



FACTORS AFFECTING THE MOTIVATION OF THE COLLEGE OF NURSING FACULTY MEMBERS ON RESEARCH PRODUCTION, PRESENTATION AND PUBLICATION

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ABSTRACT

With the desire for efficiency and effectiveness in the academe profession producing research outputs, universities must highlight faculty members' motivation towards research-related efforts. The study aims to identify the elements influencing the college of nursing faculty members' motivation for research production, presentation, and publication. The descriptive quantitative research design was used for the investigation using a snowball sampling technique for data collection. The study identified probationary, regular, and part-time faculty members in the College of Nursing. Simple frequency and percentage, and weighted mean were used to treat the collected data. This study showed that the teacher's access to a source of income, university-sponsored research tutorials, seminars, and workshops, and the attraction of organizational grant and reward systems are essential in motivating the teacher. The findings further revealed that peer influence and organizational support systems are vital motivating factors to boost teachers' self-confidence in research presentations and publications. The study concluded that the extensiveness of faculty motivation's elements resides in improving their incentive to generate, present, and publish research articles. The study further concludes that faculty desire to produce, present, and publish research outputs are influenced and affected by elements including but not limited to financial considerations, administrative assistance, peer influence, and organizational support.

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INTRODUCTION

Educational research is widely acknowledged as the foundation for policy creation and reforms. Since research dramatically impacts how the educational system works, scholars, graduate students, and professionals in the academic sector are active in it. Scientific research identifies facts, solutions, and correlations to various occurrences (Petr & McArdle, 2012).

The topic of faculty productivity has been the subject of intense discussion as educational costs, including research costs, rise, and higher education institutions compete for top academics and outside funding (Greenaway & Haynes, 2003). This debate includes a discussion of the respective merits of teaching and research, first as academic duties and components of the institutional mission and then about one another in terms of output at the individual, institutional, and societal levels (Hardré et al., 2011).

Colleges and universities cannot function without their faculty. For almost 50 years, scholars have worked to understand the driving forces behind faculty productivity and how to keep them inspired so they may continue to be valuable members of the academic community. Professors frequently depend on themselves to continue being active and productive in their teaching and research. It is in addition to promotions, tenure reviews, and the occasional sabbatical leave (Gonzales et al., 2020).

In the Philippines, a school administrator's impact and position are crucial for managing a school; they give guidance, plan, and put different learning methodologies into practice (Al-Jabari, 2014; Al-Rasyid, 2020). Administrators must take up the challenge of starting the conduct of research, presentations, and publications because research has long been a common concern in educational institutions. Teachers and administrators collaborate to bring about change in the school and to promote teachers' careers (Ferrance, 2000). Sagor (2000) noted that it is an empowering experience for leaders who conduct research. According to Brewer and Hilton (2000), one of the most crucial elements in encouraging research activities is the availability of necessary support and the need for researchers to conduct research investigations. Studies also showed difficulties that make it difficult for them to do research. Obstacles include a lack of funding, a lack of research knowledge and expertise, and a high teaching load (Ulla, 2017; Ellis & Loughland, 2016; Vasquez, 2017). Similar results were found in Zhou's study (2012). The teachers lacked clarity regarding research and confidence in their newly learned research skills. In addition, they claimed that obstacles such as a lack of research expertise and skills, a high teaching load, and a lack of funding from the schools prevented them from doing research initiatives. The teachers felt that to conduct research, they needed to attend and participate in research training, receive research incentives, and have less teaching time (Ulla et al., 2017).

Research productivity presents a significant difficulty at private higher education institutions. The organization's sponsorship significantly influences research outcomes.

Performance is impacted by the high expectations for research results, the accessibility of research assistants, rewards and incentives, research skills, and research policies. The ability of teachers and school administrators to do research is crucial for curriculum evaluation, professional development, and school reform. Producing high-quality research and more productive research is a significant challenge for them. Therefore, factors that would encourage instructors to conduct research include technical support, working conditions, a culture of research, and motivational support.

The settings provided laid the groundwork for this study's goals: to identify the elements influencing faculty members' motivation to produce, present and publish their research. The study would be a starting point for determining the necessary steps to promote and raise the percentage of faculty presentations and publications at UCLM-CN.

