).

Impact Factors has become the pervasive arbiter of scientific careers for those who apply for positions and fellowships.

Gannon (2000).

There is a significant pressure exerted on researchers to produce publications. The number of publications, authorship order and journal impact factor were important factors for performance reviews and promotion at academic and non-academic institutes.

Promotion and tenure are the rewards for faculty who successfully allocate their time among their various areas of responsibility. Conflicting pressures for publication, good teaching, service to the university and to the non-university community, and demands of personal lives limit the time that any one area receives Cox, Boze, and Schwendig(1987).

Findings suggest that the current publication culture leads to negative sentiments, counterproductive

stress levels and, most importantly, to questionable research practices. Tijdink (2016).

Stress surveys in U.K. and Australian universities demonstrated high occupational stress levels among faculty. The results warrant consideration of contemporary academic work by both academic staff associations and university administrations with respect to the implementation of changes in policies and procedures that might lead to reductions in work-related stress and strain. Boasandand Morin (2016).

DEFINITION OF TERMS

Attitude. It is a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior.

Cross-sectional study. Involves looking at data from a population at one specific point in time.

Impact Factor. It is a scientometric index calculated by Clarivate that reflects the yearly average number of citations that articles published in the last two years in a given journal received.

Pressure. It is the use of persuasion, influence, or intimidation to make someone do something.

Publication. The act or process of publishing.

Quantitative research. It is referred to as the process of collecting as well as analyzing numerical data. It is generally used to find patterns, averages, predictions, as well as cause-effect relationships between the variables being studied.

Research Project. It is an inquiry or investigation directed at acquiring new or additional knowledge/information about a certain topic.

Research. Is the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

Resources. It is a stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively.

Stress. It is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress is your body's reaction to a challenge or demand.

Study. This refers to the basic unit in the investigation of a particular researchable problem with predetermined objectives to be accomplished within a specific time frame.

III. METHODOLOGY

The locale of the Study

The study was conducted in the three campuses of Kalinga State University located at Dagupan and Bulanao Tabuk City and Rizal Kalinga.

Research Design

The research method of this study is quantitative and cross sectional since it will involve primary data collection using a questionnaire, and numbers; and the findings will be presented in the form of graphs and tables, to communicate a discernment of reliable and unbiased research Denscombe (2003).

Respondents/informants/research participants

The target population of this study included all faculty researchers in Kalinga State University. There were no inclusion or exclusion criteria based on ranks, years of teaching experience, field of expertise and the number of researches published.

The 67 sample respondents were derived from the total number of 217 teaching employees in Kalinga State University. The study was conducted in the emergence of Covid 19, thus the faculty members are on Work from Home Arrangement wherein some faculty members who have co morbidities were not required to report physically and the rest are only required to work on an alternative weekly basis thus convenience sampling was resorted to by the researcher.

Out of the 67 respondents, 8 respondents answered through the google forms. 59 printed questionnaires were floated and the surveys containing 4 blank responses were treated as respondent's withdrawal from the study and were not included in the analysis.

Instrumentation

The survey instrument used is the revised Publication Pressure Questionnaire by Haven, de Goede, Tijdink, and Oort, (2019) it is comprised of three sections; demographic questions of which the researcher added the level of performance of the faculty researcher in the past 3 years based from the University target.

The Publication Pressure Questionnaire is a validated and reliable survey instrument to measure perceived publication pressure in academic researchers. It consists of three subscales each with six items scored on a 5-point Likert scale from "Totally Disagree (1)" to "Totally Agree (5)". The score for each subscale is calculated by taking the average of the six items, which includes protective and risk factors within the subscale. There are six items inserted over the eighteen items that are protective factors that decreases perceived publication pressure as opposed to the risk factors that increases publication pressure. To warrant consistency,

the protective factors were recorded inversely before subscale cores were calculated. Haven, de Goede, Tijdink, and Oort, (2019)

The Publication Stress subscale represents the stress associated with feeling compelled to publish research frequently. The Publication Attitude subscale reflects a researcher's outlook on publication, be it optimistic or pessimistic. The Publication Resources subscale includes factors such as supportive colleagues and academic freedom which can decrease pressure associated with publishing

If someone scores close to 5.00 across all three subscales, that indicates they are experiencing high publication-related stress, have a pessimistic view of publishing, and have limited access to resources. Conversely, a researcher with subscale scores close to 1.00 experiences little publication-related stress, is optimistic about publishing in their field, and has access to multiple supporting resources.

