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Cultivating Research Culture, Research Competence, and Situational Leadership of Marketing Management Students in Higher Education

WARREN L. ACAIN
St. Peter's College, Iligan City, Philippines
Corresponding author: warrenking333@gmail.com

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ABSTRACT

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Any higher institution that seeks to build a robust research culture and competence should have a transparent monitoring and evaluation system of research outputs as part of its investment plan for academic endeavors. Situational leadership is anchored by directing, coaching, supporting, and delegating. Slovin's formula was used for a sample size of 127 marketing student respondents; 103 were taken as the sample size in St. Peter's College, Iligan City. This study utilized the Pearson Correlation. The findings highlight the significant influence of research culture and competence on situational leadership, which holds practical implications for marketing management education. The strong positive correlation between attitudes toward research and situational leadership (r=0.970, p=0.003), as well as between practical research skills and leadership (r=0.924, p=0.000), suggests that fostering positive research attitudes and competencies directly supports adaptive and effective leadership—an essential trait for marketing professionals operating in dynamic environments.

INTRODUCTION

In today's fast-paced business landscape, marketing management students need to develop recent essential skills to succeed. Cultivating a research culture, research competence, and situational leadership can empower students to make informed, sound decisions, drive innovation in products or services offered, and lead an effective future. Research culture reflects the values, ideals, and beliefs about research in the organization; thus, it can be reflected in its behavior, implementation, and research symbols.

According to Polk (2014), research culture development is connected to three main areas. Firstly, the Birth Phase involves orienting researchers to the research environment and introducing them to research tools and a strong foundation of research methods. Secondly, the Bonding Phase focuses on research units or teams developing their own research agenda, fostering collaboration, a sense of purpose, and values and norms become embedded in concepts of motivation and support. Thirdly, the Final phase is marked by the establishment of policies and procedures that support research. Polk emphasizes that research culture in creating a supportive environment that enables researchers to excel and produce high-quality work, and understanding its phases can help institutions cultivate a strong research culture.

A strong research culture can foster the development of research competencies in particular university or college students. By cultivating a supportive environment, institutions can promote the growth of research capabilities, critical thinking, and academic writing abilities. In other words, research culture provides the context and support for research competence to flourish.

Research skills deal with specific techniques and methods used to conduct research, such as literature review, data collection and analysis, research design, citation management, and critical thinking. These skills can be taught, learned, and mastered through practice and training (Castillo-Martínez & Ramírez-Montoya, 2021; Kolmar, 2020).

Research more on broader cognitive and personal qualities that enable effective research, such as critical thinking and problem-solving, analytical and logical reasoning, creativity and innovation, time management and organization, communication and collaboration. Research abilities encompass not only technical skills but also personal attributes, habits, and attitudes that facilitate research productivity and quality.

The locale of this study is the College of Business Administration, St. Peter's College, Iligan City. Several factors prompted this research. Inquiry into research culture, research competence, and situation leadership among marketing students.

FRAMEWORK

Research culture, according to Evans (2012), refers to the shared values, assumptions, beliefs, rituals, and other forms of behavior geared towards the acknowledgement of the value and significance of research practice and its outputs. Research undertakings are considered vital and meaningful in the overall operations of the academic community. Activities like sitting as a panel member in an oral defense, supervising and mentoring researchers, writing research papers, and presenting them in national and international conferences are agents for enhancing research culture (Narbarte & Balila, 2018). The existing studies on the research culture of educational institutions reveal that for it to claim the presence of a strong research culture, there should be clear indicators of valued research practice and output. Stahmer et al. (2017) even challenge institutions to come up with comprehensive research plans and inquiries to ensure that goals from basic science to application can create an impact in the community.

The content of the research competence represents the body of four interconnected components: cognitive, motivation-goal, activity-evaluation, and communicative. The cognitive component represents a set of students' theoretical and methodological knowledge, the knowledge of the essence and technology of the main research methods, the ability to see problems, observation, and independence of judgments, high intelligence, good memory, and aspiration to express one's own truth. The motivation-goal component represents the understanding of this knowledge for oneself as a personality and for professional activity, and awareness of the importance of the research position in the professional activity. Thus, it is the system of emotional-volitional attitudes towards oneself (the availability of a high self-estimation), to the surrounding world, to people, and to the professional activity and opportunities of self-improvement. The activity-evaluation component represents the ability to use this knowledge for the solution of practical tasks, the ability to carry out research actions to solve professional research tasks (ability to generate a large number of new ideas, originality of thinking, ability to react to the situation originally, and ability to improve the object). The communicative component represents the readiness to help, ability to work in a team, ability to coordinate actions, and to collaborate (Chugainova & Stavrinova, 2007).

