

Access to Resources as Predictor of Interest in Investigative Studies among College Students in Island Garden City of Samal

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ABSTRACT

The study aimed to look into the influence of access to resources on the interest in investigative studies among college students. In this study, the researcher selected the 180 college students in Island Garden City of Samal as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and Regression Analysis. Findings revealed that access to resources and interest in investigative studies among college students in Island Garden City of Samal were described as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship between access to resources and interest in investigative studies among college students in Island Garden City of Samal. Evidently, regression analysis proved that access to resources in terms of availability of materials and mentorship significantly influenced the interest in investigative studies among college students in Island Garden City of Samal. It is therefore recommended that school administrators should create programs and initiatives that provide students with hands-on research opportunities, internships, and collaborations with industry partners to enhance their interest in investigative studies. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords: *Educational Management, Access to Resources, Interest in Investigative Studies, Island Garden City of Samal, Philippines.*

CHAPTER ONE INTRODUCTION

In today's data-driven world, educational institutions are increasingly relying on evidence-based decision-making. Research on resource access provides valuable data that can inform educational policies, resource allocation, and program development. The ability to investigate, analyze, and solve complex problems is crucial in many aspects of life, from addressing global challenges to improving everyday processes. Exploring the influence of access to resources on students' interest in investigative studies aligns with current trends in education that prioritize equity, innovation, workforce development, and personalized learning. It equips educational stakeholders with the knowledge needed to create more inclusive, competitive, and forward-thinking educational systems that empower students to excel in investigative fields and contribute to the broader advancement of knowledge and society.

As pointed out by Medayese (2015), students with high access to resources are more likely to excel academically. They have access to textbooks, educational technology, research materials, and additional learning opportunities that can enhance their knowledge and skills. Adding more, Asokan and Dhanavandan (2016) noted that a high levels of resource access can help mitigate barriers to education. Financial resources, scholarships, and affordable tuition fees can make education more accessible, especially for those from disadvantaged backgrounds. Also, García-Martín and Cantón-Mayo (2019) asserted that access to resources ensures that all students, regardless of their socioeconomic background, have an equal opportunity to succeed academically. This promotes equity in education. Thus, access to resources for students is vital for ensuring educational equity and enhancing the overall quality of their educational experience. It plays a crucial role in promoting academic success, personal development, and future opportunities for students.

Meanwhile, Meşe (2021) pointed out that when students are interested in investigative studies, they are more likely to actively participate in class, complete assignments with enthusiasm, and seek out additional resources for self-directed learning. The author also noted that developing a passion for investigative studies can instill a life-long love of learning and the habit of seeking knowledge, which is valuable beyond formal education. Adding more, Flowerday and Shell (2015) affirmed that investigative studies encourage students to think critically, analyze information, and evaluate evidence. These skills are applicable to decision-making in both personal and professional life, helping individuals make informed choices. Likewise, Shaukat et al. (2016) viewed that proficiency in investigative studies is beneficial not only in academic and professional settings but also in making well-informed personal decisions.

However, previous researches indicated that the diminishing interest towards investigative studies among students in higher education remains an increasing problem among educators and policy makers worldwide. For instance, Khan et al. (2018) reported that a lack of interest in such studies can result in slower advancements in science, technology, medicine, and other critical areas, potentially hindering societal development since investigative studies are at the forefront of driving innovation and progress in various fields. In same vein, Garrett and Cutting (2019) reported that a reduced interest in investigative studies can have economic consequences for a country. A less skilled workforce may lead to decreased competitiveness in the global marketplace, potentially impacting economic growth. Likewise, Pliske et al. (2015) confirmed that a lack of interest can result in a less informed society, which may be less able to make informed decisions about scientific and technological issues.

Several studies indicated that there is a link between access to resources and interest in investigative studies among students. Landicho (2020) found that access to resources such as libraries, research databases, and academic journals can expose students to a wide range of topics and research findings. This exposure can pique their curiosity and encourage them to explore and investigate various subjects in-depth. Also, Butt and Shams (2013) concluded that access to research resources provides students with the tools and skills needed for investigative studies. In addition, Yapalak and Ilgaz (2013) showed that adequate funding and resources can remove financial barriers that might otherwise discourage students from engaging in research. Scholarships, grants, and research assistantships can make it feasible for students to dedicate time and effort to investigative studies without financial strain.

While there is a growing body of research examining the relationship between access to resources and students' interest in investigative studies, a notable research gap exists regarding the significance of the relationship among these variables in the context of higher education. Existing studies often explore the direct impact of resources on interest of students in secondary schools levels, but they often do not sufficiently consider conducting studies on higher education level. Thus, it is on this context that the researcher felt the need to fill in the research gap of conducting a study among the students in higher education level, particularly the college students in Island Garden City of Samal using a quantitative approach. Specifically, the researcher used a descriptive correlational design to understand the interest in investigative studies among college students as determined by access to resources, which is found to be scarce.

CHAPTER TWO

REVIEW OF SIGNIFICANT LITERATURE

This section provides the discussions of variable and its indicators. The discussions of the concepts, ideas and viewpoints from various authors were taken from different books, journal and electronic.

A. *Access to Resources*

Access to resources as defined by Odinakachi et al. (2023) is the availability and opportunity for students to obtain various educational, material, and support resources that can enhance their learning experience and overall well-being. According to Onche (2014), access to safe and comfortable learning environments, including classrooms, laboratories, and study spaces, is crucial. Adequate facilities ensure that students have the physical infrastructure they need for effective learning. More so, García-Martín and Cantón-Mayo (2019) asserted that Access to resources ensures that all students, regardless of their socioeconomic background, have an equal opportunity to succeed academically. This promotes equity in education. Thus, access to resources for students is vital for ensuring educational equity and enhancing the overall quality of their educational experience. It plays a crucial role in promoting academic success, personal development, and future opportunities for students.

As noted by Bukoye (2018) a acquiring access to resources among students implies that these students have ready and ample access to a wide range of educational, material, and support resources that can significantly impact their educational experiences and outcomes. According to Medayese (2015), students with high access to resources are more likely to excel academically. They have access to textbooks, educational technology, research materials, and additional learning opportunities that can enhance their knowledge and skills. Adding more, Asokan and Dhanavandan (2016) noted that a high levels of resource access can help mitigate barriers to education. Financial resources, scholarships, and affordable tuition fees can make education more accessible, especially for those from disadvantaged backgrounds.

As viewed by Katabalwa (2016), students with abundant resources can participate in extracurricular activities, join clubs, and engage in enrichment programs, fostering personal growth, leadership skills, and a well-rounded education. According to Chandra et al. (2014), access to career counseling, internships, and job placement services can lead to better career prospects after graduation, potentially resulting in higher earning potential and job satisfaction. As noted by Bhat and Mudhol (2017), having access to research facilities, funding, and mentorship can encourage students to engage in innovative research, potentially contributing to advancements in various fields. Institutions with robust support services and resources tend to have higher retention rates, as students are more likely to persist through challenges when they have access to academic and mental health support.

As noted by Chandran (2016), high levels of resource access can extend beyond the campus, encouraging students to engage in community service and civic activities, fostering a sense of social responsibility. According to Tety (2018), students with ample resources are better prepared to compete in a globalized job market, as they have access to international experiences, language courses, and study abroad opportunities. As mentioned by Owoeye (2011), ensuring high levels of resource access for all students promotes equity in education, as it levels the playing field and reduces disparities based on socioeconomic status, race, or other factors. Thus, a high level of access to resources among students signifies that they have the means and support necessary to excel academically, develop personally, and thrive in their future careers.

The study conducted by Ibe-Bassey (2014), showed that access to resources can significantly influence students' learning motivation by creating a conducive and engaging learning environment that supports their academic and personal growth. When students have the tools and materials they need, they are more likely to be motivated to learn, explore, and excel in their studies. According to Gogo (2007), access to diverse learning materials, such as textbooks, online courses, and multimedia resources, can make learning more engaging and interactive. When students find their studies interesting and enjoyable, they are more motivated to learn. More so, Higgins et al. (2005) affirmed that resources can enable personalized learning experiences, allowing students to tailor their studies to their preferences and needs. This sense of ownership over their education can boost motivation. When students have access to resources that help them acquire new skills and knowledge, they experience a sense of competence and mastery. This sense of achievement can be highly motivating.

In addition, the study conducted by Apuke and Iyendo (2018) indicated that access to resources that facilitate skill development and knowledge acquisition can increase students' confidence in their abilities (self-efficacy). When students believe they can succeed, they are more likely to be motivated to put in effort. According to Edwards (1992), access to resources empowers students to take control of their learning process. When they have the freedom to explore topics that interest them and choose their learning materials, they are more motivated to learn independently. As noted by Okongo et al. (2017), educational resources can help students align their learning with their personal and academic goals. When students see a clear connection between their studies and their future aspirations, they are motivated to work toward those goals. More so, Tuimur and Chemwe (2015) pointed out that access to resources encourages students to explore their curiosity and delve deeper into topics of interest.