FRAMEWORK OF THE STUDY

The study is founded on Bandura's Social Learning Theory. Involvement in the working environment is a cognitive process that focuses on altering beliefs, conceptions, and information and enhances professional and personal learning (Falk & Kim, 2019). It emphasizes the value of observing, emulating, and adopting other people's behaviors, ideas, and strong reactions. The social learning theory examines how cognitive and environmental factors affect human learning and behavior (McLeod, 2016). As Bandura (1977) pointed out, learning would be difficult and dangerous if people relied solely on their actions' results to guide them in the right direction. Fortunately, most human behavior is learned by observation and demonstration: from observing others, one structure learns how new practices are carried out, and on subsequent occasions, this coded information serves as a guide for action. According to constructivism theory, humans are in charge of understanding the world and making connections between new knowledge and their prior experiences by drawing on what they already know based on their prior experiences. People develop their meaning using these experiences and new knowledge (Bruner, 2019).

Constructivism is not a novel approach to teaching and learning. Like most other learning hypotheses, constructivism has a variety of roots in this century's philosophical and mental perspectives, unquestionably in the expansion (Simonson et al., 2006). Constructivism has recently become a "hot" topic because of its increased consideration in various orders, including lesson plans (Karagiorgi & Symeou, 2005). Constructivism bridges the gap between the two classes by highlighting the interaction between these two components. The constructivist perspective acknowledges that movement might be promoted by the association's ineffective tasks moored in essential contexts. Since comprehension is "listed" by experience (similarly to word implications attached to clear cases of utilization), the validity of the experience gets essential to the person's capacity to utilize thoughts (Ertmer & Newby, 2013).

Another theory supporting the investigation is Vroom's Expectancy Theory. They accept that people are motivated to exercise and attain a goal to the extent that they anticipate doing so through activity. It depends on the presumption that a person's conduct results from the decisions made concerning the elective game plan identified with the mental occasions happening simultaneously with the conduct. An individual chooses to conduct different practices to get results;

the one wanted (Sims, 2002). The logarithmic portrayal of Vroom's Expectancy hypothesis is Valence: It alludes to the worth that an individual puts on a specific result or quality of a person's inclination for the regular prizes of the product. To have a positive valence, one ought to favor accomplishing the work of not achieving it. The valence is zero if an individual inclines toward not accomplishing results to achieving it. In the above circumstance, a representative concurs with the expanded bases (Irimia & Gottschling, 2016).

OBJECTIVES OF THE STUDY

The study aims to determine the factors affecting the faculty members' motivation for research production, presentation, and publication in the College of Nursing, University of Cebu Lapu-Lapu and Mandaue campus. The results will serve as the basis for an action plan to identify necessary actions to promote and increase the percentage of faculty research outputs. The study primarily seeks to identify the respondents' age, sexual orientation, marital status, tenure, and employment profiles. It seeks to identify also the factors affecting faculty members in terms of financial aspects, administrative support, personal factors, and motivational factors. Furthermore, the study seeks to distinguish if there is a significant relationship between the respondent's profile and the factors affecting their motivation to deliver research outputs.

METHODOLOGY

This investigation uses a non-experimental descriptive correlation method to determine the factors affecting faculty members' motivation to deliver research outputs. The research was conducted in the College of Nursing at the University of Cebu Lapu-Lapu and Mandaue (UCLM) campus located at A.C. Cortes Ave., Mandaue City. Online social media platforms were utilized to spread the survey's message to the intended faculty participants. The respondents of the research study were the non-faculty and faculty members at the College of Nursing, determined through a Probability Sampling Method on a snowball sampling technique. The researchers used the researcher-made survey questionnaire, which contains two sections. The 1st part pertains to the respondent's age, gender, marital status, tenure, and employment status. The second part refers to the factors affecting their motivation to deliver research output in terms of financial, administrative, personal, and motivational factors. A parameter for interpretation will be used as follows: (1) Not At all, (2) Less Extent, (3) Moderately Extensive, (4) Greatly Extensive. Frequency, simple percentage, and Weighted Mean was used to treat the accumulated information. To achieve the research study, these means were followed. Letter of purpose routed to the Dean of the College of Nursing for the data gathering, requesting that consent direct the study and to get the department's complete number of faculty and non-faculty members. The Program Research Coordinator cascades the surveys through a google form.

