American Journal of Multidisciplinary Research & Development (AJMRD)
Volume 04, Issue 06 (June - 2022), PP 13-21
ISSN: 2360-821X
www.ajmrd.com

Research Paper **Open Access**

IMPLICATION OF A PHILIPPINE UNIVERSITY RESEARCH CULTURE TO STUDENTS' ACADEMIC PERFORMANCE: A NON-EXPERIMENTAL DESCRIPTIVE CORRELATIONAL APPROACH

KINGIE G. MICABALO[1], WINNIE MARIE T. POLIQUIT[2],ESTELA V. IBANEZ[3], FIDELIA M. COMAR[4], DORCAS C. REVILLAS[5]

[1]*D.BA. College of Business and Accountancy, University of Cebu, Mandaue City, Philippines*
[2]*D.BA. College of Business and Accountancy, University of Cebu, Mandaue City, Philippines*
[3]*Professor, College of Technology,Lapu-Lapu City College, Lapu-Lapu City, Philippines*
[4]*Professor, College of Technology,Lapu-Lapu City College, Lapu-Lapu City, Philippines*
[5]*Professor, College of Technology,Lapu-Lapu City College, Lapu-Lapu City, Philippines*

ABSTRACT: The study aims to establish the extent of the department's research culture and how it affects students'academic performance. The investigation study formulates an aggregate of 200 student-respondents on thesnowball sampling technique in information gathering in a non-experimental descriptive-correlation researchdesign. The findings revealed that the department has imposed and followed the proper procedures for executingnecessary actions to provide a high-quality research output. The institution has set a positive example by requiringa productive research output from the department. The curriculum design establishes an effective process andprocedures. However, teachers involved in the process do not perform up to the extent of the students' expectations.The study further revealed that a pervasive research culture positively impacts students' academic achievement.Statistically, departmental research activities, institutional programs, and research curriculum design majorlyimpact students' academic performance, while each variable has a different set of styles, emphasis, andcontributions. The study concluded that research culture embodied through the department, institutions, andresearch curriculum designs can significantly influence and impact students' academic performance. Additionally,different courses in the College of Business and Accountancy have different performances when influenced by its'research culture, which suggests that there is a need to intensify and elucidate the importance of having an efficientand effective research culture to enhance teaching methodologies and learning experiences among students.

Keywords: Research culture, academic performance, non-experimental descriptive correlation, Mandaue City,Philippines

I. INTRODUCTION

The way we evaluate, support, and reward quality in research, acknowledge various contributions to research activity and promote different career trajectories are all part of research culture. An organization's approach to research integrity, including official and informal ethics, standards, protocols, and regulations that researchers follow in their environment, is an integral part of research culture (Anderson et al., 2013).

Faculty members should be aware of and actively participate in developing knowledge, as research is a significant function of higher educational institutions. Recognizing this challenge, the Philippine Commission on Higher Education (CHED) has been "pushing zealously for a stronger research orientation among HEIs," resulting in the 1996 publication of the National Higher Education Research Agenda (NHERA), which "articulated the goals of higher education research as well as its mechanics, and the concrete steps to realize its goals (Narbarte, 2018).

Enhancing research culture does not necessitate a significant amount of time or money. Integrity-related reforms have improved the research culture of organizations all across the world. These range from simple strategies like establishing informal communication channels to foster a supportive environment and acknowledging triumphs and "failures" to incorporating research integrity into institutional culture and requiring research leaders and senior administrators to lead by example (McRoy et al., 2012).

Student research is highly valued in universities in the Philippines, as evidenced by the prominent role of theses or extended written work at the end of many programs, as well as the more general benefits of incorporating research-based learning into a curriculum to develop higher-order learning that would have a significant impact on students' academic performance.

Establishing a research culture was closely followed at the University of Cebu College of Business and Accountancy; however, a positive outcome and impact on students' academic performance must be highlighted. Because college students are unfamiliar with this subject, guidelines, policies, and tactics must be devised to help them. According to Jiranek (2010), understudy research's beneficial and practical conclusion is becoming increasingly important for students, managers, colleges, and funding agencies alike. Finally, research is critical to our globalized society's economic and social development; information generated by research is the foundation of the rational turn of events, which necessitates that information be used for advancement, converted into applications, and shared to ensure far-reaching benefits (Kearney, 2016).