Further, Bottiani et al. (2019) asserted that access to assessment tools and feedback mechanisms can help students track their progress and identify areas for improvement, which can motivate them to strive for better results. According to Bragdon and Dowler (2016), having access to various resources allows students to choose materials that align with their preferred learning styles, catering to their individual needs and preferences. Seeletso (2014) mentioned that access to collaborative resources can facilitate peer interaction and group learning, which can boost motivation through social engagement and shared learning experiences. Institutions that provide ample resources create a positive learning environment that fosters motivation. Students are more likely to be motivated when they perceive that their institution cares about their educational needs.

Furthermore, Vazquez (2020) affirmed that access to diverse resources, such as career counseling, internships, job shadowing, and informational interviews, exposes students to a wide range of career possibilities. This exposure helps students explore different professions and industries, expanding their knowledge of potential career paths. Long'ore et al. (2023) noted that access to educational resources, training programs, and skill-building opportunities can help students acquire the competencies and qualifications required for their chosen careers. This access can make students more competitive in the job market. Adding more, Ackah-Jnr and Danso (2019) asserted that access to mentorship programs and guidance from experienced professionals can provide students with insights into their desired careers. Mentors can offer advice, share their experiences, and help students navigate their career paths.

- *Availability of Materials.* The first indicator of access to resources in this study which refers to the accessibility and presence of educational resources, materials, and tools necessary for students to support their learning and academic endeavors. These materials can encompass a wide range of items, including textbooks, digital resources, school supplies, technology, laboratory equipment, art supplies, and more (Odinakachi et al., 2023). According to Tety (2018), when students have easy access to a variety of materials, it broadens their learning horizons. They can explore topics in greater depth and engage in self-directed learning. This availability can foster a more enriched and well-rounded educational experience.

As noted by Udosen (2011), high availability reduces the financial and logistical barriers to education. Students from lower-income backgrounds may struggle to acquire necessary materials, which can hinder their educational progress. Ensuring high availability can help bridge these disparities. According to Owoeye (2011), access to materials can positively impact student performance and achievement. Well-equipped classrooms and libraries, as well as access to digital resources, can contribute to better academic results. Availability of art supplies, technology, and creative tools can encourage students to explore their artistic and innovative potential. This can lead to the development of creative skills and innovative thinking.

Moreover, Ibe-Bassey (2014) viewed that high availability of materials promotes equity and inclusivity by ensuring that students of all backgrounds and abilities have equal opportunities to access educational resources. This is particularly important for students with disabilities who may require specialized materials. According to Edwards (1992), students have diverse learning styles, and having a variety of materials available can cater to these differences. Some students may excel with visual aids, while others may prefer hands-on activities or digital resources. More so, Afolabi (2015) asserted that educators can be more effective in their teaching when they have the necessary materials and resources at their disposal. This can lead to more engaging and impactful lessons.

- *Mentorship.* The second indicator of access to resources in this study which refers to the structured and supportive relationship between a more experienced individual (the mentor) and a less experienced student (the mentee) in which the mentor provides guidance, advice, support, and knowledge to help the student develop academically, personally, and professionally (Odinakachi et al., 2023). According to Schnautz (2016), high-quality mentorship fosters the personal growth and development of students. Mentors can help students set and achieve goals, build confidence, and develop a sense of identity and purpose. Leidenfrost et al. (2011) highlighted that effective mentors can provide academic guidance, helping students improve study habits, time management, and problem-solving skills. This can lead to improved academic performance and a deeper understanding of subject matter.

As pointed out by Strassnig et al. (2014), positive mentorship experiences can boost a student's self-confidence and self-esteem. When students have someone who believes in them and their abilities, they are more likely to take on challenges and overcome obstacles. According to Jefferson (2022), mentors can offer insights into various career paths, provide guidance on selecting majors or courses, and help students explore internship and job opportunities. This preparation is invaluable for students as they transition from education to the workforce. As highlighted by DeBonis (2016), mentorship can help students gain a better understanding of different cultures and perspectives. This can be especially important in today's diverse and interconnected world.

- *Technical Support.* The third indicator of access to resources in this study which refers to the provision of assistance, guidance, and troubleshooting services related to technical and digital tools and resources to help students navigate and effectively use technology for their educational purposes (Odinakachi et al., 2023). As pointed out by Tuimur and Chemwe (2015) high-quality technical support ensures that students have reliable access to the digital tools and resources necessary for their education. This can include access to online textbooks, course materials, and educational software. According to Dhanavandan (2016), effective

technical support helps students have a smooth and uninterrupted learning experience. When technical issues are promptly addressed, students can focus on their studies rather than grappling with technology problems.

Providing technical support can also contribute to improving students' digital literacy skills. They learn how to troubleshoot common technical issues, navigate digital platforms, and use technology more effectively (Ibe-Bassey, 2014). According to Oladejo et al. (2013), ensuring that all students receive the technical support they need promotes equity in education. It helps bridge the digital divide by providing support to students who may have limited access to technology at home. Njuguna (2018) noted that technical support should also address accessibility issues to ensure that students with disabilities can effectively use technology. This may involve providing assistive technology or guidance on accessible software and resources. With technical support, students can better engage in online collaborative activities, such as group projects and virtual discussions. This enhances their ability to work with peers and learn from one another.

B. Interest in Investigative Studies

Interest in investigative studies as defined by Hussain et al. (2016) strong attraction or enthusiasm for activities, courses, or careers that involve the systematic and in-depth exploration, analysis, and research of various subjects, issues, or phenomena. According to Hussain et al. (2011), interest in investigative studies reflects a genuine curiosity and motivation to uncover information, solve problems, and gain a deeper understanding of the world through investigative methods. Students with a strong interest in investigative studies often actively engage in research, critical thinking, and problem-solving activities related to their chosen fields. Meşe (2021) asserted that when students are interested in investigative studies, they are more likely to actively participate in class, complete assignments with enthusiasm, and seek out additional resources for self-directed learning. Also, developing a passion for investigative studies can instill a life-long love of learning and the habit of seeking knowledge, which is valuable beyond formal education.

Interest in investigative studies can have a profound impact on students' success in life. As pointed out by Flowerday and Shell (2015), investigative studies encourage students to think critically, analyze information, and evaluate evidence. These skills are applicable to decision-making in both personal and professional life, helping individuals make informed choices. Mazer (2015) also noted that investigative work often involves identifying and solving complex problems. Students with an interest in investigative studies develop strong problem-solving abilities that are transferable to a wide range of life situations. Likewise, Elmore and Lewis (1991) pointed out that interest in investigative studies equips students with research and information literacy skills, enabling them to gather, assess, and apply knowledge effectively. These skills are invaluable in the information age.

As viewed by Monroe and Kumar (2016), interest in investigative studies encourages students to become information-savvy individuals who can evaluate sources, distinguish between reliable and unreliable information, and make informed decisions. According to Shaukat et al. (2016), investigative studies typically involve research and data analysis. Proficiency in these skills is beneficial not only in academic and professional settings but also in making well-informed personal decisions. More so, Wainstock (1994) noted that investigative studies nurture problem-solving skills, which are applicable in various life situations, from resolving personal conflicts to tackling complex societal issues. Accordingly, the author emphasized that students with a strong interest in investigative studies may have a competitive edge when pursuing careers in fields such as journalism, law enforcement, research, and scientific inquiry.

As pointed out by Khan et al. (2018), students who are interested in investigative studies are more likely to engage in critical thinking and problem-solving. They seek to understand concepts at a deeper level, connect ideas, and make meaningful discoveries, which can lead to a better grasp of the subject matter. According to Murtonen and Balloo (2019), when students are genuinely interested in investigative studies, they are more likely to be intrinsically motivated. This means they are driven by their internal curiosity and desire to learn, rather than external rewards or pressure. This can lead to more sustained and meaningful learning experiences. More so, Garrett and Cutting (2019) concluded that high levels of student interest can lead to improved retention of knowledge. When students are engaged and interested in what they are learning, they are more likely to remember and apply what they have learned in different contexts.

Further, Lambie et al. (2016) asserted that students who have a high level of interest in investigative studies tend to perform better academically. They are more likely to invest time and effort in their studies, leading to higher grades and achievement. According to Meltzoff and Cooper (2018), investigative studies often encourage creativity and innovation. Students who are interested in exploring topics in depth are more likely to come up with novel ideas, solutions, and approaches to problems. Sosu (2019) also noted that in a classroom where students are actively engaged in investigative studies can create a positive and dynamic learning environment. This can lead to increased enthusiasm among both students and teachers, fostering a culture of curiosity and exploration. Likewise, Alonso et al. (2015) noted that students who develop a passion for investigative studies are better prepared for careers that require research, problem-solving, and analytical thinking.