The level of performance was culled out from the targets set forth by the University and the rating scale was adopted from the Kalinga State University's Strategic Performance Management System Handbook.

Data Gathering

The survey questionnaire in google form was posted on the official Facebook page of Research and Extension Publication and Information Center and on the Kalinga State University Research and Extension group chats. The Research Chairpersons of the different programs were also instructed to disseminate the link for the google form version of the questionnaire. Additionally, the researcher printed and distributed hardcopy of the questionnaires to faculty research participants.

Data Analysis

All the data gathered from the participants was collected and systematically tabulated. Quantifiable data was translated into descriptive statistical values, which served as the basis in drawing interpretations and conclusions.

The following statistical methods was employed:

- 1) Frequency and percentage to describe the participants' profile.
- 2) Mean scores for each Publication Pressure Questionnaire and Level of Performance were calculated.

Mean	Interpretation	
	Publication Pressure Questionnaire	Level of Performance
4.20-5.00	Totally Agree	Outstanding Performance exceeding targets by 30% and above of the planned targets
3.40-4.19	Agree	Very Satisfactory Performance exceeding targets by 15% to 29% of the planned targets
2.60-3.39	Neutral	Satisfactory Performance exceeding targets accomplished to 14% of the planned targets
1.80-2.59	Disagree	Unsatisfactory Performance of 51% to 99% of the planned targets
1.00-1.79	Totally Disagree	Poor Performance failing to meet planned targets by 50% or below

3) Spearman rank correlation to see whether the rank, years of experience, attitude, stress perception and level of performance covary; whether, as one variable increases, the other variable tends to increase or decrease.

4) Chi square to compare sex, experience, attitude, stress perception and level of performance and to see if they are related.

Limitation of the Study

The samples used in this research were convenience samples from faculty researchers who are present and can access the questionnaires via a google form. The results for this study were interpreted with particular caution because of this. Small sample sizes are known to yield statistical results that are less widely generalizable to other groups Trevino (1992). Because of this, they may not be representative of the populations under study. Readers should hence approach the current findings and conclusions with caution.

The design of the current research was cross-sectional, which means that the data were gathered at one

specific point in time only. No pre- and post-event testing was used, and nor were longitudinal processes evaluated.

Because a quantitative methodology was used, it was not possible fully to explore the problems encountered and issues underlying publication in the University.

IV. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data in chronological order based on the statement of the problem. For a better understanding of readers, data were presented in tabular form. After each table, analysis and interpretation follow.

PROFILE OF THE RESPONDENTS

Table 1. SEX

Sex	Frequency	Percentage
Female	41	65.08
Male	22	34.92
Total	63	100

Table 2. ACADEMIC RANK

Academic Rank	Frequency	Percentage
Instructor	37	58.73
Assistant Professor	13	20.63
Associate Professor	10	15.87
Professor	3	4.76
Total	63	100

Table 3. YEARS OF TEACHING EXPERIENCE

Years of Teaching Experience	Frequency	Percentage
Newbie (0-5 years)	21	33.33
Early career(6-10)	22	34.92
Mid-Career(11-15)	14	22.22
Senior (16 above)	6	9.52
Total	63	100

As seen in Table 1. There are 63 total respondents to the survey, of which 41 are female and 22 are male. More than 50 percent of the respondents are Instructors, twenty percent are assistant professors, 15 percent associate professors and less than 5 percent are professors. The respondents were stratified by years of teaching

experience, determined by the number of years after the start of their first year of teaching in a State University. Faculty members who are either newly hired or who have 0 to five years of teaching experience were labelled as newbies, those with at least six to ten years teaching experience as early career, mid-career for those who have eleven years to fifteen years teaching experience and senior for those who have gained more than sixteen years of experience in the academe as teachers.