The body of the student's research competencies. Value-semantic competences formed in the course of research activity include the student's ability to see and understand the surrounding world, to orient in it, the ability to choose specific and semantic settings for actions and acts, and to make decisions. Common cultural competences are defined by a circle of questions in which the student has to be well-informed, and an experience of activity that the student has to possess. It is possible to note the experience to perceive the scientific picture of the world. As for educational-cognitive competences, it is the body of students' competences in the sphere of independent cognitive activity, including

elements of logical, methodological, and all-educational activity correlated to real cognizable objects. Here, the level of knowledge and abilities to organize a goal-setting, planning, analysis, reflection, and self-assessment of the research activity is defined. Information competences include the ability to search, analyze, and select necessary information, to organize, transform, keep, and transfer it independently. Communicative competences assume the knowledge of necessary languages, ways of interaction with surrounding people, and skills to work in teams performing various social roles. Social-labor competences mean the mastery of knowledge and experience of activity in social-labor and civil-public spheres. Competences of personal self-improvement are directed to the development of ways of activity in one's own interests and opportunities; it implies continuous self-knowledge, and the development of personal qualities necessary for the modern person (Yarullin et al., 2015).

Situational leadership is a model of leading that integrates both the directive and supportive dimensions, each of which is applied correctly in appropriate situations (Ghazzawi et al., 2017). Situational leadership theory showed that effective leaders have many styles of leading based on the readiness of their followers, and some of these include telling or directing, selling or coaching, participating or supporting, and delegating (McShane, 2018).

Figure 1

Conceptual Framework

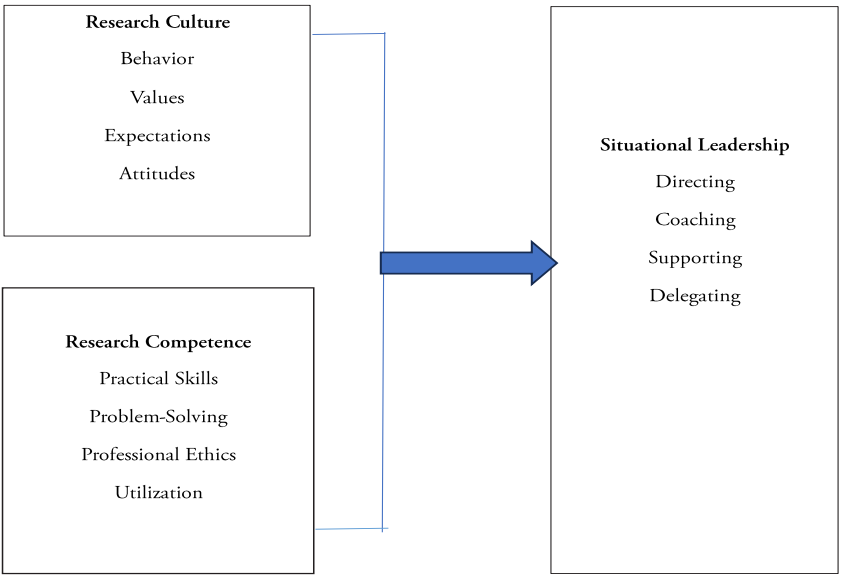

Figure 1 illustrates the research paradigm, where variables are represented in boxes connected by arrow lines indicating their relationships. The leftmost box contains a research culture encompassing behavior, values, expectations, and attitudes. The other box comprises the research competence in practical skills, problem-solving, professional ethics, and utilization. On the right side, the situational leadership regarding directing, coaching, supporting, and delegating.

OBJECTIVES OF THE STUDY

The study aimed to (1) determine the level of research culture, research competence, and situational leadership of the marketing students and (2) determine whether there is a significant relationship between research culture and research competence.

METHODOLOGY

Research Design

The study employed both descriptive-correlational and causal research designs. Descriptive-correlational research explored the relationship between research competence and the independent variables. A descriptive-correlational research design, defined by Cresswell and Creswell (2017), involves statistical analysis to determine the association between two or more variables. Conversely, as outlined by Adams and McGuire (2022). The causal research design involves manipulating independent variables to ascertain their impact on dependent variables.

Research Site

The study was conducted at St. Peter's College, founded by Miguel D. Paguio and his wife Escolatisca Punongbayan-Paguio on February 10, 1952. The situational analysis revealed several potential issues that necessitate a study on research culture, research competence, and situational leadership among marketing management majors.