Furthermore, Hidalgo et al. (2013) asserted that high student interest in investigative studies can lead to a wider range of interests and specializations. Students may explore various fields and discover their passions, which can lead to a diverse and well-rounded education. As pointed out by Veilleux and Chapman (2019), cultivating a strong interest in investigative studies can instill

a lifelong love of learning. Students who are curious and eager to investigate are more likely to continue seeking knowledge and self-improvement throughout their lives. Pliske et al. (2015) noted that the presence of high student interest in investigative studies may influence educational institutions to adopt more student-centered and inquiry-based teaching methods. This can lead to positive changes in the overall education system.

- *Positive Learning Environment.* The first indicator of interest in investigative studies of students in this study which refers to the place where students are actively engaged in the research process, motivated to explore and contribute to their chosen area of study, and receive the necessary support and resources to excel in their research endeavors. This environment prioritizes collaboration, critical thinking, and innovation while promoting a sense of belonging and empowerment among students (Hussain et al., 2016). According to Becton (2017), students have access to a variety of research opportunities, including internships, lab work, field studies, and independent projects. These opportunities align with their academic interests and career goals.

As noted by Ezike (2018), the learning environment provides students with access to state-of-the-art facilities, research databases, libraries, and equipment necessary for their research. Adequate funding is available for research projects and experiments. According to Mudassir and Norsuhaily (2015), knowledgeable and supportive mentors guide students in their research endeavors. These mentors help students develop research skills, refine their research questions, and provide feedback and guidance throughout the research process. Balog (2018) noted that collaboration is encouraged among students and faculty members. Students have the chance to work with peers, engage in interdisciplinary research, and participate in research conferences, seminars, and workshops. Research subjects are integrated into the curriculum in a way that promotes active learning. Students are exposed to research methodologies, data analysis techniques, and critical thinking skills that are relevant to their field of study.

As pointed out by Odeh et al. (2015), the environment supports students in translating their research experiences into career opportunities. This includes guidance on publishing research findings, presenting at conferences, and preparing for future academic or industry roles. According to Wang and Bao (2010), the environment fosters a sense of community where students feel valued, respected, and supported. This includes a diverse and inclusive atmosphere that accommodates various perspectives and backgrounds. Likewise, Bristow et al. (2017) asserted that students have the freedom to explore their research interests and take ownership of their projects. They are encouraged to ask questions, challenge assumptions, and pursue innovative solutions to research problems. More so, Monroe and Kumar (2016) noted that assessment methods are designed to evaluate not only the final outcomes but also the research process, fostering a growth mindset.

- *Technological Proficiency.* The second indicator of interest in investigative studies of students in this study which refers to the ability of researchers to effectively and efficiently utilize a wide range of technological tools, software, hardware, and digital resources to enhance various aspects of the research process. This proficiency extends beyond basic computer skills and encompasses the capability to harness technology for data collection, analysis, collaboration, dissemination, and problem-solving within the context of academic or professional research endeavors (Hussain et al., 2016). As noted by Kentnor (2015), researchers with high-level technology proficiency can streamline various research tasks, such as data collection, analysis, and literature review, leading to increased research productivity and the ability to tackle complex projects efficiently.

The study conducted by Carpenter et al. (2020) showed that high-level technology proficiency facilitates easy access to a vast array of digital resources, including academic databases, digital libraries, and online archives, enabling researchers to access relevant literature and sources from anywhere. As noted by Christensen and Knezek (2018), proficient researchers can leverage advanced data collection methods, sensor technologies, and data analysis software to gather and analyze data more comprehensively, allowing for more robust and insightful findings. According to Sadiku et al. (2018), proficiency in collaboration tools, such as video conferencing, project management software, and online document sharing, enables researchers to collaborate effectively with colleagues and collaborators across geographical boundaries.

As viewed by Ruggiero and Mong (2016), proficient researchers can use technology to create virtual experiments or simulations, allowing for experimentation in controlled environments and the testing of hypotheses without the need for physical resources. According to Panoj et al. (2022), proficiency in data visualization tools and presentation software enables researchers to convey complex research findings in a visually engaging and easily understandable manner, enhancing the impact of their work. Likewise, King (2016) noted that high-level technology proficiency can facilitate interdisciplinary research by enabling researchers to integrate data and methodologies from multiple fields, fostering innovative and holistic approaches to complex problems.

- *Perceived Competence.* The third indicator of interest in investigative studies of students in this study which refers to the subjective belief or confidence that students have in their ability to successfully complete and excel in the process of writing a thesis or dissertation. This perception is based on their self-assessment of their skills, knowledge, and preparedness to undertake the research and writing tasks involved in producing a high-quality thesis (Hussain et al., 2016). Students with high perceived competence are more likely to be motivated and engaged in the thesis writing process. They believe in their ability to meet the challenges and are therefore more likely to put in the necessary effort and time required for research and writing.

As pointed out by Jegede et al. (2012), high levels of perceived competence can lead to greater persistence in the face of obstacles and setbacks. Students who believe in their abilities are more likely to persevere and overcome difficulties, such as writer's block or data analysis challenges. When students have confidence in their thesis writing abilities, they are more likely to produce high-quality work. Their belief in their competence can translate into well-researched, well-structured, and well-written theses. According to Burkley and Burkley (2009), high perceived competence can reduce anxiety and stress associated with thesis writing. Students who feel confident in their abilities are less likely to experience overwhelming stress or imposter syndrome, which can hinder progress. Adding more, Dempster and McCorry (2009) noted that completing an investigative studies successfully can boost a student's confidence in their academic and research skills, which can be beneficial for their future career prospects, especially if they plan to pursue further studies or enter research-related professions.

- *Reinforcement.* The fourth indicator of interest in investigative studies of students in this study which refers to the use of positive feedback, encouragement, support, and resources to strengthen a student's skills, motivation, and overall ability to successfully complete their investigative studies (Hussain et al., 2016). Positive reinforcement can boost a student's motivation to work on their thesis. When students receive praise, recognition, or encouragement for their progress and efforts, they are more likely to stay motivated and committed to completing their research and writing tasks. Also, noted that students who feel supported and reinforced are often more productive in their thesis work. They may have a clearer sense of direction, be more organized, and work more efficiently, resulting in higher-quality research and writing.

As noted by Ipanaqué-Zapata et al. (2023) receiving support and positive feedback can increase a student's belief in their own abilities (self-efficacy) to tackle the challenges of thesis writing successfully. This enhanced self-confidence can lead to greater perseverance and a willingness to overcome obstacles. According to Rubio et al. (2023), high levels of reinforcement can alleviate the stress and anxiety that often accompany thesis writing. When students know they have the support of their advisors, peers, and institutions, they are less likely to feel overwhelmed or discouraged. Likewise, Fuster-Guillén et al. (2022) highlighted that positive reinforcement can lead to better academic performance. Students who receive consistent support and encouragement are more likely to meet or exceed the expectations of their advisors and institutions, resulting in higher grades and a stronger academic record.

Meanwhile, access to resources can have a significant impact on students' interest in investigative or research studies. For instance, Landicho (2020) concluded that access to resources such as libraries, research databases, and academic journals can expose students to a wide range of topics and research findings. This exposure can pique their curiosity and encourage them to explore and investigate various subjects in-depth. Adding more, Emsen et al. (2011) noted that resources can help students become more aware of the importance of investigative studies. Exposure to research articles, scholarly publications, and real-world applications of research can demonstrate the relevance and impact of investigative work, making students more interested in pursuing such studies. Also, Butt and Shams (2013) noted that access to research resources provides students with the tools and skills needed for investigative studies.

Further, the study conducted by Yapalak and Ilgaz (2013) showed that adequate funding and resources can remove financial barriers that might otherwise discourage students from engaging in research. Scholarships, grants, and research assistantships can make it feasible for students to dedicate time and effort to investigative studies without financial strain. According to Hidalgo et al. (2013) access to knowledgeable and supportive mentors, such as professors and researchers, can play a crucial role in fostering interest in investigative studies. Mentors can guide students through the research process, provide valuable insights, and inspire them to pursue research projects. More so, Muthuswamy et al. (2017) noted that adequate funding and resources can remove financial barriers that might otherwise discourage students from engaging in research. Scholarships, grants, and research assistantships can make it feasible for students to dedicate time and effort to investigative studies without financial strain.