LEVEL OF PERCEPTION OF THE FACULTY RESEARCHERS

Table 4. STRESS SUBSCALE

Stress subscale	Mean	Descriptive Scale
1. I experience stress at the thought of my colleagues assessment of my publications output.	2.21	Disagree
2. I feel forced to spend time on my publications outside office hours.	2.11	Disagree
3. I cannot find sufficient time to work on my publications.	1.86	Disagree
4. I have no peace of mind when working on my publications.	1.90	Disagree
5. I can combine working on my publications with my other tasks.	3.83	Agree
6. At home, I do not feel stressed about my publications	3.71	Agree
Weighted mean	2.62	Neutral

Writing for scholarly publications is considered a crucial dimension of academic work, and has increasingly caused anxiety and induced stress on scholars. Lee, 2014

However, the respondent faculty researchers of Kalinga State University perceive Stress on publication as Neutral. They disagree on the statement that their experience stress at the thought of their colleague's assessment of their publication outputs. They also don't feel the pressure of being forced to spend time on their publication outside office hours and that they find sufficient time to work on their publications. With a mean score of 1.90 it appears that the respondent researchers have a peace of mind when working on their publications. It was also reflected that they can combine their publications and other tasks that are assigned and they

does not feel stress about their publications which can be considered as an advantage to the university because faculty members are found induced to slight activities such as teaching, advising and community services causing their institutions to drift away from important parts of their higher education mission because of the current trend in the academe public or perish Backes-Gellner, and Schlinghoff (2008)

The result of the survey is opposed to the findings of Kinman and Jones (2008) which states that academic work has become comparatively stressful in several countries and that of Miller, Taylor and Bedeian (2011) which indicates that faculty are significantly feels great pressure to publish.

Table 5. ATTITUDE SUBSCALE

Attitude subscale	Mean	Descriptive Scale
1. The current publication climate puts pressure on relationships with fellow-researchers.	2.32	Disagree
2. I suspect that publication pressure leads some colleagues (whether intentionally or not) to cut corners.	2.38	Disagree
3. In my opinion the pressure to publish scientific articles has become too high	2.20	Disagree
4. My colleagues judge me mainly on the basis of my publications.	2.60	Neutral
5. Colleagues maintain their administrative and teaching skills well, despite publication pressure.	3.10	Neutral
6. Publication pressure harms science.	2.27	Disagree
Weighted mean	2.49	Disagree

Overall, the respondents disagreed with the statements under the attitude subscale with a mean of 2.49. The publication climate in the University does not seem to put pressure on their relationship with their fellow researchers which is contrary to the findings in the study of Anderson, Ronning, De Vries, and Martinson (2007) that competition among scientists for funding, positions and prestige, among other things, is often seen as a salutary driving force in research.

The faculty researchers of Kalinga State University neither suspect that publication pressure lead some of their colleague to cut corners nor believe that the pressure to publish scientific articles became too high thus

harming science. They are however neutral on whether they think their colleagues judges them mainly on the basis of publication and whether their colleagues maintain their administrative and teaching skills well despite publication pressure. This is also inconsistent with the findings of Tijdink et al (2016) which suggest that the current publication culture leads to negative sentiments, counterproductive stress levels and, most importantly, to questionable research practices among junior and senior biomedical scientists.

Table 6. RESOURCE SUBSCALE

Resources subscale		
1. When working on a publication, I feel supported by my co-authors.	2.64	Neutral
2. When I encounter difficulties when working on a publication, I can discuss these with my colleagues.	2.63	Neutral
3. I have freedom to decide about the topics of my publications.	2.95	Neutral
4. When working on a publication, many decisions about the content of the paper are outside my control.	2.60	Disagree
5. I cannot cope with all aspects of publishing my papers.	2.20	Disagree
6. I feel confident in the interaction with co-authors, reviewers and editors.	2.77	Neutral
Weighted mean		

The faculty researchers are generally neutral on their resource perception on publication, as reflected in the table above, they only disagreed on the statements that many decisions about the content of the paper are outside their control and that they cannot cope with all aspects of publishing their papers. They were neutral on everything else, such as their feeling of being supported by their co-authors, their freedom to decide about the topics of my publications and their confidence when it comes to interacting with their co-authors. These results are consistent to the study of Anderson, Horn, et.al., (2007) which finds that mentoring has the potential to influence behavior in ways that both increase and decrease the likelihood of problematic behaviors and that colleagues

maintain their administrative and teaching skills well, despite publication pressure Melguizo and Strober (2007)