In light of these findings, it is fair to ask, "Has academia genuinely absorbed and established a research culture?" How do the study's location's institutional research policies foster the establishment of research culture among its academic members? According to faculty researchers, what role do some equally important personal and organizational characteristics play in developing a research culture in the institution? Moreover, how well do the institution's trifocal functions collaborate in developing a research culture among its academic members?"

Few studies examine how research culture influences students' academic performance. There appears to be a gap in the literature on the research culture they are immersed in or the research culture they aspire to build.

The researchers in the academe will determine the level of research culture and its impact on students' academic performance in the College of Business and Accountancy. They handle research subjects and business management disciplines in the presented conditions. The analysts will choose to offer an action plan to increase the department's work in achieving an efficient and thriving research culture that has substantial implications for student academic achievement, as recommended by the study.

II. FRAMEWORK

The research was based on Program Theory, which provided the correct picture of how change occurs and how to improve execution. The Program Theory explains how to build, communicate with, and apply program hypotheses thoughtfully and deliberately to suit a particular situation. Program hypothesis is critical from needs assessment to intervention design, from use to results evaluation, from strategy definition to strategy implementation and evaluation (Funnell& Rogers, 2011). A program hypothesis collects explicit or specific suspicions by partners regarding what activity is required to address a social, educational, or medical problem and how the difficult will react to this activity (Chen, 2012).

Regardless of whether specific, the program hypothesis designs partners' prescriptive suspicions and illustrated suppositions of secret projects. The change model, or expressive presumptions, manages how causal cycles foresee accomplishing program goals. Prescriptive presumptions, also known as activity models, are concerned with the steps taken in a program to get desirable results. The program hypothesis employs the activity and change models to address logical factors and arrange and use provides keen on partners (Donaldson, 2012).

Masterminds workforce, assets, settings, and supportive associations arrive at a goal by gathering and delivering mediation administrations, as outlined by the Action Model. The following components make up the activity model: 1) executing an organization that surveys, improve, and ensures its capabilities: A program relies on an organization to assign resources, plan exercises, and enroll, train, and supervise implementers and other personnel (Saunders, 2015).

Projects are perplexing marvels, which are the result of expert legend and experience. Simultaneously, citing an assessment, partners by and significant need to know if they are working and how they might improve their assistance. Without constructing the exploration initiatives, program assumptions can frequently provide this type of information. Without constructing the exploration initiatives, program assumptions can frequently provide this type of information. There is a claim that the program hypothesis does not accurately describe how the mediation produces the desired outcomes. Instead, partners' recognitions and convictions, right or off-base, about the systems that work between the conveyances of the intercession. The entire hypothesis is put together concerning the agreement on partners' convictions and discernments (Chen, 2012).

Convictions and discernments are the foundations or foundations of a person's point of view. In reality, addressing or sifting conviction considers a person's worth. Individuals consider a worldview based on their strategy, philosophy, or perspective. It is the conduit for any information based on a person's beliefs. It is the conduit for any information based on a person's beliefs. In a hazy and ambiguous world, a powerful dynamic requires that people shape and maintain their acceptance of the correctness of their decisions, a cycle known as metacognition. Future expectations and self-observation are possible if conviction carefully coordinates social

execution (France, 2007).

Decision Theory, which is concerned with the thinking behind a person's decisions, backs up the initial assumption. It is a choice between pursuing a requesting vocation or not. The typical argument is that an individual's convictions and wants/values control what he or she does during a random event. This, however, is not without controversy. Regardless, the choice hypothesis is based on trust, preferences, and other vital factors. How these varied mentalities or accumulated propensity perspectives comply (Steele &Stefánsson, 2015).

Individuals often feel vulnerable about the predicted outcomes of their activities when making decisions, partly due to limitations in their ability to interact with, assess, or consider others. Regardless, they intend to make the best decisions possible. This hypothesis is dynamic, guiding how real individuals should respond to the vulnerability that an individual is experiencing, adjust feelings as a result of involvement, and make decisions when lacking total mindfulness or suppositions on relevant possibilities (Bradley, 2017).