Furthermore, Abun et al. (2019) highlighted that resources can facilitate collaboration with peers and experts in the field. Collaborative research projects can be intellectually stimulating and provide a sense of belonging to a research community, which can increase interest in investigative studies. According to Belgrave and Jules (2015) access to real-world data and research projects can demonstrate the practical applications of investigative studies. When students see how research can address real problems and make a positive impact, it can motivate them to become more involved in investigative work. Institutions that recognize and reward students' research efforts, such as through awards, publications, or presentation opportunities, can incentivize students to pursue investigative studies and excel in their research endeavors.

C. *Synthesis*

The literature review synthesizes existing research on access to resources and interest in investigative studies among students. Access to resources, both financial and educational, plays a pivotal role in influencing college students' interest in investigative studies. Scholarships, grants, mentorship, laboratory facilities, and specialized programs all contribute to creating an environment conducive to nurturing curiosity and passion for investigative disciplines. To foster greater interest in investigative studies among college students, educational institutions should continue to invest in these essential resources. Additionally, further research and policies should be developed to ensure equitable access for all students, regardless of their socioeconomic background, thereby promoting inclusivity and diversity in investigative fields.

D. Theoretical/Conceptual Framework

The study is anchored on Self-Determination Theory by Deci and Ryan (1985). SDT emphasizes the role of motivation and the satisfaction of psychological needs in driving human behavior. Accordingly, individuals are motivated when they perceive themselves as having a sense of autonomy, or the ability to make choices and decisions that align with their personal values and interests. Access to resources, such as scholarships, grants, and research opportunities, can enhance students' autonomy by reducing financial constraints and providing options for pursuing investigative studies. When students have the freedom to choose their educational path, they are more likely to develop a genuine interest in investigative fields.

In support, Landicho (2020) proposed that access to resources such as libraries, research databases, and academic journals can expose students to a wide range of topics and research findings. This exposure can pique their curiosity and encourage them to explore and investigate various subjects in-depth. Adding more, Emsen et al. (2011) postulated that resources can help students become more aware of the importance of investigative studies. Exposure to research articles, scholarly publications, and real-world applications of research can demonstrate the relevance and impact of investigative work, making students more interested in pursuing such studies.

As shown on Figure 1, the study is composed of two variables. The independent variable is access to resources or the availability and opportunity for students to obtain various educational, material, and support resources that can enhance their learning experience and overall well-being. The measure of access to resources according to Odinakachi et al. (2023) are availability of materials or the accessibility and presence of educational resources, materials, and tools necessary for students to support their learning and academic endeavors; mentorship or the structured and supportive relationship between a more experienced individual (the mentor) and a less experienced student (the mentee) in which the mentor provides guidance, advice, support, and knowledge to help the student develop academically, personally, and professionally; and technical support or the provision of assistance, guidance, and troubleshooting services related to technical and digital tools and resources to help students navigate and effectively use technology for their educational purposes.

The dependent variable is interest in investigative studies or the strong attraction or enthusiasm for activities, courses, or careers that involve the systematic and in-depth exploration, analysis, and research of various subjects, issues, or phenomena. According to Hussain et al. (2016), the measure of interest in investigative studies are positive learning environment or the place where students are actively engaged in the research process, motivated to explore and contribute to their chosen area of study, and receive the necessary support and resources to excel in their research endeavors; technological proficiency or the ability of researchers to effectively and efficiently utilize a wide range of technological tools, software, hardware, and digital resources to enhance various aspects of the research process; perceived competence or the subjective belief or confidence that students have in their ability to successfully complete and excel in the process of writing a thesis or dissertation; and reinforcement or the use of positive feedback, encouragement, support, and resources to strengthen a student's skills, motivation, and overall ability to successfully complete their investigative studies.

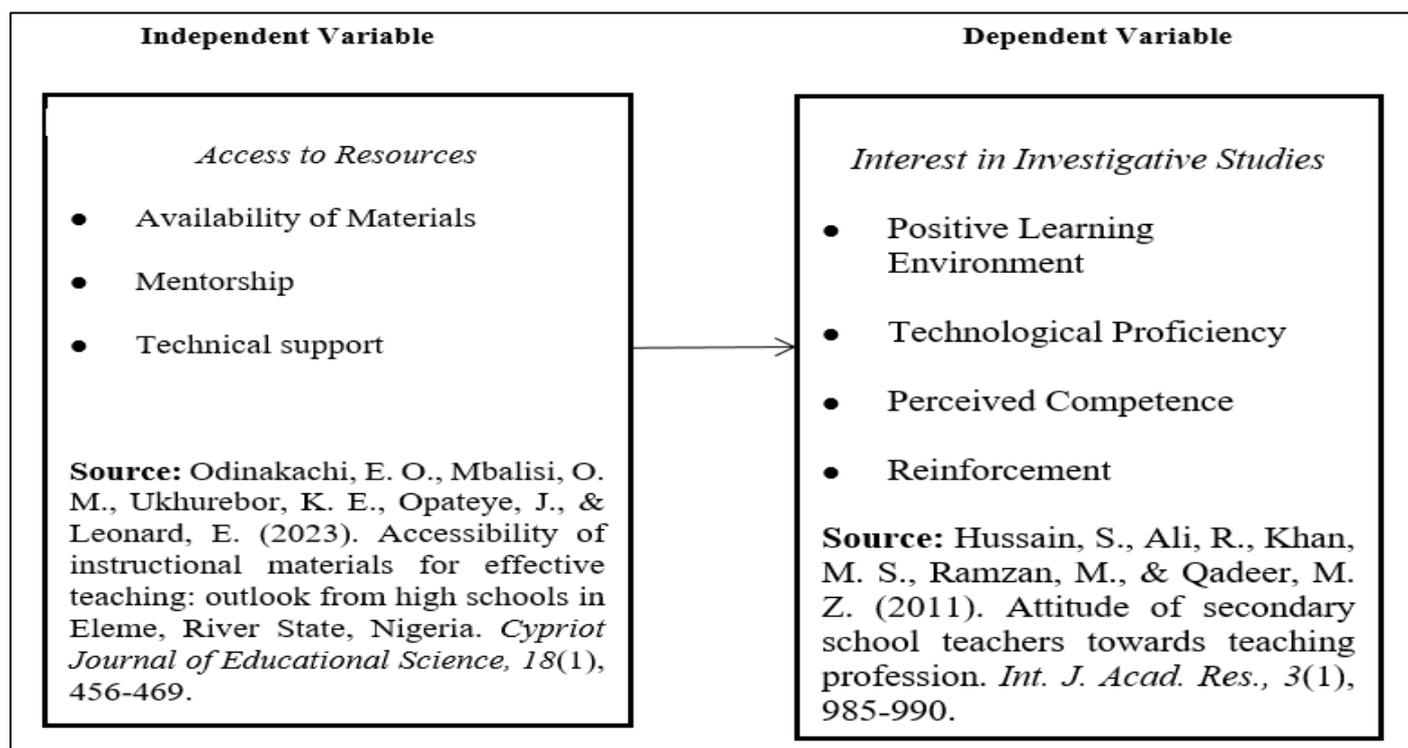


Fig 1: The Conceptual Framework of the Study

E. Statement of the Problem

The primary aim of this study was to determine which among the access to resources significantly influence the interest in investigative studies among college students in Island Garden City of Samal. Specifically, this study seeks to answer the following questions:

➤ *What is the Extent of Access to Resources among College Students in Terms of:*

- availability of materials;
- mentorship; and
- technical support?

➤ *What is the Extent of Interest in Investigative Studies among College Students in Terms of:*

- positive learning environment;
- technological proficiency;
- perceived competence; and
- reinforcement?

➤ *Is there a significant relationship between access to resources and interest in investigative studies among college students in Island Garden City of Samal?*

➤ *Which among the domains of access to resources significantly influence the interest in investigative studies among college students in Island Garden City of Samal?*

F. Hypothesis

➤ *The Following Null Hypotheses were Tested at 0.05 Level of Significance:*

- H01: There is no significant relationship between access to resources and interest in investigative studies among college students in Island Garden City of Samal.
- H02: None of the domains of access to resources significantly influence the interest in investigative studies among college students in Island Garden City of Samal.

➤ *It was assumed that the study would be also beneficial to certain individuals and groups in academe.*

- *Policy Makers.* Research findings can inform the development of policies and initiatives aimed at promoting equitable access to resources for all students. This can lead to more inclusive educational systems and opportunities. Adding more, understanding the impact of resources can help policy makers allocate funding and resources more effectively, ensuring that students have the necessary support to pursue investigative studies.
- *School Administrators.* School administrators can use research findings to improve curricula and program offerings, tailoring them to students' interests and providing specialized resources for investigative studies. Moreover, understanding the relationship between resource access and student interest can help administrators identify strategies to improve student retention rates in investigative programs.
- *Professors.* Professors can use research insights to design and adapt course materials and teaching methods to better engage students and foster interest in investigative studies. Awareness of resource-related factors can guide professors in providing mentorship and support to students, helping them navigate the challenges of investigative research.
- *College Students.* Students can make more informed decisions about their academic and career paths based on their understanding of how access to resources can impact their interest in investigative studies. In addition, knowledge of the relationship between resources and interest can empower students to actively seek out and utilize available resources, such as scholarships, research opportunities, and mentorship.
- *Future Researchers.* Future researchers can build upon existing studies to delve deeper into specific aspects of access to resources and interest in investigative studies among college students. This groundwork provides a basis for more specialized research that can lead to a comprehensive understanding of the topic.