LEVEL OF PERFORMANCE OF THE FACULTY RESEARCHER IN THE PAST 3 YEARS

Table 7. LEVEL OF PERFORMANCE OF THE FACULTY RESEARCHER IN THE PAST 3 YEARS

Performance variable	Mean	Descriptive Scale
Completed Research	2.72	Satisfactory
National recognition	1.22	Poor
Conference presentations	2.64	Satisfactory
International recognition	1.21	Poor
Number of publications	2.56	Unsatisfactory
Article citations	1.21	Poor
Creative works	1.14	Poor
Weighted mean	1.81	Unsatisfactory

As seen in the table above, the faculty researchers perceive their performance as overall unsatisfactory. The respondents rated themselves a satisfactory in terms of completed research and conference presentations with mean scores of 2.72 and 2.64 respectively, equivalent to performance that exceeds the targets by more than 14%. They find their performance on the number of publications as unsatisfactory or that they were only able to publish their 51% to 99% researches of the planned targets. Because they feel that they failed to meet planned targets by 50% or below, Lastly, the faculty researchers perceive their performance as poor on National recognition, Article citations and on Creative Works.

The Satisfactory rating of the respondents in their level of performance is congruous to their ability to find sufficient time to work on their publication and that capacity to combine working with their publications and other tasks assigned as perceived in the stress subscale. Undeviating from the findings of Ito and Brotheridge(2007) that the amount of time that individuals invested in research activities predicted their level of research productivity.

STRESS, ATTITUDES, RESOURCE PERCEPTION AND PERFORMANCE BY SEX

Table 8. STRESS, ATTITUDES, RESOURCE PERCEPTION AND PERFORMANCE BY SEX

	ATTITUDE		RESOURCE		STRESS		PERFORMANCE	
	Mean	Std	Mean	Std	Mean	Std	Mean	Std
Female	0.71	2.54	0.78	2.60	0.47	1.41	0.64	0.71
Male	0.76	2.80	0.74	2.80	0.47	1.36	0.53	0.76

Table 9 Relationship between respondent's sex and level of stress, resources and attitudes and their performance.

Sex vs Dep. Var	Chi-square	df	p	
Attitude	5.09	3	0.16506	ns
Resources	3.91	4	0.41831	ns
Stress	1.29	3	0.73194	ns
Performance	1.30	3	0.72912	ns

Ns-not significant

Notes: the variables are not significantly related

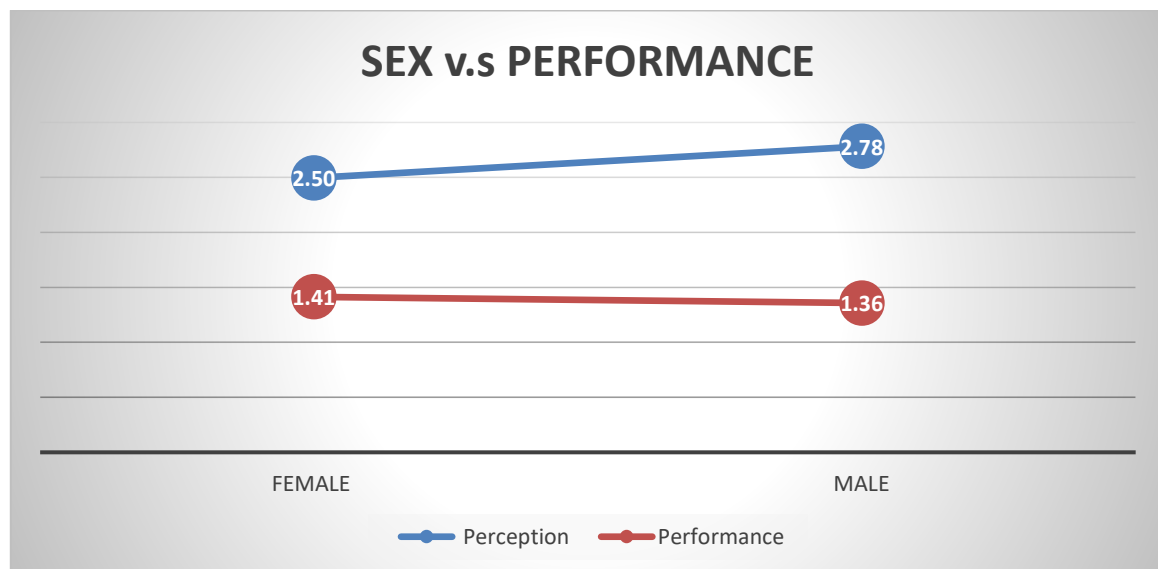


Fig. 1. SEX vs. PERFORMANCE

The respondents are comprised of 65.08 percent of female and 34.92 mal. But as presented in table 9, no significant difference was found between gender in terms of stress, attitude, resource perception and performance. This is despite the confirmed presence of significant

differences in productivity between men and women (Abramo, G., D'Angelo and Caprasecca (2009)).