RESULTS AND DISCUSSION

This section contains the findings from the survey given to respondents to get their input on the study's objectives, also known as the research questions. The first part presents the profile of the

respondents. The second part presents the factors affecting the teacher's motivation for research production, presentation, and publication in terms of financial aspects, administrative support, personal factors, and motivational factors.

Table 1. Profile of the Teacher Respondents

Indicators	Percentage
A. Age	
• 33 years old and above	100.00
B. Gender	50.00
• Male	50.00
• Female	
C. Civil Status	50.00
• Single	50.00
• Married	
D. Employment Status	50.00
• Probationary	33.30
• Regular/Permanent	16.70
• Part-time	

The characteristics of the respondents who were teachers at tUCLM-College of Nursing are shown in Table 1. According to the data, all respondents were between the ages of 33 and above. They were equally split between men and women. Regarding their legal standing, both sexes are equally unmarried and married. When asked about their job status, 50% of respondents said they were on probation, 33% said they were regular/permanent employees, and 16.7% said they were part-timers. It suggests that the responders are of legal age, which is the typical age for college instructors. Additionally, they are equally categorized based on their employment situation as well as their gender and civil status.

Table 2. The Extent of Factors Affecting Teacher's Motivation on Research Production, Presentation, and Publication in terms of Financial Aspects

Indicators	Mean	Interpretation	Rank
A. Financial Aspect			
• Availability of source of income.	3.00	Moderately Extensive	1
• In-time financial support from the Institution.	2.67	Moderately Extensive	2
• Institutions allocated budgets to cover the publication and presentation fees	2.50	Less Extensive	3

Factors affecting the motivation of the college of nursing faculty members on research...

<ul style="list-style-type: none"> The processing time when applying for research tranches on research production, presentation, and publication. 	2.50	Less Extensive	3
<ul style="list-style-type: none"> The amount of presentation and publication fees available among journals. 	2.50	Less Extensive	3
Aggregate Mean	2.63	Moderately Extensive	

Table 2 presents the factors affecting teachers' motivation for research in terms of financial aspects. The indicator states that teachers' availability of a source of income got the highest mean of 3.00 and was interpreted as *Moderately Extensive*. On the other hand, the indicator states that the amount of presentation and publication fees available among journals got the lowest mean of 2.50. It is interpreted as *Less Extensive* regarding its effect on the teacher's motivation. It suggests that the lack of funding sources seriously hampers the professors' ability to do research. When conducting research, the financing source is crucial to the project's success and the article's successful completion. Resnik and Elliott (2013) and Aagard et. Al (2021), provided more support for this, stating that without funding from research funding organizations, researchers would not be able to conduct research, publish pertinent papers in journals with high citation counts, and be competitive for additional grants and jobs. Additionally, funding for research is crucial for public science.

Table 3. The Extent of Factors Affecting Teachers' Motivation on Research Production, Presentation, and Publication in terms of Administrative Support

B. Administrative Support	Mean	Interpretation	Rank
<ul style="list-style-type: none"> School-sponsored Research tutorials, seminars, and workshops online and face to face. 	2.83	Moderately Extensive	1
<ul style="list-style-type: none"> Faculty member involvement in the various scholarly research organizations. 	2.83	Moderately Extensive	1
<ul style="list-style-type: none"> Dedicated Research Hub or area available and exclusive for researchers to write articles. 	2.50	Less Extensive	2
<ul style="list-style-type: none"> Research production resources such as E-Journals, Periodicals & Books, etc. 	2.50	Less Extensive	2
<ul style="list-style-type: none"> Support when finding journal publications where faculty members could publish and present their manuscripts. 	2.17	Less Extensive	3
Aggregate Mean	2.57	Moderately Extensive	

Factors affecting the motivation of the college of nursing faculty members on research...

The degree of administrative support-related elements influencing teachers' motivation for the research is shown in Table 3. The indication that schools support research tutorials, seminars, and workshops both in-person and online received the highest mean of 2.83 and was classified as *Moderately Extensive* by the respondents. It indicates a modest perception of the University's support for faculty members' efforts to deliver research outcomes. It is important to underline this issue since it will help motivate teachers to present their research findings. On the other hand, support for locating journals where faculty members might publish and present their articles received the lowest mean of 2.17 and was less positively viewed by the respondents.