Vroom's Expectancy Theory is another hypothesis that underpins the investigation. Accepting that individuals are spurred to perform exercises, accomplishing some objective to the degree they expect activities would help them achieve the objective. It is based on the assumption that a person's behavior results from decisions made about the chosen game-plan associated with the mental events occurring concurrently with the conduct. To get the desired outcome, an individual chooses from various methods (Sims, 2002). Valence is the logarithmic representation of Vroom's Expectancy hypothesis: it alludes to the value that an individual places on a given result or the quality of a person's predisposition for the product's regular awards. Over have a positive valence, one should prefer doing the work to not doing it. If advancements motivate a representative, he is unlikely to value offers of increased motivation. If a person prefers not to get things over achieving them, the valence is zero. In the situation described above, a representative agrees with the expanded bases. The importance of the top-level result in obtaining the second-level result contributes significantly to valence. (For instance, the extent to which the top-level results in the second-level result.) Assume a representative desires progress and believes that a better presentation is more important than achieving the goal. In this way, the top-level outcomes are expected, familiar, and wrong, but the second-level outcome progresses (Irimia and Gottschling, 2016).

III. OBJECTIVES OF THE STUDY

The study aims to establish the extent of the department's research culture and how it affects students' academic achievement. The study also examines students' perceptions of (1) Department Research Initiatives, (2) Institutional Programs, and (3) Research Curriculum Design, as well as the contribution of these variables to students' academic performance. The analysis will be used to develop an action plan to help the department improve its efforts to foster an efficient and thriving research culture.

IV. METHODOLOGY

Research Design

The investigation used the non-experimental descriptive-correlational method for research to determine the extent of the department's research culture and how it affects students' academic achievement.

Research Environment

The study was conducted at the University of Cebu Lapu – Lapu and Mandaue campus originated at the College of Business and Accountancy Department. The College offers Accountancy and Business administration Programs. Additionally, online Social Media Platforms will be used to further reach out the survey instrument to intended graduate – respondents.

Research Respondents

The investigation study formulates an aggregate of 200 student-respondents who were able to undergo research subjects from the courses offered in the College of Business and Accountancy. Slovin's equation was used to decide the investigation's example size on the snowball sampling technique in information gathering.

Research Instrument

The study used the researcher-made Survey Questionnaire. The survey will give the analysts clear access and reaction from the respondents. The instrument is divided into four sections. The beginning portion is the respondent's extent of perception of the department's research initiatives, institutional programs, and research curriculum design. The second section pertains to the implication of these variables on the students' academic performance.

Treatment of Data

Frequency and simple percentage, weighted mean, and Chi-Square Test of Independence treated the collected information.

Table 1: No. of Student- Respondents

Course	f	Percentage
BSA	40	20.00
BA-MA	40	20.00
BA-MM	40	20.00
BA-HRDM	40	20.00
BA- FM	40	20.00
Total	**200**	**100.00**

Table 1 shows students' quantity - respondents in all College of Business and Accountancy courses utilizing snowball examining as the information gathering method.

Research Procedure

Data Gathering

To achieve the assessment study, the following procedures will be observed. Letter of intent coordinated toward the Dean of CBA Department for data gathering, referencing that they consent to lead the examination. An alternate letter of request will similarly be transported to the department course organizations to formally ask for their participation and assistance in the data gathering of the responses. The survey will be administered through Google Forms as the vital instrument.

V. RESULTS AND DISCUSSION

The outcomes of the information gathered are presented in this section. The first section discusses the scope of research culture related to Departmental Research Initiatives, Institutional Programs, and Curriculum Designs. The extent of a student's academic success is the subject of the second phase. The third section focuses on determining whether there is a substantial relationship between the degree of research culture and student academic achievement. The fourth section discusses the considerable disparity in the scope of research culture and its impact on academic performance. The last phase presents the impact of research culture on academic success as seen by different programs in the College of Business and Accountancy.