➤ *For more comprehensive understanding, the following terms were defined operationally:*

- *Access to Resources.* This is defined conceptually as the availability and opportunity for students to obtain various educational, material, and support resources that can enhance their learning experience and overall well-being. In this study refers to the independent variable being described in terms of availability of materials; mentorship; and technical support.

- *Interest in Investigative Studies*. This is defined as the strong attraction or enthusiasm for activities, courses, or careers that involve the systematic and in-depth exploration, analysis, and research of various subjects, issues, or phenomena. In this study refers to the dependent variable being describe in terms of the following indicators: positive learning environment; technological proficiency; perceived competence; and reinforcement.

CHAPTER THREE METHODOLOGY

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis.

A. Research Design

In this study, the researcher utilized quantitative descriptive-correlational technique of research to gather data ideas, facts and information related to the influence of access to resources on the interest in investigative studies among college students. Bryman and Bell (2015) described quantitative research as a research method that focuses on the objective measurement and analysis of numerical data to draw conclusions and make inferences about a specific population or phenomenon. This approach employs systematic and structured data collection techniques, such as surveys, experiments, or statistical analysis of existing datasets, to gather numerical data that can be quantified and statistically analyzed. The findings from quantitative research aim to provide a deeper understanding of patterns, relationships, and trends within the data.

Meanwhile, descriptive correlational research according to Gay, Mills, and Airasian, (2019) as an approach that involves observing and measuring two or more variables without manipulating them. It aims to describe the relationship or association between variables as they naturally occur. This approach focuses on understanding the strength and direction of the relationship between variables, often using statistical measures such as correlation coefficients. In a descriptive correlational study, researchers collect data on variables of interest and analyze them to identify patterns, trends, or associations. The goal is to gain a deeper understanding of how the variables relate to each other in a specific population or context. More so, this approach is particularly useful when exploring complex phenomena or when causality cannot be established due to ethical or practical limitations. Particular, the study focused on determining which domains of access to resources significantly influence the interest in investigative studies among college students.

B. Research Respondents

The respondents of the study were the selected college students in Island Garden City of Samal. In this study, the 180 respondents were selected through stratified random sampling technique. Stratified random sampling according to Leedy and Ormrod (2018) is a probabilistic sampling technique used in research to select a representative sample from a population by dividing it into subgroups or strata based on certain characteristics. Within each stratum, a random sample is drawn, and these samples are combined to create the final representative sample for the study. This method ensures that each subgroup is adequately represented in the sample, allowing for more accurate generalizations and inferences to be made about the entire population.

Moreover, the primary consideration of this study was to select respondents who can provide information to achieve the purpose of this study. Hence, only those bonafied enrolled college students in the selected college education institution in Island Garden City of Samal, and those who voluntarily signed the ICF were given the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions and thus it did not consider the gender and socio-economic status of the college students.

C. Data Gathering Procedure

Steps were undergone by the researcher in conducting the study after the validation of the research questionnaire.

- *Permission to Conduct the Study.* The researcher secured the permission to conduct the study. The researcher secured the endorsement from the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City. The endorsement letter from the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City was attached to the permission letters to be endorsed to the school administrators of the selected college education institutions in Island Garden City of Samal.
- *Distribution and Retrieval of the Questionnaire.* The researcher proceeded to the distribution of the research instrument to the respondents after the approval to conduct the study. Upon the distribution of the questionnaires, the benefits of the survey were briefly discussed and explained to the identified respondents of the study. For the administration of the questionnaire, the researcher distributed the questionnaires following health protocols. The participants of the study were given enough testing time for the questionnaires to be finished. After which, the data collected were subjected to quantitative analysis.
- *Collation and Statistical Treatment of Data.* After the data retrieval of the questionnaire, the scores of each respondent were tallied to organized the data per indicator. After which, each score was subjected to descriptive and inferential analysis using SPSS.

D. Ethical Considerations

The researcher observed promptly the protocols deemed necessary as the standard guidelines in carrying out the research study following the study protocol assessments criteria, particularly in managing the population and data. The researcher provide a clear and comprehensive information about the study to potential respondents. This information include the purpose of the research, the procedures involved, potential risks and benefits, confidentiality measures, the voluntary nature of participation, and contact information of the researchers.

- *Informed Consent.* The researcher provided the respondents with written informed consent form that summarizes the study details in layman's terms. The ICF clearly state that participation is voluntary and that respondents have the right to withdraw at any time without penalty. Respondents were given a copy of the signed form for their records.

It was made clear that involvement of respondents in the study is voluntary. If ever they would refuse to participate, they were not forced by the researcher. Besides, the researcher was cautious to assure the respondents' psychological well-being. A written permission from the respondents were secured from them. The researcher informed the respondents that the study aimed to conduct a study on the factors that hinder/promote the interest in investigative studies among college students in relation to access to resources, and may contribute to the enhancement.

- *Vulnerability of Research Participants.* The respondents of the study are the pupils and considered to be vulnerable since all of them are not in legal age, and, they are considered highly vulnerable in the psychological aspect. The researcher emphasized that the survey was set at the respondents' convenience. Also, the researcher protected the confidentiality of the information disclosed.
- *Privacy and Confidentiality.* This study observed the data Privacy Act of 2012 wherein the researcher assured that the data cannot be traced back to the participants which will be the real source of information, to protect the identities of the respondents. Moreover, the researcher assured that no personal data would be shared without the consent of the respondents. Thus, to ensure that no personal data would be exposed, the access was limited to the researcher alone. To protect the privacy of the respondents, it was assured that the researcher is the only person that could access the survey results. After the necessary data was collected, the researcher permanently deleted all the survey result to assure that data cannot be traced back to the respondents who were the real source of information.
- *Risk, Benefits and Safety* - In administering the survey questionnaires, the researcher fully disclosed to the respondents the nature of their participation and explained thoroughly and properly the purpose and benefits of the study as well as the confidentiality of their responses as stated in the online survey questionnaire. The respondents, without restrictions will be able to ask questions related to the study. Further, the researcher ensured that the respondents were not be subjected to harm in any ways whatsoever. Moreover, the questionnaire and interview guide that were used in this study did not contain any degrading or unacceptable statements offensive to the respondents of the study.

Likewise, this study is designed purely to collect academic information related to the study and they were not asked with personal information. To minimize inconvenience, the researcher made sure that the respondents were given ample time to answer the survey questionnaire. The respondents were given freedom not to answer questions which made them feel any psychological and emotional distress and they would be free to withdraw as a respondent of the study if they would feel that they cannot discuss the information that being asked from them. The researcher valued their participation and placed their welfare as the highest priority during the course of the study.

- *Justice.* To avoid impartiality in choosing the respondents, the researcher regarded all respondents equal regardless if they would be respondent in the survey. The researcher did not prejudice in choosing the respondents of the study. Anybody who fitted the qualifications of being bonafied enrolled college students in the purposively selected schools. During the conduct of the study, the researcher made certain to respect the respondents by interrupting as little time as possible to the routine of the respondents. To compensate for the time spent during data gathering, the researcher gave tokens of appreciation to the respondents. This token was an assortment of souvenir. The tokens were sent via courier, and these was sealed carefully in a package. Also, each token were sanitized before having it sent to your doorstep.
- *Transparency.* To provide transparency in this study, any type of communication in relation to the research was done with honesty and transparency. To safeguard the welfare of the participants, the researcher properly implemented the methods that are discussed to use in this study. All the necessary documents that supported the data analysis was included. Importantly, the researcher described the extent of the involvement of the respondents in this study and shared how the researcher-maintained objectivity in analyzing data and presentation of the results of the study.
- *Qualification of the Researcher.* The researcher ensured that the responses of the respondents were not influence by any other factor like the conflict of interest. The findings of the study could be accessed by the respondents and parents, and school administrators of the participating schools because the information would be made available as long as they followed proper protocol to protect the anonymity of the respondents. The researcher also acknowledged the effort of every person who contributed to the success of the study, the selected college education institution in Island Garden City of Samal was given a furnished copy of the results of the research so it can be accessed by the respondents and be used for learning and further study.
- *Adequacy of Facilities.* The researcher engaged the respondents in a conducive environment and learning materials which were ample and available in the conduct of the study and was done within the time set by the researcher. The accuracy of gathering data from the respondents was ensured by encoding properly the ratings of the respondents during the day when the researcher was not too tired to do them to avoid errors in encoding. Also, the analysis and results gathered were proficient and aligned that serves as a primary basis for adequacy.
- *Community Involvement.* It was a good practice to have community involvement during every phase of research from planning to reporting. Hence, the researcher planned to share the findings generated with the community, and community involvement was accorded with primacy in making decisions about the research agenda, appropriate method to apply in their context, and use

of the results or findings. The findings of this study will then be shared back with the community through gatherings, fora, and conferences.