Participants and Sampling Procedure

Simple Random Sampling (SRS) is the simplest and most common method of selecting a sample, in which the sample is selected unit by unit, with an equal probability of selection for each unit at each draw. In other words, simple random sampling is a method of choosing a sample s of n units from a population Ω of size N by giving all units an equal probability of selection. It is a sampling scheme in which all possible combinations of n units may be formed from the population of N units with the same chance of selection.

The sample size will be 103. The following random sampling procedure starts with deciding on the population you want to study, deciding on the sample

size, determining how large the sample size will be, randomly selecting a sample, and collecting data from a sample. Slovin's formula was used to get a sample size: out of 127 marketing management student respondents, 103 were taken as the sample size. It comprised 44 first-year students, 43 second-year students, 23 third-year students, and 18 fourth-year students.

Table 1
Population Distribution Based on Business Student Respondents

Major of Marketing Management Students	Population	%
First Year Students	44	34.65
Second Year Students	43	33.86
Third Year Students	22	17.32
Fourth Year Students	18	14.17
Total	127	100.00

The study's respondents were commonly business students, particularly from St. Peter's College, Iligan City. The researcher surveyed according to the numbers of marketing management majors, which were in the first year 44, second year 43, third year 22, and fourth year 18.

Instrumentation

The research instruments were composed of three (3) sets of questionnaires. The first part of the questionnaire deals with research culture by Hofstede (2011), Dimensionalizing cultures. The second questionnaire focuses on research competence by Gray et al. (2013), implementing evidence-based practice, Leadership, and One Minute Manager by Blanchard et al. (1986). Table 1 on the next page shows the weight, responses, and interpretation for measuring or ascertaining the extent of the mentoring activities questionnaire.

Table 2

Part I Research Culture

Scale	Range of Means	Verbal Interpretation
1	4.51-5.00	Very Frequently
2	3.51-4.50	Frequently
3	2.51-3.50	Occasionally
4	1.51-2.50	Disagree
5	1.00-1.50	Agree
Part II Research Competence	Range of Means	Verbal Interpretation
1	4.51-5.00	Very Effective
2	3.51-4.50	Effective
3	2.51-3.50	Moderately Effective
4	1.51-2.50	Fair
5	1.00-1.50	Poor
Part III Situational Leadership	Range of Means	Verbal Interpretation
1	4.51-5.00	Strongly Agree
2	3.51-4.50	Agree
3	2.51-3.50	Neutral
4	1.51-2.50	Disagree
5	1.00-1.50	Strongly Disagree

Data Gathering Procedures

The data were collected in the following phases. The researcher submitted a letter for approval and attached the survey questionnaires to the Dean of the College of Business Administration. After the letter was approved, the researchers distributed the questionnaires by Google Forms to the marketing management majors. The data were treated with the utmost confidentiality.

Validity and Reliability of the Instruments

The validity of the questionnaires as adapted relates to research culture, research competence, and situational leadership. The questionnaires were pilot-tested on 103 participants included in the sample. Cronbach's Alpha was used to test the reliability of the adopted questionnaires. The results were stated below:

Table 3
Reliability Statistics of the Questionnaires

Items	Cronbach's Alpha	N of Items
Directing	.907	5
Coaching	.926	5
Supporting	.982	5
Delegating	.899	5
Research Culture	.864	20
Research Competence	.907	20

The high Cronbach's Alpha values (> 0.8) indicate the questionnaires have good internal consistency and reliability. Suggest that the adapted questionnaires are suitable for measuring the intended constructs of research culture, research competence, and situational leadership.

RESULTS AND DISCUSSION

According to Behavior

Table 4
Mean and Standard Deviation on the level of Research Culture of Marketing Management in terms of behavior

Item	Indicators	Mean	SD	Interpretation
1	Researchers employed a research approach in their assigned subjects	4.11	0.86	Frequently
2	Researchers have the skills to write research.	4.16	0.76	Frequently
3	The researcher wrote selected theories, literature, and related studies in my thesis.	4.12	0.66	Frequently
4	Researchers are inclined to study the details of their research and will apply it in the future	4.20	0.71	Frequently
5.	Researchers conducted research depending on the problem or need of the study.	4.35	0.65	Frequently
	Overall Mean	4.19	0.83	Frequently

The overall mean of behavior is 4.19, SD 0.53. Indicator 5 had the highest mean score of 4.35, with a standard deviation of 0.65, indicating that marketing management major students recognize the importance of focusing research on

problems or needs of the study. Indicator 1 received the lowest mean rating of 4.11, with a standard deviation of 0.86, suggesting that incorporating research approaches in assigned subjects is still a crucial aspect of research culture. The results indicate that marketing management major students generally exhibit a strong research culture, with a focus on problem-based research. These findings align with existing literature, which emphasizes the importance of research skills and linking research to existing knowledge (Amirova et al., 2020).