Table 2: The Extent of Research Culture: Department Research Initiatives as perceived by the Respondents

Department Research Indicators	Mean	Interpretation	Rank
• Proposal Hearings, the Oral defense were conducted to enhance student research outputs further	3.39	Greatly Extensive	1
• Our department offers opportunities to participate in research activities.	3.35	Greatly Extensive	2
• Continued guidance is provided for research skills.	3.28	Greatly Extensive	3
• Our department facilitates the exchange of ideas with other colleagues in order to achieve success in research projects.	3.22	Moderately Extensive	4
• Department research advisers provide' their expertise to assist student research	3.19	Moderately Extensive	5
• Seminars are arranged in the department to enhance the students' research skills.	3.10	Moderately Extensive	6
• Department is very supportive of providing research opportunities. (Articles, Projects)	3.06	Moderately Extensive	7
• Faculty members share information with colleagues through formal meetings to aid student research.	3.00	Moderately Extensive	8
• Research issues are communicated by the Dean/ Director/Head of Department.	2.99	Moderately Extensive	9
• The department provides opportunities for collaboration and access to local and international researchers.	2.70	Moderately Extensive	10
Aggregate Mean	**3.13**	**Moderately Extensive**	

Table 2 indicates the respondents' perceptions of research culture regarding department research initiatives.

The indicator showing that Proposal Hearings and Oral Defenses were held to improve student research outputs received the highest mean of 3.39, indicating *Greatly Extensive*. The indicator that the department has facilities to work with and access local and foreign researchers, on the other hand, received the lowest mean of

2.70 and was classified as *Moderately Extensive*. The department has imposed and followed the proper procedures for executing necessary actions to provide a high-quality research output. Students are urged to focus their production more on the intended stakeholders through the proposal hearings and oral defense procedure. However, there is a lack of collaboration and access to international research in the department. In doing undergraduate research, publications in national and international journals are significant. Faculty members may also assist students in producing more efficient work by introducing them to the various platforms where credible research outcomes are posted and presented. In general, a thorough awareness of the entire research culture process is critical in the department.

It is not excessively contentious to say that the term' research culture' has become an acknowledged part of the academic vernacular in accounting faculties around the world, according to Johnson &Louw (2014). A 'vibrant' and 'enabling' research culture is often believed to support a variety of research outputs by leveraging the benefits that such an atmosphere affords for senior and early career researchers. Not only has the relevance of research culture seemingly become conventional wisdom in academic accounting discourse, but the term 'research culture' itself implies an implicit expectation of an 'ideal' approach to assist research outputs within university accounting institutions.

Table 3: The Extent of Research Culture: Institutional Programs as perceived by the Respondents

Institutional Program Indicators	**Mean**	**Interpretation**	**Rank**
• Institution demands to be productive in research.	3.20	Moderately Extensive	1
• Measures are taken to the improvement of research skills.	3.17	Moderately Extensive	2
• Successful research projects are presented to get new knowledge.	3.09	Moderately Extensive	3
• Adequate time is provided for research activities. (Articles, Projects)	3.06	Moderately Extensive	4
• Teaching and Research activities have equal importance.	3.00	Moderately Extensive	5
• Research policies are communicated by the Dean / Director / Head of Department / University authorities.	2.97	Moderately Extensive	6
• Computing resources and facilities are provided.	2.82	Moderately Extensive	7
• The institution arranges seminars with reputable, competent researchers.	2.80	Moderately Extensive	8
• Research activities are rewarded under defined benchmarks of achievement.	2.78	Moderately Extensive	9
• Training and workshops were initiated to enhance research skills.	2.76	Moderately Extensive	10
• Library resources are provided adequately.	2.70	Moderately Extensive	11
• Universities award potential rewards such as money for completing the research activities.	2.26	Moderately Extensive	12
Aggregate Mean	**2.88**	**Moderately Extensive**	

Table 3 indicates the respondents' perceptions of research culture in terms of institutional programs.

The indication stating that the institution must be fruitful in research received the highest mean of 3.20, indicating that it is *Moderately Extensive*. In contrast, the indicator indicating the likelihood of receiving a monetary incentive from universities for completing research activities had the lowest mean of 2.26 and was classified as *Moderately Extensive*. While the institution has set a positive example by requiring a productive research output from the department, the student's research production does not get a motivating factor in monetary benefits. Faculty research in the department was rewarded with money in tranches. Although no monetary prizes should be offered in this scenario, some recognition should be given to the top student research outputs or faculty collaboration.

In numerous contexts of interest to student and faculty researchers, any incentive or monetary incentive directly affects individual effort and task performance. Researchers saw salient features of incentives-effort and effort-performance relationships. As a result, academic institutions should combine theories and facts from various fields, exposing important implications for monetary reward systems' efficacy among students and faculty (Bonner & Sprinkle, 2002).