E. Data Analysis

➤ *The Following were the Statistical Tools Utilized by the Researcher in Processing the Gathered Data:*

- *Mean.* This was useful in characterizing the access to resources and interest in investigative studies among college students in Island Garden City of Samal.
- *Pearson Product Moment Correlation.* It was used in this study to assess the significant relationship between access to resources and interest in investigative studies among college students in Island Garden City of Samal. It is a statistical measure of the strength of a linear relationship between paired data.
- *Linear Regression.* It was applied to evaluate the significance on the influence of access to resources on the interest in investigative studies among college students in Island Garden City of Samal.

CHAPTER FOUR RESULTS AND DISCUSSIONS

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of access to resources and interest in investigative studies among college students; the significant relationship between access to resources and interest in investigative studies among college students in Island Garden City of Samal; and the influence of access to resources on the interest in investigative studies among college students in Island Garden City of Samal.

A. Access to Resources

Availability of Materials. Table 1 shows that this domain was assessed by the respondents as extensive with a category mean of 3.51, interpreted as oftentimes observed by college students in Island Garden City of Samal. The mean rating of the different items ranges from 3.13 to 4.14. On one hand, the item *Availability of materials allows me to explore diverse perspectives and deepen my understanding of academic subjects* has a mean rating of 3.13, described as moderately extensive and interpreted as sometimes observed by the respondents. On the other hand, the item *The availability of digital resources has revolutionized education, allowing me to access materials conveniently and expand their academic horizons* reflects a mean of 4.14 described as extensive and interpreted as oftentimes observed by the students.

Table 1: Access to Resources in Terms of Availability of Materials

Statement	Mean	Descriptive Rating
The availability of materials directly impacts my academic success by ensuring that I have the resources needed to excel in my studies.	3.48	Extensive
Availability of materials allows me to explore diverse perspectives and deepen my understanding of academic subjects.	3.13	Moderately Extensive
The availability of up-to-date materials is crucial for me to stay current with evolving knowledge and advancements in my field of study.	3.25	Moderately Extensive
The availability of materials reduces the financial burden on students, enabling more equitable access to education and promoting academic achievement.	3.53	Extensive
The availability of digital resources has revolutionized education, allowing me to access materials conveniently and expand their academic horizons.	4.14	Extensive
Mean	3.51	Extensive

This implies that the accessibility and presence of educational resources, materials, and tools necessary for students to support their learning and academic endeavors is oftentimes observed. This supports the idea of Tety (2018) that when students have easy access to a variety of materials, it broadens their learning horizons. They can explore topics in greater depth and engage in self-directed learning. This availability can foster a more enriched and well-rounded educational experience. Adding more, the result agrees with the findings of Owoeye (2011) that access to materials can positively impact student performance and achievement. Well-equipped classrooms and libraries, as well as access to digital resources, can contribute to better academic results. Availability of art supplies, technology, and creative tools can encourage students to explore their artistic and innovative potential. This can lead to the development of creative skills and innovative thinking.

- *Mentorship.* Results on table 2 shows that the access to resources in terms of mentorship got an extensive category mean rating of 3.42 which means that this support is oftentimes observed by the college students in Island Garden City of Samal. The mean rating of the different items ranges from 2.15 to 4.11. The item *My academic progress was positively influenced by the mentorship I received* reflects a mean rating of 2.15 described as less extensive and interpreted as item rarely observed. Meanwhile, the item *My academic pursuits were enriched by the mentorship I received* shows a rating of 4.11, described as extensive and interpreted as item oftentimes observed by the respondents.

Table 2: Access to Resources in Terms of Mentorship

Statement	Mean	Descriptive Rating
My academic pursuits were enriched by the mentorship I received.	4.11	Extensive
Mentorship made a substantial contribution to my academic accomplishments.	3.78	Extensive
My academic progress was positively influenced by the mentorship I received.	2.15	Less Extensive
Through mentorship, I experiences a notable improvement in my academic endeavor.	3.89	Extensive
Mentorship was instrumental in shaping my academic journey.	3.18	Moderately Extensive
Mean	3.42	Extensive

This means that the structured and supportive relationship between a more experienced individual and a less experienced in which the mentor provides guidance, advice, support, and knowledge to help the student develop academically, personally, and professionally is oftentimes observed. The result bear similar findings to the study of Schnautz (2016) that high-quality mentorship

fosters the personal growth and development of students. Mentors can help students set and achieve goals, build confidence, and develop a sense of identity and purpose. Leidenfrost et al. (2011) highlighted that effective mentors can provide academic guidance, helping students improve study habits, time management, and problem-solving skills. This can lead to improved academic performance and a deeper understanding of subject matter.

- *Technical Support.* Specifically, access to resources in terms of technical support acquired a category mean of 3.11 described as moderately extensive and interpreted as sometimes observed by the respondent. The table further reveals that the mean rating of the items ranges from 2.46 to 3.42. It is noteworthy that item Efficient technical support ensures students can focus on their studies without worrying about technical issues has a mean rating of 2.46, described as less extensive, interpreted as item rarely observed, while, the item Well-organized technical support promotes a sense of confidence among students, leading to greater enthusiasm for learning has a mean rating of 3.42, described as extensive and interpreted as item oftentimes observed by the college students in Island Garden City of Samal.

This implies that the provision of assistance, guidance, and troubleshooting services related to technical and digital tools and resources to help students navigate and effectively use technology for their educational purposes is sometimes observed. The result supports the findings of Tuimur and Chemwe (2015) that high-quality technical support ensures that students have reliable access to the digital tools and resources necessary for their education. This can include access to online textbooks, course materials, and educational software. According to Dhanavandan (2016), effective technical support helps students have a smooth and uninterrupted learning experience. When technical issues are promptly addressed, students can focus on their studies rather than grappling with technology problems.

Table 3: Access to Resources in Terms of Technical Support

Statement	Mean	Descriptive Rating
1. The availability of reliable technical support encourages me to embrace digital resources, enriching their educational journey.	3.29	Moderately Extensive
2. Well-organized technical support promotes a sense of confidence among students, leading to greater enthusiasm for learning.	3.42	Extensive
3. Access to expert technical support motivates me to explore and utilize educational technology, making learning more engaging.	3.23	Moderately Extensive
4. Timely technical assistance fosters a positive learning environment, encouraging students to engage more actively in their studies.	3.15	Moderately Extensive
5. Efficient technical support ensures students can focus on their studies without worrying about technical issues.	2.46	Less Extensive
Mean	3.11	Moderately Extensive

Lastly, Table 4 shows the summary on access to resources among college students in Island Garden City of Samal. It shows that the overall mean of college students is 3.34 which is described as moderately extensive and interpreted as sometimes observed. More so, access to resources in terms of availability of materials acquired the highest mean score of 3.51 described as extensive and interpreted as oftentimes observed, while, access to resources in terms of technical support got the lowest mean score of 3.11 described as moderately extensive and interpreted as sometimes observed by the college students in Island Garden City of Samal.

Table 4: Summary on Access to Resources among College Students in Island Garden City of Samal

Indicators	Mean	Descriptive Equivalent
Availability of Materials	3.51	Extensive
Mentorship	3.42	Extensive
Technical Support	3.11	Moderately Extensive
Overall	3.34	Moderately Extensive

The result implies that the availability and opportunity for students to obtain various educational, material, and support resources that can enhance their learning experience and overall well-being is sometimes observed. This is congruent to the view of Bukoye (2018) that acquiring access to resources among students implies that these students have ready and ample access to a wide range of educational, material, and support resources that can significantly impact their educational experiences and outcomes. According to Medayese (2015), students with high access to resources are more likely to excel academically. They have access to textbooks, educational technology, research materials, and additional learning opportunities that can enhance their knowledge and skills. Adding more, the result is similar to Asokan and Dhanavandan's (2016) findings that extensive resource access can help mitigate barriers to education. Financial resources, scholarships, and affordable tuition fees can make education more accessible, especially for those from disadvantaged backgrounds.