According to Values

Table 5

Mean and Standard Deviation on the level of Research Culture of Marketing Management in terms of Values

Item	Indicators	Mean	SD	Verbal Interpretation
1	The Dean/Program Head communicates research issues.	4.12	0.95	Frequently
2	Students are required to produce research outputs to PACUCOA Accreditation requirements.	4.06	0.90	Frequently
3	Students are encouraged to establish a way to exchange information with classmates or faculty through email, Cellular phone, letters, or Facebook related to research updates.	4.01	1.10	Frequently
4	Students need to continue to provide information for research skills.	4.33	0.73	Frequently
5	Opportunities to participate in research in our department, forum, or conferences.	4.28	0.65	Frequently
	Overall Mean	4.16	0.87	Frequently

The statement "marketing management students need to continue providing information for research skills" garnered the highest mean score of 4.33, with a standard deviation of 0.73. This finding highlights the importance of ongoing skills development for business students, as emphasized by Calma (2023), who notes that academics should communicate clear expectations, provide support, and showcase practical research skills in business writing. The statement "students establish a way to exchange information with classmates or faculty through email, cellular phone, letters, or Facebook related to research updates" received the lowest mean score of 4.01. Despite this, the result still underscores the challenges university faculty and students face in online learning, particularly with regard to technical issues, student engagement, and strategies for improvement.

According to Expectations

Table 6
Mean and Standard Deviation on the Level of Research Culture of Marketing Management in terms of Expectations

Item	Indicators	Mean	SD	Verbal Interpretation
1	Researchers expect to have to design a sensible topic.	4.11	0.71	Frequently
2	Researchers expect to be available for research activities.	4.08	0.89	Frequently
3	Researchers expect to receive advice from the expert.	4.32	0.81	Frequently
4	Researchers expect to provide online resources related to research.	4.36	0.63	Frequently
5	Researchers expect to organize the research instruments.	4.17	0.94	Frequently
	Overall Mean	4.21	0.80	Frequently

Table 6 presents the marketing management respondents' research culture level regarding expectations. The overall mean score of 4.36 and a standard deviation of 0.63 indicate that the respondents strongly agree that researchers are expected to provide online resources related to research. This suggests that the respondents place considerable importance on the availability and utilization of online research-related resources. According to Alshahrani et al. (2017), the Internet has become an essential resource for students in higher education due to its accessibility and currency. The shift towards open access to information and online materials beyond those provided by lecturers and institutions is likely to accelerate and transform the way students learn. The second indicator, with a mean score of 4.08 and a standard deviation of 0.89, indicates that marketing management respondents frequently engage with researchers' expectations to be available for research activities. This highlights the importance of university faculty members' capabilities, ingenuity, and training in addressing the substantial challenges faced by the education system. To address the misalignment between research and practice, some universities are adopting innovative structures and incentives that promote engaged scholarship, which can amplify the role of research in addressing pressing issues in education (Gamoran, 2023).

According to Attitudes

Table 7

Mean and Standard Deviation on the Level of Research Culture of Marketing Management in terms of Attitudes

Items	Indicators	Mean	SD	Verbal Interpretation
1	Research is helpful for their future career.	4.34	0.80	Frequently
2	Research is important for enriching their knowledge.	4.31	0.82	Frequently
3	Research should be indispensable in their professional training.	4.09	1.14	Frequently
4	Research should be taught to all students.	4.21	0.95	Frequently
5	Research is very valuable for human life.	4.33	0.89	Frequently
	Overall Mean	4.26	0.92	Frequently

Table 7 presents the marketing management respondents' mean and standard deviation scores for research culture regarding attitudes. The overall mean score of 4.26 and standard deviation of 0.74 indicate that the respondents frequently practiced the five indicators. The highest-rated indicator, with a mean score of 4.34 and standard deviation of 0.80, was the statement "research is helpful for my career." This finding aligns with Caingcoy's (2020) observation that research capability has garnered significant interest among academics and practitioners. The respondents also frequently agreed that research is indispensable in their professional training, as reflected in the mean score of 4.09 and standard deviation of 1.14 for indicator 3. This highlights the importance of research capability, a concept that can be interpreted in various ways, including as a set of actions, activities, or training designed to enhance the skills of experienced researchers (Mani & Pillai, 2010).