Table 4: The Extent of Research Culture: Research Curriculum Design as perceived by the Respondents

Curriculum Design Indicators	Mean	Interpretation	Rank
• Statistician/ Content expert assist the students in their study	3.67	Greatly Extensive	1
• Initiated expert panel members during the oral defense	3.36	Greatly Extensive	2
• A high emphasis on the research process	3.18	Moderately Extensive	3
• Research advisers assisted the students	3.17	Moderately Extensive	4
• Assessment and evaluations were given on time	3.14	Moderately Extensive	5
• The relevance of the research topic was emphasized before the study	3.11	Moderately Extensive	6
• University Research Office assistance on the students	3.06	Moderately Extensive	7
• Research outputs were highly emphasized	2.96	Moderately Extensive	8
• A proper discussion of the different parts of the research output by the research teacher	2.72	Moderately Extensive	9
• The teachers gave updated reference materials	2.70	Moderately Extensive	10
Aggregate Mean	**3.10**	**Moderately Extensive**	

Table 4 depicts the amount of research culture perceived by respondents in terms of research curriculum design.

The measure in which a statistician or content expert assists students in their studies received the highest mean of 3.67, indicating that it is *Greatly Extensive*. Conversely, the category where teachers provided updated reference materials had the lowest mean of 2.70 and was classified as *Moderately Extensive*. It implies that the curriculum design establishes an effective process and procedures. However, a person involved in the process does not perform up to the extent of the students' expectations. Although statisticians and subject experts were able to help students with their research, it is the responsibility of their research teachers to supply the essential tools to aid students with their studies. Micabalo et al. (2020) found that students have difficulty writing proposals, completing projects, and giving oral presentations. It is due to the lack of cooperation from the various professionals involved in the student research output, particularly the lecturers.

Furthermore, research is an essential component of an understudy's learning cycle, and it significantly contributes to making the College undertaking more appealing in imparting long-term learning. Departmental Research seminars and workshops should be used to improve understudies' commitment to and awareness of research. Emphasis on the importance of research among undergraduates should be seen as a way to motivate them to pursue research despite whatever difficulties they may face.

Table 5: The Extent of Students' Academic Performance as Influence by the Research Culture

Students' Academic Performance Indicators	Mean	Interpretation	Rank
• Increased ability to conceptualize	3.46	Greatly Extensive	1
• enhanced critical thinking skills	3.43	Greatly Extensive	2
• Utilization of Information technology	3.35	Greatly Extensive	3
• ability to apply research outputs	3.34	Greatly Extensive	4
• Increased realization of research concepts	3.32	Greatly Extensive	5
• Enhanced analytical skills	3.28	Greatly Extensive	6
• Communicate and collaborate effectively	3.27	Greatly Extensive	7
• Well Informed and Knowledgeable	3.27	Greatly Extensive	7
• Interest in the different subjects	3.25	Moderately Extensive	8
• Academic Achievements	3.24	Moderately Extensive	9
• Increased Motivational perspective	3.21	Moderately Extensive	10
• Enhanced Research capability	3.17	Moderately Extensive	11
• Regular study habits	3.17	Moderately Extensive	11
Aggregate Mean	**3.29**	**Greatly Extensive**	

Table 5 depicts how the research culture influences academic performance as perceived by student-respondents. The academic performance metric that measures pupils' capacity to comprehend has the highest mean of 3.46, indicating that it is *Greatly Extensive*. On the other hand, it has the lowest mean of 3.17 and is classified as *Moderately Extensive* when it influences the pupils' usual routines. The findings demonstrate that a highly extensive research culture positively impacts students' academic achievement. It is demonstrated by pupils' ability to conceptualize the learning they receive from their academic topics.

On the other hand, regular study habits should be promoted to improve academic achievement. In summary, while student respondents' perceptions of the impact of research culture on their academic

performance are varied, the findings revealed an important area that has to be improved for long-lasting results. Research culture is vital and significantly impacts academic success among university students. It is just a matter of putting in the effort and enlisting the help of academics and specialists in the field to produce an effective outcome for students' studies.