STRESS, ATTITUDES, RESOURCE PERCEPTION AND PERFORMANCE BY RANK AND TEACHING EXPERIENCE

Table 10. STRESS, ATTITUDES, RESOURCE PERCEPTION AND PERFORMANCE BY RANK

	ATTITUDE		RESOURCE		STRESS		PERFORMANCE	
	Mean	Std	Mean	Std	Mean	Std	Mean	Std
Instructor	2.63	0.69	2.74	0.73	2.74	0.39	1.11	0.21
Assi Prof	2.49	0.59	2.35	0.63	2.52	0.49	1.48	0.39
Asso Prof	2.48	0.92	2.92	0.91	2.40	0.60	1.78	0.53
Prof	1.22	0.19	1.60	0.53	2.33	0.50	3.33	0.29

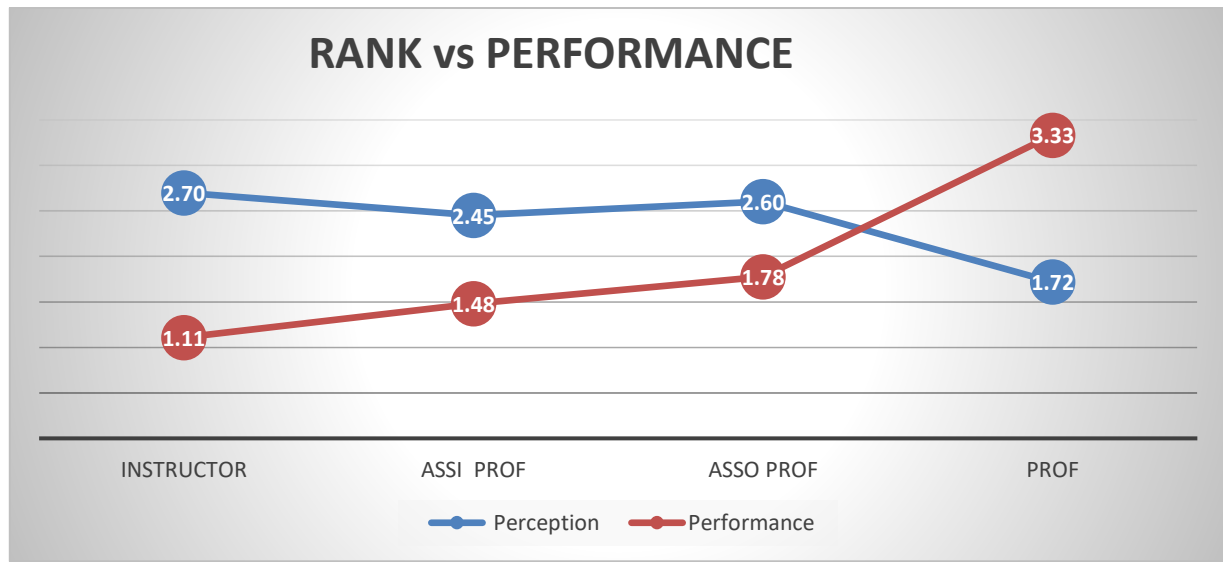


Fig.2. RANK vs PERFORMANCE

Table 11. STRESS, ATTITUDES, RESOURCE PERCEPTION AND PERFORMANCE BY YEARS OF EXPERIENCE

	ATTITUDE		RESOURCE		STRESS		PERFORMANCE	
	Mean	Std	Mean	Std	Mean	Std	Mean	Std
Newbie	2.49	0.71	2.80	0.74	2.74	0.38	1.13	0.25
Early	2.76	0.64	2.47	0.76	2.66	0.46	1.19	0.31
Mid	2.18	0.70	2.76	0.80	2.40	0.57	1.72	0.51
Senior	2.19	1.09	2.31	0.88	2.54	0.43	2.33	1.12