According to Practical Skills

Table 8

Mean and Standard Deviation on the Level of Research Competence among Marketing Management in terms of Practical Skills

Item	Indicators	Mean	SD	Verbal Interpretation
1	Ability to find and use resources.	4.31	0.65	Effective
2	Ability to use the library and information technology effectively.	4.20	0.89	Effective
3	Ability to recognize and know when to use primary and secondary resources/data.	4.38	0.83	Effective
4	Ability to observe and record behavior	4.25	0.77	Effective
5	Demonstrate basic computer competency.	4.33	0.65	Effective
	Overall Mean	4.29	0.76	Effective

The data presented in Table 8 shows that out of 127 marketing management respondents, the overall mean score for research competence in terms of practical skills is 4.29, with a standard deviation of 0.61. This suggests that the respondents demonstrate effective practical research skills. The findings highlight the significance of research writing, a crucial aspect of academic literacy. Notably, research writing deserves greater recognition in official reports, guidelines for higher-degree research skills, and scholarly discussions. The indicator "basic computer competency" received the highest mean rating of 4.33, with a standard deviation of 0.65, indicating effective skills. Underscores the importance of faculty being proficient in technology and having a solid understanding of how it supports student learning. However, there is room for improvement in effectively utilizing library and information resources, as indicated by the lower mean score of 4.20 and standard deviation of 0.89 for indicator 2. Marketing management respondents acknowledge the library's vital role in supporting their research and academic endeavors. Initiatives like the Academic Support team with Subject Librarians at Victoria University of Wellington Library exemplify academic libraries' commitment to providing essential resources and guidance for research activities. Digital literacy, closely tied to digital device use, enables individuals to identify, locate, assess, and utilize information effectively, as noted by Kindra (2021) 4.29 and 0.61 are the mean and standard deviation, respectively, and other numbers have been directly stated from the text.

According to Problem-Solving

Table 9

Mean and Standard Deviation on the Level of Research Competence among Marketing Management Students in terms of Problem-Solving

Item	Indicators	Mean	SD	Verbal Interpretation
1	Ability to understand the difference between subjective and objective information.	4.40	0.60	Effective
2	Ability to recognize when information provided is sufficient and when it is not.	4.35	0.55	Effective
3	Evaluate when the basis for the conclusion is laid out completely and clearly.	4.16	0.87	Effective
4	Generate research questions by recognizing gaps in knowledge.	4.44	0.66	Effective
5	Use oral and written communication to express ideas effectively.	4.30	0.73	Effective
	Overall Mean	4.33	0.68	Effective

According to Table 9, the indicator with the highest mean score, 4.44, and a standard deviation of 0.66, pertains to the skill of generating research questions by identifying gaps in knowledge. Effective research questions should embody the qualities outlined in the FINERMAPS acronym, which stands for feasibility, interestingness, novelty, ethics, relevance, manageability, appropriateness, potential value, publishability, and systematic approach. Developing a well-crafted research question requires careful consideration of several factors, including access to relevant resources, alignment with available observations and variables, and feasibility within the given time and resources. A genuine interest in the research question is crucial, as it fuels exploration and aligns with academic discourse. Ethical considerations are paramount, requiring approval from relevant authorities, safeguarding participants' rights, and ensuring privacy and confidentiality. The indicator with the lowest mean score, 4.16, and a standard deviation of 0.87, pertains to the clarity and completeness of the basis for conclusions. According to Karalasingam (2019), concluding research questions involves analyzing motivation and dissecting value systems within a social framework, highlighting the importance of a thorough and well-structured research process.

According to Professional Ethics

Table 10

Mean and Standard Deviation on the Level of Research Competence among Marketing Management Students in terms of Professional Ethics

Item	Indicators	Mean	SD	Verbal Interpretation
1	Demonstrate an appreciation of the necessity and value of research.	4.43	0.68	Effective
2	Demonstrate an awareness of and adherence to research activities and ethical principles.	4.02	0.56	Effective
3	Design and implement research studies that evaluate the areas of discipline.	4.30	0.82	Effective
4	An individual should be aware of the ethical principles and professional conduct standards underpinning research.	4.10	1.08	Effective
5	An individual should be able to apply principles of intellectual property, privacy, copyright, information security, plagiarism, and use information ethically.	4.47	0.75	Very Effective
	Overall Mean	4.26	0.78	Effective

Table 10 presents the mean and standard deviation of research competence level concerning professional ethics, with an overall mean score of 4.26 and standard deviation of 0.57. Indicator 5, which assesses the ability to apply the principles of intellectual property, privacy, copyright, information security, plagiarism, and ethical use of information, achieved the highest mean score of 4.47, indicating very effective performance, with a standard deviation of 0.75. Additionally, demonstrating awareness of and adherence to research activities and ethical principles scored a mean of 4.02 and a standard deviation of 0.56, indicating an effective level of competence. The findings highlight the importance of adhering to ethical standards in research, particularly in the digital age, where technologies have profoundly impacted various domains, including intellectual property, as noted by Bourgeois and Bourgeois (2014).

