

- B. Equipping the instructors with the essential background in researching to make them actively engage in research. Instructors will be provided with the technical-know-how and guidelines for writing and publishing a research output. The seminar-workshop will give special attention to problems and challenges related;
- C. Conduct of research capability building seminar-workshop to solve the low level and interest of instructors in research. Capability training should include but not be limited to: the research agenda, identification of research problems, research format, etc.;
- D. Developing a clear understanding of the change to which the instructor or college and the college's research program is hoping to contribute to better design, implementation, and evaluation.
- E. Develop research-friendly environment: and examine the incentives and constraints influencing the production of high-quality research and its use by policymakers, especially the Commission on Higher Education Research Agenda and the National Higher Education Research Agenda (NHERA – 2).

Conclusions

The study provides a scale to measure teachers' engagement and non-engagement in research. Based on the Cronbach's alpha coefficients results, the tools in both Instructors' Engagement and Non-Engagement in Research possessed a very high level of reliability and construct validity. Therefore, the instrument can be useful in assessing the level of instructors' engagement and non-engagement in research. It can be utilized by the research directors, vice presidents for administration and academics, dean of graduate schools, CHED personnel, researchers, and instructors in assessing the levels of both the instructors' engagement and non-engagement in research. It is suggested that the newly developed scale be retested for confirmatory factor analysis to validate the items further.

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