Kapur (2018) backed up the relevance of research on students' academic achievement, saying that research is essential in education and other fields. It purifies a person's inner workings. It is primarily concerned with enhancing the quality and is a quest for information. It demonstrates how to provide scientific and logical solutions to challenges. In all disciplines, it is a methodical effort to gain new knowledge. Furthermore, research is an integral part of an understudy's learning cycle, and it significantly contributes to making the College undertaking more compelling in imparting long-term learning. Emphasis on the importance of research among understudies might be seen as a way to motivate them to pursue research, despite the difficulties they may face (Micabalo et al., 2020).

Table 6: Significant Relationship on the Extent of Research Culture and the Students' Academic Performance ($\propto = 0.05$)

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
A. Student Academic Performance					
• Departmental Research Initiatives	1486.764[a]	306	341.395	Significant	Ho Rejected
• Institutional Programs	1802.524[a]	374	394.626	Significant	Ho Rejected
• Research Curriculum Design	1518.733[a]	289	341.395	Significant	Ho Rejected

Table 6 shows the significant relationship between the extent of research culture and students' academic performance. According to the statistics, the research culture and students' academic achievement at the College of Business and Accountancy had a favorable link ($\propto$ =0.05). It means that departmental research activities, institutional programs, and research curriculum design significantly impact students' academic performance. This finding supports the institution's efforts to provide the best possible response to the department's students' research projects. This finding also suggests that increasing students' exposure to research-based activities in the classroom could help them better conceptualize their knowledge of the various areas covered in their programs.

Table 7: Significant Difference in the Extent of Research Culture when grouped by its' contribution to the Students' Academic Performance (df = 199; $\propto = 0.05$)

Grouped by	F-Value	P-Value	Significance	Result
A. Student Academic Performance				
• Departmental Research Initiatives	15.689	0.000	Significant	Ho Rejected
• Institutional Programs	25.509	0.000	Significant	Ho Rejected
• Research Curriculum Design	29.608	0.000	Significant	Ho Rejected

Table 7 shows the results of the Significant Difference in Research Culture Extent when classified by its Contribution to Academic Performance of Students. According to the findings, department research activities, institutional programs, and research curriculum design have a considerable impact on student's academic achievement. It also implies that each variable has its own set of styles and emphasis, which are being used to further construct a research culture in response to the College of Business and Accountancy students' needs. However, several restrictions might be detected, depending on how the students interpret the aspects that affect their academic success.

Table 8: The Extent of Academic Performance when influenced by the Research Culture in Department Courses.

Course	Mean	N	Std. Deviation	Interpretation	Rank
Academic Performance:					
• Marketing Management	3.4885	40	.57972	Greatly Extensive	1
• Human Resource Development Management	3.3712	40	.62393	Greatly Extensive	2

• Financial Management	3.3077	40	.69198	Greatly Extensive	3
• Accountancy	3.2154	40	.40450	Moderately Extensive	4
• Management Accounting	3.0538	40	1.06448	Moderately Extensive	5
Total	**3.2873**	**200**	**.71537**	**Greatly Extensive**	

Table 8 indicates how the research culture influences academic performance in department courses. Marketing Management had the highest mean of 3.49, assessed as *Greatly Extensive*. On the other hand, Management Accounting had the lowest mean of 3.05 and was classified as *Moderately Extensive*. When influenced by the research culture, several courses in the College of Business and Accountancy did Very Well. However, not every course could grasp it in the same manner.

Regarding the impact of the research culture on their academic achievement, students in the accounting program and management accounting program had a moderate opinion. This finding also suggests that these programs do not strongly emphasize research culture. That intervention is needed to instill the value of research results in business and academia.