According to Utilization

Table 11

Mean and Standard Deviation on the Level of Research Competence among Marketing Management Students in terms of Utilization

Item	Indicators	Mean	SD	Verbal Interpretation
1	Engage in activities that contribute to developing knowledge relevant to research studies.	4.41	0.72	Very Effective
2	Design and implement a series of studies that address significant issues.	4.02	0.75	Effective
3	Write research funding applications for major funding studies.	4.45	0.77	Very Effective
4	Offer help, assistance, and support to other researchers.	4.43	0.71	Very Effective
5	Contribute to theory within a particular area of study.	4.38	0.99	Very Effective
	Overall Mean	4.39	0.79	Very Effective

According to Table 11, marketing management respondents rated "writing research funding applications for major funding studies" with the highest mean score of 4.45 and a standard deviation of 0.77, indicating effective performance. This finding suggests that faculty members are proactive in securing financial resources for their research endeavors (Neema & Chandrashekar, 2021). In contrast, "contributing to theory within a specific study area" received the lowest mean score of 4.30, with a standard deviation of 0.99. Research study design is a framework that encompasses the methods and procedures used to collect and analyze data related to specific variables identified within a research problem (Ranganathan & Aggarwal, 2018). As noted by Kisselburgh and Beever (2022), sociotechnical privacy contexts have evolved significantly over the past five decades, accompanied by shifts in norms, values, and ethical considerations within research and design.

The study by Kozhuharova et al. (2022) highlights the variability of ethical concerns in cybersecurity, depending on the actions undertaken by stakeholders and the legal prerequisites regarding security levels. The potential severity of risks to individuals must also be taken into account. With the proliferation of new technologies, ethical risks associated with cybersecurity can emerge in various facets of daily life, spanning domains such as the economy, healthcare, public safety, and transportation. Data privacy is a fundamental human right and a

crucial tool in addressing information inequality. Data protection regulations establish equitable conditions and safeguards for data transfers, mitigating the risks associated with data processing. These risks include data loss, destruction, alterations, disclosure to unauthorized parties, or even unlawful processing. Plagiarism involves knowingly appropriating another's original words and ideas and presenting them as one's own.

According to Ahiwale (2023), both students and teachers are responsible for promoting academic integrity and preventing plagiarism. Guiding students in adhering to these regulations honestly and maintaining the quality of academic writing is crucial. Research ethics involves the conscientious application of ethical values to all aspects of research. Weinbaum et al. (2018) outlined vital aspects that researchers must address, including duties to society, beneficence, managing conflict of interest, obtaining informed consent, upholding integrity, non-discrimination, avoiding exploitation, maintaining privacy and confidentiality, demonstrating professional competence, and adhering to professional discipline. In this study, Indicator 2, which assesses awareness of and adherence to research activities and ethical principles, exhibited a mean score of 4.02 and a standard deviation of 0.56, indicating effective performance.

According to Directing

Table 12
Mean and Standard Deviation on the Level of Situational Leadership Styles among Marketing Management in terms of Directing

Item	Indicators	Mean	SD	Verbal Interpretation
1	Emphasize the use of uniform procedures and the necessity for task accomplishment.	4.50	0.81	Strongly Agree
2	Setting the importance of deadlines and tasks.	4.53	0.57	Strongly Agree
3	Act quickly and firmly to correct and supervise carefully.	4.43	0.79	Strongly Agree
4	Announce changes and then implement them with close supervision.	4.45	0.75	Strongly Agree
5	Redefine roles and responsibilities and supervise closely.	4.47	0.71	Strongly Agree
	Overall Mean	4.48	0.73	Strongly Agree

As shown in Table 12, the responses yielded an overall mean score of 4.48, indicating strong agreement, with a standard deviation of 0.73. Notably,

marketing management respondents rated "setting deadlines and tasks" with the highest mean score of 4.53 and a standard deviation of 0.57. This emphasis aligns with Hills' (2012) perspective, which highlights the limitations of conventional course deadline policies that assume uniform barriers for all students. In contrast, flexible deadline policies acknowledge and address various student obstacles. The indicator "announcing changes and implementing them with close supervision" received a mean score of 4.43 and a standard deviation of 0.81. Although still a high rating, this indicator exhibits the lowest mean score, suggesting a need for procedural collaboration with school administration to formulate and implement policy and procedure manuals for effective school operations.