B. Interest in Investigative Studies among College Students

Positive Learning Environment. Table 5 shows that interest in investigative studies among college students in terms of positive learning environment was described as moderately extensive with a category mean of 3.27. This means that the interest in investigative studies among college students is sometimes observed. The mean rating of the different items ranges from 2.45 to 4.13. The item *An encouraging educational setting inspires students to explore and excel in investigative studies* shows a mean rating of 2.45, described as less extensive and interpreted as this item rarely manifested among students. Further, the item *A positive learning environment fosters curiosity and encourages students to engage in investigative studies* has a mean rating of 4.13, described as extensive and interpreted as this item oftentimes manifested among college students.

Table 5: Interest in Investigative Studies among College Students in Terms of Positive Learning Environment

Statement	Mean	Descriptive Rating
A constructive learning environment cultivates a strong desire in students to delve into investigative studies.	3.12	Moderately Extensive
A positive classroom climate fuels students' interest in conducting investigative research.	3.42	Extensive
A positive learning environment fosters curiosity and encourages students to engage in investigative studies.	4.13	Extensive
When students feel supported and valued, their interest in conducting investigative studies grows.	3.22	Moderately Extensive
An encouraging educational setting inspires students to explore and excel in investigative studies.	2.45	Less Extensive
Mean	3.27	Moderately Extensive

This means that the environment prioritizes collaboration, critical thinking, and innovation while promoting a sense of belonging and empowerment among students. This supports the idea of Becton (2017) that students have access to a variety of research opportunities, including internships, lab work, field studies, and independent projects. These opportunities align with their academic interests and career goals. According to Mudassir and Norsuhaily (2015), knowledgeable and supportive mentors guide students in their research endeavors. These mentors help students develop research skills, refine their research questions, and provide feedback and guidance throughout the research process. Balog (2018) noted that collaboration is encouraged among students and faculty members. Students have the chance to work with peers, engage in interdisciplinary research, and participate in research conferences, seminars, and workshops.

- *Technological Proficiency.* This domain in interest in investigative studies in terms of technological proficiency as shown in Table 6 reflects as extensive category mean of 3.44 which means that it is oftentimes manifested by the college students. Notably, the mean ratings of the different items range from 3.23 to 3.98. The table further reveals that the item Proficiency in technology sparks students' curiosity in investigative studies, as they can explore complex concepts and phenomena through digital simulations and experiments has a mean rating of 3.23 described as moderately extensive and interpreted as item sometimes manifested by the students. Meanwhile, the item Students are more inclined to pursue investigative studies when they have the skills to leverage technology for research, making the process more engaging and efficient has mean rating of 3.98 described as extensive and interpreted as oftentimes manifested.

This means that the ability of researchers to effectively and efficiently utilize a wide range of technological tools, software, hardware, and digital resources to enhance various aspects of the research process is oftentimes manifested. This supports the view of Kentnor (2015) that researchers with extensive technology proficiency can streamline various research tasks, such as data collection, analysis, and literature review, leading to increased research productivity and the ability to tackle complex projects efficiently. Carpenter et al. (2020) showed that high-level technology proficiency facilitates easy access to a vast array of digital resources, including academic databases, digital libraries, and online archives, enabling researchers to access relevant literature and sources from anywhere. In addition, the result supports the idea of Christensen and Knezek (2018), proficient researchers can leverage advanced data collection methods, sensor technologies, and data analysis software to gather and analyze data more comprehensively, allowing for more robust and insightful findings.

Table 6: Interest in Investigative Studies among College Students in Terms of Technological Proficiency

Statement	Mean	Descriptive Rating
Proficiency in technology equips students with the skills to address real-world problems, making investigative studies more relevant and intriguing to them.	3.26	Moderately Extensive
Technological proficiency fuels students' curiosity and passion for investigative studies, as it allows them to explore and experiment with ideas in novel ways.	3.45	Extensive
Technological proficiency enhances students' interest in investigative studies by providing them with powerful tools to gather, analyze, and visualize data.	3.29	Moderately Extensive
Students are more inclined to pursue investigative studies when they have the skills to leverage technology for research, making the process more engaging and efficient.	3.98	Extensive

Proficiency in technology sparks students' curiosity in investigative studies, as they can explore complex concepts and phenomena through digital simulations and experiments.	3.23	Moderately Extensive
Mean	3.44	Extensive

- Perceived Competence.* This domain as shown in Table 7 has a category mean of 3.24 described as moderately extensive and interpreted that this domain of interest in investigative studies among college students is sometimes manifested. Adding on, the mean ratings of the different items range from 2.16 to 3.89. Specifically, the item *Students who feel confident in their abilities tend to show more interest in pursuing investigative studies* has a mean rating of 2.16 described as less extensive and interpreted as item rarely manifested by the respondents. The item *The perception of being competent boosts students' motivation to delve into investigative studies* reflects a mean rating of 3.89 described as extensive and interpreted as item oftentimes manifested.

Table 7: Interest in Investigative Studies among College Students in Terms of Perceived Competence

Statement	Mean	Descriptive Rating
Perceived competence acts as a driving force behind students' eagerness to undertake investigative studies.	3.35	Moderately Extensive
Enhanced perceived competence is correlated with a greater inclination towards conducting investigative studies among students.	3.62	Extensive
The perception of being competent boosts students' motivation to delve into investigative studies.	3.89	Extensive
Students who feel confident in their abilities tend to show more interest in pursuing investigative studies.	2.16	Less Extensive
The belief in one's abilities enhances students' enthusiasm for engaging in investigative studies.	3.16	Moderately Extensive
Mean	3.24	Moderately Extensive

This denotes that the subjective belief or confidence that students have in their ability to successfully complete and excel in the process of writing a thesis or dissertation is sometimes manifested. This is similar to Jegede’s et al. (2012), findings that high levels of perceived competence can lead to greater persistence in the face of obstacles and setbacks. Students who believe in their abilities are more likely to persevere and overcome difficulties, such as writer's block or data analysis challenges. When students have confidence in their thesis writing abilities, they are more likely to produce high-quality work. Their belief in their competence can translate into well-researched, well-structured, and well-written theses. According to Burkley and Burkley (2009), high perceived competence can reduce anxiety and stress associated with thesis writing.

- Reinforcement.* This domain as shown in Table 8 has a category mean of 3.28 described as moderately extensive and interpreted that this domain of interest in investigative studies among college students is sometimes manifested. Adding on, the mean ratings of the different items range from 2.18 to 3.87. Specifically, the item *The application of reinforcement positively impacts students' motivation to engage in investigative studies* has a mean rating of 2.18 described as less extensive and interpreted as item rarely manifested by the students. The item *Reinforcement methods have been proven to kindle students' interest in pursuing investigative research* reflects a mean rating of 3.87 described as extensive and interpreted as item oftentimes manifested by the students.

The result indicates that the use of positive feedback, encouragement, support, and resources to strengthen a student's skills, motivation, and overall ability to successfully complete their investigative studies is sometimes manifested among college students. This is similar to Hussain et al. (2016) idea that positive reinforcement can boost a student's motivation to work on their thesis. When students receive praise, recognition, or encouragement for their progress and efforts, they are more likely to stay motivated and committed to completing their research and writing tasks. Also, noted that students who feel supported and reinforced are often more productive in their thesis work. According to Rubio et al. (2023), high levels of reinforcement can alleviate the stress and anxiety that often accompany thesis writing. When students know they have the support of their advisors, peers, and institutions, they are less likely to feel overwhelmed or discouraged.

Table 8: Interest in Investigative Studies among College Students in Terms of Reinforcement

Statement	Mean	Descriptive Rating
Reinforcement not only improves academic performance but also heightens students' interest in investigative research.	3.37	Moderately Extensive
Reinforcement techniques can significantly boost students' interest in conducting investigative studies.	3.60	Extensive
The application of reinforcement positively impacts students' motivation to engage in investigative studies.	2.18	Less Extensive

Using reinforcement in the classroom enhances students' enthusiasm for investigative research.	3.87	Extensive
Reinforcement methods have been proven to kindle students' interest in pursuing investigative research.	3.39	Moderately Extensive
Mean	3.28	Moderately Extensive

Lastly as shown in the Table 9 is the summary of interest in investigative studies among college students. As shown in the table, interest in investigative studies among college students obtained an overall mean score of 3.32 with a descriptive rating of moderately extensive and interpreted as sometimes manifested by the students. Adding more, results on Table 9 show that interest in investigative studies among college students in terms of technology proficiency acquired the highest mean score of 3.44 described as extensive and interpreted as oftentimes manifested, while, interest in investigative studies among college students in terms of perceived competence acquire the lowest mean score of 3.24 described as moderately extensive and interpreted as sometimes manifested by the college students in Island Garden City of Samal.