VI. CONCLUSION

Enhancing the research culture does not need a significant investment of time or money. Academic institutions worldwide have enhanced their research culture due to integrity-related reforms. The findings of this study revealed that the department has imposed and followed the proper procedures for executing necessary actions to provide a high-quality research output. The institution has set a positive example by requiring a productive research output from the department. The students' research production does not get a motivating factor in the form of monetary benefits. The curriculum design establishes an effective process and procedures. However, a person involved in the process does not perform up to the extent of the students' expectations. Although statisticians and subject experts were able to help students with their research, it is the responsibility of their research teachers to supply the essential tools to aid students with their studies. The study further revealed that a highly extensive research culture positively impacts students' academic achievement. It is demonstrated by students' ability to conceptualize the learning they receive from their academic topics. Statistically, departmental research activities, institutional programs, and research curriculum design majorly impact students' academic performance, while each variable has a different set of styles, emphasis, and contributions. The study also revealed that variations in academic performance in terms of courses were identified. Regarding the impact of the research culture on their academic achievement, students in the accounting program and management accounting program had a moderate opinion. This finding also suggests that these programs do not strongly emphasize research culture. That intervention is needed to instill the value of research results in business and academia. The study concluded that research culture embodied through the department, institutions, and research curriculum designs can significantly influence and impact students' academic performance. Additionally, different courses in the College of Business and Accountancy have different performances when influenced by its' research culture, which suggests a need to intensify and elucidate the importance of having an efficient and effective research culture to strengthen learning methodologies among students.

REFERENCES

[1] Anderson, M. S., Shaw, M. A., Steneck, N. H., Konkle, E., &Kamata, T. (2013). Research integrity and misconduct in the academic profession. *Higher education: Handbook of theory and research*, 217-261.

[2] Bradley, R. (2017). *Decision Theory with a Human Face*.Cambridge University Press. Retrieved from https://bit.ly/2CTsPs3

[3] Bonner, S. E., & Sprinkle, G. B. (2002). The effects of monetary incentives on effort and task performance: theories, evidence, and a framework for research. *Accounting, Organizations and Society*, *27*(4-5), 303-345.

[4] Chen, H. T. (2012). *Theory-driven evaluation: Conceptual framework, application, and advancement*. Sage Publications Inc. Retrieved from https://bit.ly/2IcO0sP.

[5] Donaldson, S. (2012). *Strategies and Applications: Program Theory-Driven Evaluation of Science*. Hove, East Sussex BN3 2FA, New York: Routledge. Retrieved from https://bit.ly/2OS0uqR

[6] France, D., & Wheeler, A. (2007). Reflections on using Podcasting for student feedback. *The planet*, *18*(1), 9–11. https://bit.ly/37aoDnu

[7] Funnell, C., & Rogers, P. J. (2011). *Purposeful Program Theory: Effective Use of Theories of Change and Logic Models.* John Wiley & Sons, Retrieved from https://bit.ly/2XUN80W.

[8] Irimia, R., &Gottschling, M. (2016). *Taxonomic revision of Rochefortia Sw. (Ehretiaceae, Boraginales). Biodiversity Data Journal* 4: E7720. Retrieved from: https://bit.ly/2Ux6YAU

[9] Jiranek. V. (2010). Potential Predictors of Timely Completion among Dissertation Research Students

at an Australian Faculty of Sciences.Vol. 5.*International Journal of Doctoral Studies*. Retrieved from https://bit.ly/340Vr04

[10] Johnson, B. J., &Louw, A. H. (2014). Building a research culture from scratch at a university of technology. *Mediterranean Journal of Social Sciences*, *5*(1), 151.

[11] Kearney. M. L. (2016). *Forum on Higher Education, Research, and Knowledge. The University of Skovde.* Retrieved from https://bit.ly/3maR4G0

[12] McRoy, R. G., Flanzer, J. P., &Zlotnik, J. L. (2012). *Building research culture and infrastructure*. OUP USA.

[13] Micabalo, K. G., Cano, J. B., Montilla, R. D., Tan, A. R. N., & Navarro, J. A. P. (2020). Complexity and Significance: A Sequential Analysis on the Conduct of Research. *Asian Journal of Managerial Science*, *9*(2), 31-39.

[14] Narbarte, M. P. (2018). Research involvement, motivation, and university initiatives as agents for enhancing research culture and quality. *Human Behavior, Development, and Society*, *17*, 68-78.

[15] Saunders, R. (2015). *Implementation of Monitoring and Process Evaluation.* United States of America: SAGE Publications, Inc. Retrieved from https://bit.ly/2ORuCTg

[16] Sims, R. (2002). *Managing Organizational Behavior*.88 Post Road West, CT 06881, United States of America. Greenwood Publishing Group, Inc. Retrieved from https://bit.ly/2Ho5S3A.

[17] Steele, K., &Stefánsson, H. O. (2015). *Decision Theory*.Cambridge University Press. Retrieved from https://stanford.io/3qQuUww