According to Coaching

Table 13

Mean and Standard Deviation on the Level of Situational Leadership Styles among Marketing Management Students in terms of Coaching

Item	Indicators	Mean	SD	Verbal Interpretation
1	Talk with them and then set goals.	4.50	0.64	Strongly Agree
2	Engage in friendly interaction, but ensure all members know their responsibilities and expected performance standards.	4.43	0.74	Agree
3.	Work with the group and engage in problem-solving together.	4.40	0.65	Agree
4	Incorporate group recommendations, but you have direct change.	4.32	0.84	Agree
5	Get the group involved in decision-making, but see that objectives are met.	4.39	0.63	Agree
	Overall Mean	4.41	0.70	Agree

Table 13 shows a consensus among participants, with a mean rating of 4.41 and a standard deviation of 0.70, indicating that marketing management respondents agree with the coaching practices. The highest mean rating, 4.50, with a standard deviation of 0.64, is attributed to the practice of engaging in conversations and goal-setting. This finding aligns with Leithwood and Sun's (2018) observation that goal setting in education often involves students reviewing their assessment results and establishing collaborative goals with teachers for improvement. Conversely, the lowest mean rating of 4.32 is associated with the indicator "discussing further and incorporating group recommendations with direct change." Nevertheless, research suggests that students perform better when they have a sense of control over their learning journey. Effective goal setting

requires alignment with four essential task elements that stimulate student motivation: creating opportunities for competence development, providing autonomy, cultivating interest, and altering self-perceived capabilities (Usher & Kober, 2012).

According to Supporting

Table 14

Mean and Standard Deviation on the Level of Situational Leadership Styles among Marketing Management Students in terms of Supporting

Item	Indicators	Mean	SD	Verbal Interpretation
1	Make himself available for discussion, but do not push his involvement.	4.24	0.81	Agree
2	He should do his best to make the group feel important and involved.	4.30	0.64	Agree
3	Encourage the group to work on the problem and support their efforts.	4.43	0.60	Agree
4	Allow group involvement in developing the change, avoiding being too directive.	4.21	0.86	Agree
5	Allow group involvement in determining roles and responsibilities, but don't be too directive.	4.28	0.83	Agree
	Overall Mean	4.29	0.75	Agree

Table 14 presents the computed data on situational leadership regarding support, as depicted by marketing management respondents. The overall mean score for support is 4.29, with a standard deviation of 0.75. The indicator "fostering and encouraging the group to work on the problem and support their efforts" garnered the highest mean rating of 4.43, with a standard deviation of 0.60. This finding aligns with the insights derived from Spronken-Smith and Harland's (2009) study, which highlights the importance of problem-based learning in developing various skills and competencies. In contrast, the indicator "allowing group involvement in developing the change and avoiding too much direction" received the lowest mean score of 4.21, with a standard deviation of 0.83. Although still interpreted as "agreed upon," this finding suggests room for improvement. According to Harackiewicz and Priniski (2018), goal-setting interventions can be particularly effective in enhancing motivation and performance.

According to Delegating

Table 15

Mean and Standard Deviation on the Level of Situational Leadership Styles among Marketing Management Students in terms of Delegating

Item	Indicators	Mean	SD	Verbal Interpretation
1	Intentionally do not intervene while the group is achieving its objectives.	4.12	0.89	Agree
2	Take no definite action if the operation is well handled.	3.91	1.01	Agree
3	Allow the group to formulate its directive.	4.05	0.88	Agree
4	Be supportive in discussing the situation with the group, but not too directive.	4.17	0.85	Agree
5	Incorporate group discussions, but ensure that job responsibilities are met.	4.20	0.77	Agree
6	Continue to leave the group alone.	3.65	1.18	Agree
7	Allow group members to work it out themselves.	4.03	0.99	Agree
	Overall Mean	4.02	0.65	Agree

As shown in Table 15, the data summary indicates that responses toward commissioning activities lean heavily toward agreement, with an overall mean score of 4.02 and a standard deviation of 0.65. This sentiment aligns with Kastelle's (2013) perspective, which concurs that delegation, a managerial approach with the potential to reshape work dynamics, is already widely acknowledged. The indicator "incorporates group discussions but ensures that new job responsibilities are met" received the highest mean score of 4.20, with a standard deviation of 0.77. Ahmed et al. (2022) recommended emphasizing this approach to enhance role clarity concerning faculty responsibilities and accountabilities within the institution. In contrast, the indicator "continued to leave the group alone" garnered the lowest mean score of 3.65, with a standard deviation of 1.18. This finding implies a need for greater empowerment in task assignments, coupled with increased utilization of contemporary technologies, while concurrently striking a balance through supervision from superiors.