Table 9: Summary on Interest in Investigative Studies among College Students in Island Garden City of Samal

Indicators	Mean	Descriptive Equivalent
Positive Learning Environment	3.27	Moderately Extensive
Technological Proficiency	3.44	Extensive
Perceived Competence	3.24	Moderately Extensive
Reinforcement	3.28	Moderately Extensive
Overall	3.31	Moderately Extensive

The result implies that the attraction or enthusiasm for activities, courses, or careers that involve the systematic and in-depth exploration, analysis, and research of various subjects, issues, or phenomena is sometimes manifested among college students in Island Garden City of Samal. This is congruent to Hussain’s et al. (2011) idea that interest in investigative studies reflects a genuine curiosity and motivation to uncover information, solve problems, and gain a deeper understanding of the world through investigative methods. Students with a strong interest in investigative studies often actively engage in research, critical thinking, and problem-solving activities related to their chosen fields. Meşe (2021) asserted that when students are interested in investigative studies, they are more likely to actively participate in class, complete assignments with enthusiasm, and seek out additional resources for self-directed learning.

C. Relationship Between Access to Resources and Interest in Investigative Studies among College Students in Island Garden City of Samal

The results on the analysis on the relationship between access to resources and interest in investigative studies among college students in Island Garden City of Samal are presented. Bivariate correlation analysis using Pearson Product Moment Correlation was utilized to determine the relationship between the variables mentioned. Table 10 shows that access to resources has a significant positive relationship with interest in investigative studies among college students with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .848, p < 0.05$). It means that as the extent of the access to resources changes, interest in investigative studies among college students also significantly changes. More so, result on the table shows that access to resources in terms of availability of materials and mentorship significantly correlated with interest in investigative studies among college students as evident on correlation coefficient value of 0.544 and 0.742, respectively. Thus, this lead to the rejection of null hypothesis of no significant relationship between access to resources and interest in investigative studies among college students in Island Garden City of Samal.

Table 10: Relationship Between Access to Resources and Interest in Investigative Studies among College Students in Island Garden City of Samal

Access to Resources	Interest in Investigative Studies among College Students		
	r-value	p-value	Decision
Availability of Materials	0.544*	0.000	Reject H ₀
Mentorship	0.742*	0.000	Reject H ₀
Technical Support	-0.023	0.101	Accept H ₀
Overall Access to Resources	0.848*	0.000	Reject H₀
*Significant @ p<0.05			

The result implies that resources help students become more aware of the importance of investigative studies. This supports Landicho’s (2020) conclusion that access to resources such as libraries, research databases, and academic journals can expose students to a wide range of topics and research findings. This exposure can pique their curiosity and encourage them to explore and investigate various subjects in-depth. According to Emsen et al. (2011) exposure to research articles, scholarly publications, and real-world applications of research can demonstrate the relevance and impact of investigative work, making students more interested in pursuing such studies

D. Influence of Access to Resources on the Interest in Investigative Studies among College Students in Island Garden City of Samal

The significance on the influence of access to resources on interest in investigative studies among college students in Island Garden City of Samal was analyzed using linear regression analysis. The Table 11 shows that when access to resources in terms of availability of materials; mentorship; and technical support are considered as predictors of interest in investigative studies among college students, the model is significant as evident on F-value of 85.025 with $p < 0.05$. It is therefore stated that access to resources significantly predicts interest in investigative studies among college students in Island Garden City of Samal. Meanwhile, the computed adjusted R^2 value of 0.570 indicates that access to resources has contributed significantly in the variability of interest in investigative studies among college students by 57.00% from the total variability. Therefore, the difference of 43.00% was credited to other factors not covered in this study.

In addition, table shows that there are domains of access to resources that significantly influence the interest in investigative studies among college students in Island Garden City of Samal. This table indicates that availability of materials and mentorship are significant when considered. This means that the extent of interest in investigative studies among college students increases by 0.245 and 0.224 for each unit increase in access to resources. Thus, this leads to the rejection of null hypothesis that none of the domains of access to resources significantly influence the interest in investigative studies among college students in Island Garden City of Samal.

Table 11: Influence of Access to Resources on the Interest in Investigative Studies among College Students in Island Garden City of Samal

Access to Resources		Interest in Investigative Studies among College Students				
		B	Beta	S.E	p-value	Decisions
Availability of Materials		0.245**	.246	.043	.000	Reject H_0
Mentorship		0.224**	.356	.055	.000	Reject H_0
Technical Support		0.019	.032	.096	.109	Accept H_0
R^2	= 0.570					
F-value	= 85.025**					
p-value	= 0.000					

* Significant @ 0.05

Affirming that interest in investigative studies among college students is a function of access to resources, the finding is in agreement with the view of Yapalak and Ilgaz (2013) that adequate funding and resources can remove financial barriers that might otherwise discourage students from engaging in research. Scholarships, grants, and research assistantships can make it feasible for students to dedicate time and effort to investigative studies without financial strain. According to Hidalgo et al. (2013) access to knowledgeable and supportive mentors, play a crucial role in fostering interest in investigative studies.

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

The primary objective of this study was to evaluate which domains of access to resources significantly influence the interest in investigative studies among college students utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 180 college students in Island Garden City of Samal as the respondents through stratified random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument.

Access to resources among college students in Island Garden City of Samal got an overall mean of 3.34 with moderately extensive descriptive rating. Also, access to resources among college students in terms of availability of materials; mentorship; and technical support obtained the mean scores of 3.51, 3.42, and 3.11, respectively.

Interest in investigative studies among college students in Island Garden City of Samal has an overall mean of 3.32 with a moderately extensive descriptive rating. Also, interest in investigative studies among college students in terms of positive learning environment; technological proficiency; perceived competence; and reinforcement use obtained the mean scores 3.27, 3.44, 3.24, and 3.28, respectively.

Access to resources has a significant positive relationship with the interest in investigative studies among college students in Island Garden City of Samal with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .848$, $p < 0.05$). Meanwhile, Access to resources in terms of availability of materials and mentorship were found to be significantly correlated with interest in investigative studies among college students in Island Garden City of Samal as evident on coefficient correlation value (r) of 0.544 and 0.742, respectively.

Access to resources in terms of availability of materials and mentorship significantly influenced the interest in investigative studies among college students in Island Garden City of Samal as evident on the F-value of 85.025 and $p < 0.05$. The r^2 value of

0.570 indicated that access to resources have contributed significantly to the variability of interest in investigative studies among college students in Island Garden City of Samal by 57.00% from the total variability.

E. Based on the Findings of this Study Several Conclusions were Generated:

Access to resources among college students in Island Garden City of Samal was moderately extensive. Meanwhile, access to resources in terms of availability of materials and mentorship obtained extensive descriptive ratings, while, access to resources in terms of technical support acquired moderately extensive rating. The result implies that the availability and opportunity for students to obtain various educational, material, and support resources that can enhance their learning experience and overall well-being is sometimes observed.

Interest in investigative studies among college students in Island Garden City of Samal was rated as moderately extensive. Interest in investigative studies among college students in terms of technological proficiency belong to extensive rating, while, interest in investigative studies among college students in terms of positive learning environment; perceived competence; and reinforcement obtained moderately extensive ratings. The result implies that the attraction or enthusiasm for activities, courses, or careers that involve the systematic and in-depth exploration, analysis, and research of various subjects, issues, or phenomena is sometimes manifested among college student.

Access to resources has a significant positive relationship with the interest in investigative studies among college students in Island Garden City of Samal. This means that as the extent of access to resources changes, interest in investigative studies among college students also significantly changes. The result implies that resources help students become more aware of the importance of investigative studies.

Access to resources in terms of availability of materials and mentorship significantly influenced the interest in investigative studies among college students in Island Garden City of Samal. This affirmed that interest in investigative studies among college students is a function of access to resources.

School administrators should create programs and initiatives that provide students with hands-on research opportunities, internships, and collaborations with industry partners to enhance their interest in investigative studies. They should also allocate resources to ensure students have access to necessary materials, equipment, and facilities for investigative studies. This includes well-equipped laboratories, research databases, and a conducive learning environment.

Teachers should integrate real-world examples and applications into the curriculum to demonstrate the practical significance of investigative studies. Showcasing the relevance of research can enhance student interest. They should also offer guidance and mentorship to students interested in investigative studies. Establishing a mentorship program can connect students with experienced researchers who can provide support and advice.

College students should proactively seek out available resources for investigative studies, such as library materials, online databases, and research opportunities within the college or community. Adding more, students should participate in extracurricular activities, clubs, or research groups that align with investigative studies. This involvement can broaden exposure and interest in research.

Future researchers should conduct research on effective methodologies to enhance interest in investigative studies. This may include investigating the impact of hands-on projects, collaborative research, or mentorship programs.

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