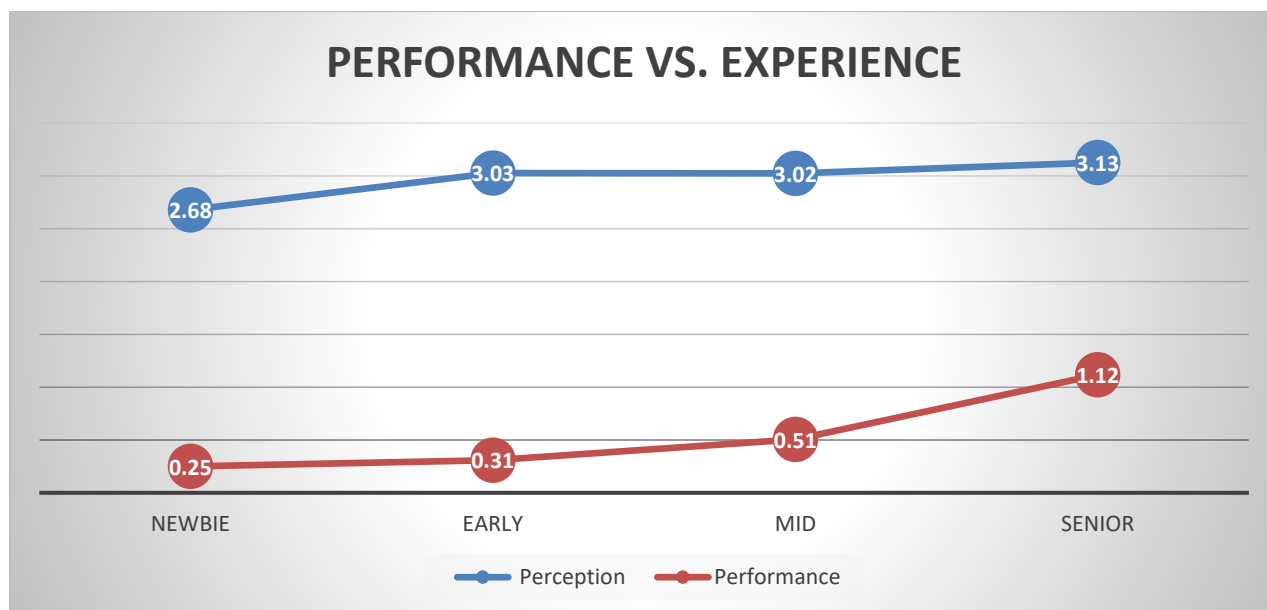


Table 12. Spearman Rank Order Correlations

Profile vs Dep var	Valid N	- Spearman - R	t(N-2)	p-value	
Academic Rank & Stress	63	-0.29	-2.33	0.02311	*
Academic Rank & Attitude	63	-0.25	-2.02	0.04739	*
Academic Rank & Resources	63	-0.16	-1.23	0.22247	ns
Academic Rank & Performance	63	0.69	7.47	0.00000	**
Years of Teaching Experience & Stress	63	-0.23	-1.87	0.06563	ns
Years of Teaching Experience & Attitude	63	-0.14	-1.13	0.26483	ns
Years of Teaching Experience & Resources	63	-0.14	-1.07	0.28740	ns
Years of Teaching Experience & Performance	63	0.59	5.67	0.00000	**

*-significant at 0.05

**-significant at 0.01

ns-not significant

The Academic rank significantly affects (negative relation) the level of stress and attitudes of the respondents. Meaning, the higher the rank the lower the stress, and attitude perception. In consonance with the findings of Tijdkink, Vergouwen, and Smulders (2013) the number of years of professorship was significantly related with experiencing less publication pressure.

It is also revealed in this study that, that there is a direct relationship between the respondents' academic rank

and performance in research writings. However, the experience does not influence the level of stress, attitudes and resources of the respondents but it is significantly related to their performances. This implies that those who have more years of teaching experience tend to do better in research. The reason behind can be associated by the findings in the study of Cox (1991) which indicates that experience is inversely related to the amount of effort allocated to research taken singularly.