Significant relationship between research culture and research competence regarding situational leadership

Table 16
Relationship between Research Culture, Research Competence, and Situational Leadership

Independent Variables	Situational Leadership		Remarks
	r-value	*P-value*	
Research Culture	0.475	0.000	*Significant*
Behavior	0.319	0.540	*Not significant*
Values	0.641	0.247	*Significant*
Expectations	-0.03	0.053	*Not Significant*
Attitudes	0.970	0.003	*Significant*
Research Competence	0.604	0.000	*Significant*
Practical Skills	0.924	0.000	*Significant*
Problem-Solving	0.551	0.000	*Significant*
Professional Ethics	0.244	0.000	*Significant*
Utilization	0.698	0.001	*Significant*

Table 16 indicates that the research culture associated with values (r=0.641, p=0.247) and attitudes (r=0.970, p=0.003), along with research competence linked to practical skills (r=0.924, p=0.000), problem-solving (r=0.551, p=0.000), professional ethics (r=0.224, p=0.000), and utilization (r=0.698, p=0.000), shows significant correlation to situational leadership. Research and Leadership: A study on person-centered leadership highlights the values and attitudes in leadership, aligning with the findings (0.641, p=0.247 for values and 0.970, p=0.003 for attitudes). Research emphasizes that value-based leadership behavior significantly impacts organizational culture and quality performance. Research competence, including practical skills (r=0.924, p=0.000), problem-solving (r=0.551, p=0.000), and professional ethics (r=0.224, p=0.000), is crucial for effective leadership. Studies on authentic and situational leadership support this correlation, demonstrating that competent leaders foster a positive work environment and improve productivity. Situational Leadership: They help the findings on the significance of situational leadership concerning research culture and competence (Wulandari et al., 2025).

CONCLUSION

The study revealed that Indicator 1 received the lowest mean rating of 4.11, with a standard deviation of 0.86, indicating that incorporating research approaches in assigned subjects remains a vital aspect of research culture. Marketing management major students generally exhibited a strong research culture, focusing on problem-based research. However, the statement "students establish a way to exchange information with classmates or faculty through email, cellular phone, letters, or Facebook related to research updates" received the lowest mean score of 4.01. The respondents frequently engaged with researchers' expectations to be available for research activities, as reflected in the mean score of 4.08 and standard deviation of 0.89 for the second indicator. They also agreed that research is indispensable in their professional training, with a mean score of 4.09 and a standard deviation of 1.14 for Indicator 3. This finding highlights the importance of faculty being proficient in technology and understanding how it supports student learning. However, there is room for improvement in effectively utilizing library and information resources, as indicated by the lower mean score of 4.20 and standard deviation of 0.89 for Indicator 2. The indicator with the lowest mean score, 4.16, and a standard deviation of 0.87, pertains to the clarity and completeness of the basis for conclusions. Demonstrating awareness of and adherence to research activities and ethical principles scored a mean of 4.02 and a standard deviation of 0.56, indicating an effective level of competence. This finding underscores the importance of adhering to ethical standards in research, particularly in the digital age, where technologies have profoundly impacted various domains, including intellectual property, as noted by Bourgeois (2014). The study also found a strong positive correlation between attitudes toward research and situational leadership ($r=0.970$, $p=0.003$), as well as between practical research skills and leadership ($r=0.924$, $p=0.000$). These findings suggest that fostering positive research attitudes and competencies directly supports adaptive and effective leadership. Therefore, marketing management programs should integrate research-based learning, ethical frameworks, and problem-solving activities to cultivate leadership capabilities. To improve research culture and situational leadership, educators and curriculum designers in marketing management should emphasize the development of research skills not just for academic purposes but as a foundation for strategic, ethical, and situational decision-making in marketing leadership roles. By doing so, they can help students develop the skills and competencies necessary to excel in dynamic environments.

RECOMMENDATIONS

Based on the conclusions drawn from the study findings, the recommendations for research culture, research competence, and situational leadership are stated below.

1. Research culture: Foster a collaborative environment, mentorship programs, workshops, and seminars.
2. Research competence: Training, critical thinking skills, and familiar utilization of statistical tools, such as SPSS, etc.
3. Situational leadership: Team dynamics, decision-making, and communication skills.

According to the action plan in Higher Institution-St. Peter's College, Iligan City

A proposed action plan for St. Peter's College in research culture, research competence, and situational leadership is specified below.

1. Research culture: Organize scheduled workshops on research methodologies, academic writing, and data analysis, and pair students with experienced mentors to guide research projects.
2. Research competence: Develop a framework to assess students' research competence related to problem-solving, professional ethics, dissemination, and utilization. Provide constructive feedback for improvement.
3. Situational leadership: Develop case studies and simulations to teach adaptive leadership skills and sound decision-making skills**.**

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