Ahmed et al. (2016) contends that the development and implementation of major research initiatives, in particular, require a wide range of administrative support. An administrative support team should be established, making it easier for academic employees to use the various administrative services. Sufficient resources must be available if the faculties' expertise concerning project support (project development and implementation) is to be increased (Clark Jr. et al., 2007).

Table 4. The Extent of Factors Affecting Teachers' Motivation on Research Production, Presentation, and Publication in terms of Personal Factors

C. Personal Factors	Mean	Interpretation	Rank
• Self-confidence to present and publish research articles.	3.00	Moderately Extensive	1
• The availability of time to conduct research projects	3.00	Moderately Extensive	1
• Interests and focus on Research production, presentation, and publication.	2.83	Moderately Extensive	2
• Personal exposure and involvement in research projects.	2.67	Moderately Extensive	3
• Enthusiasm when writing research results and conclusions	2.33	Less Extensive	4
Aggregate Mean	2.77	Moderately Extensive	

The breadth of the personal elements influencing teachers' desire for research is shown in Table 4. It suggests that faculty members' self-confidence affects their desire to share their studies and publish their findings. The variables that indicate self-confidence in one's ability to present and publish research articles had the highest mean of 3.00 and were classified as *Moderately Extensive*. The least extensive category, with a mean of 2.33, was enthusiasm while writing study findings and conclusions. It suggests that although the faculty members at the College of Nursing are passionate about research, they still require support to expand their research knowledge and skills.

Table 5. The Extent of Factors Affecting Teachers' Motivation on Research Production, Presentation, and Publication in terms of Organizational Factor

D. Organizational Factor	Mean	Interpretation	Rank
• Support from the department colleagues.	3.00	Moderately Extensive	1
• The joy of finding and contributing new wisdom in the realm of academia through research.	2.83	Moderately Extensive	2
• Expectations of encouragement from the University.	2.67	Moderately Extensive	3
• Recognition after the completion, presentation, and publication of a research paper.	2.67	Moderately Extensive	3
• The attractiveness of rewards and honorariums	2.50	Moderately Extensive	4
Aggregate Mean	2.73	Moderately Extensive	

Table 5 presents the factors affecting teachers' motivation for research in terms of organizational factors. The indicator states that the support from the department colleagues got the highest mean of 3.00 and is interpreted as *Moderately Extensive*. It implies that support from co-faculty does affect their motivation to do research. On the contrary, the attractiveness of rewards and honorariums got the lowest mean of 2.50, interpreted as *Moderately Extensive*. It means that rewards and honorariums are vital in motivating faculty members to do research. Financial compensation is essential for a research endeavor to be effective and for an article to be successfully finished. More evidence for this was offered by Resnik and Elliott (2013) and Aagaard et al., (2021).

CONCLUSION

Higher Education Institutions cannot function without their faculty. For the past few decades, scholars have worked to understand the driving forces behind faculty research productivity and how to keep them inspired so they may continue to produce, present, and publish research articles and be valuable members of the academic community. The findings of this study understand the needed factors that affect faculty members' motivation in research. It revealed that the availability of a source of income is the most crucial factor in motivating the teacher supported by School-sponsored Research tutorials, seminars, and workshops while boosting self-confidence in presentation and publication through colleagues and the attractiveness of the organizational grant and reward systems. The study concluded that increasing faculty's motivation to produce, present and publish research articles lies within the factors affecting their motivation. This study further concludes that factors such as but not limited to financial aspects, administrative support, and personal and organizational factors influence and affect faculty motivation to produce research outputs.

RECOMMENDATION

Based on the result, the researchers proposed the following:

1. The University and the College of Nursing need to focus on and showcase the research culture among students and faculty members. Additionally, emphasize how vital research outputs are for organizational, academic, and administrative purposes.

2. The University Research Office (URO) should provide more tools and resources and further training and seminars to the College of Nursing to further carve the faculty's research culture. Moreover, apply special participation among different research organizations to expose faculty to research production, presentation, and publication.
3. Faculty members should add more emphasis on creating resources and emphasize initiatives in research-related activities.
4. Other variables not taken in this study could be examined as a recommendation for further studies exploring the factors affecting faculty members' motivation to produce, present, and publish research articles.

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