STRESS, ATTITUDES AND RESOURCE PERCEPTION BY PERFORMANCE

Table 13. STRESS, ATTITUDES AND RESOURCE PERCEPTION BY PERFORMANCE

	r(X,Y)	r ²	t	P	
(Y)Performance vs X					
Attitude	-0.40	0.16	-3.45	0.0010	**
Resources	-0.24	0.06	-1.97	0.0534	ns
Stress	-0.37	0.14	-3.11	0.0028	**
**-significant at 0.01		ns-not significant			

V. SUMMARY

The researcher received 63 complete responses to the survey, 41 females and 22 males. There are 37 instructors, 13 assistant professors, 10 associate professors and 3 are professors. 21 are newbies, 22 on their early career, 14 on their mid-career and 6 are considered senior.

It is found that the respondents have a neutral perception on stress and resources and an overall rating of disagree on attitude perception scale. It can be inferred that faculty researchers of Kalinga State University do not experience stress at the thought of their colleague's assessment of their publication outputs. They also don't feel the pressure of being forced to spend time on their publication outside office hours and that they find sufficient time to work on their publications.

The respondent researchers have a peace of mind when working on their publications and are able to combine their publications and other tasks that are assigned without feeling stressed about their publications.

The publication climate in the University does not seem put pressure of their relationship with their fellow research. The faculty researchers neither suspect that publication pressure lead some of their colleague to cut corners nor believe that the pressure to publish scientific articles became too high thus harming science.

In terms of their resource perception, they are neutral in terms of the support obtained from their co-authors and colleagues, freedom to decide on publication topics and confidence in their interactions with co-authors, reviewers and editors.

However, the faculty researchers perceive their performance as overall unsatisfactory. They rated themselves a satisfactory in terms of completed research and conference presentations but they find their performance on the number of publications as unsatisfactory and perceive their performance as poor on National recognition, on Article citations and on Creative Works.

No significant difference was found between gender in terms of stress, attitude, resource perception and

performance. The Academic rank significantly affects the level of stress and attitudes of the respondents but not in resources. Also, there is a direct relationship between the respondents' academic rank and performance in research writings. It can be seen that as the rank ascends, the level of performance increases.

However, experience does not influence the level of stress, attitudes and resources of the respondents but it is significantly related to their performances. This means that those who have more years of teaching experience tend to do better in research.

VI. CONCLUSION

Altogether, the researcher documented the publication pressure in terms of stress, attitude and resources as perceived by the faculty researchers of Kalinga State University across sex, academic rank and years of experience.

The findings in the study suggest that the faculty researchers of Kalinga State University are optimistic about publishing in their field, and has access to multiple supporting resources as reflected in their subscale scores.

The male and female faculty members perceive stress, attitude and resources at almost the same level and their performance are comparable. In terms of attitude and resources perception, faculty researchers who holds higher ranks have lower perception but have higher rate in performance. It is also revealed that faculty researchers have equal level of perceived stress attitude and resources across experience but those who have more experience tend to do better in research.

VII. RECOMMENDATION

The objective of the study is to create further insights in the level of publication Stress, Attitude and Resources Perception of faculty researchers to find out

potential solutions and innovation that would help further research publication in Kalinga State University.

It is found that variations in rank and years of experience affects performance in research thus indicates the necessity for different interventions. To improve the faculty researchers of performance, the University is recommended to come up with a thorough plan and program intervention that would motivate the faculty researchers to improve their research and publication skills through the following intervention:

1. Assess the needs of the faculty through mandatory participation in a needs assessment survey.
2. An outline of training/seminar topics based on the results of the needs assessment and taking into consideration the rank and experience of the faculty researchers should be developed which shall be the basis in the formulation of the faculty research development program.
3. Come up with a system to give priority to those faculties who preferred the specific topic in the selection of participants for the in-service training in research
4. Emphasis should be given to the need of the improvement of Article Citation and researches that will yield to creative works.
5. Faculty researchers must be well-informed not just about research topics but also about the policies and procedures as well as the research incentives and assistance for National and International Presentations.
6. Development of a research portfolio of faculty researchers must be introduced in order to challenge them to further their careers in research.
7. Close monitoring of their skills training in research and their achievements must be considered.
8. Further studies should be conducted to address the limitation of the study on the adequacy of the sample, data collection and analysis.

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