

Business Administration Faculty Members' Personal Productivity and Motivational Factors in Conducting Research

Ma. Joanna G. Manongsong, Rey Fernan G. Refozar, Hadge A. Encio, Filomena M. Mendoza, Jake M. Laguador

Abstract— This study aimed to determine the correlation between personal productivity through research involvement and motivational factors among Faculty Members of Business Administration Department. It also aimed to test the difference on these factors when the teachers were grouped according to selected profile variables. The study used quantitative descriptive research using survey method. The findings revealed that research productivity has nothing to do with motivational factors in conducting research. Results also indicated that the respondents have high level of agreement that their personal research productivity is mostly affected by the time they spent with the family, teaching load, research resources and research oriented culture, while self-confidence, lack of social connection and research fund did not affect their research productivity. On the other hand, in terms of motivational factors, the respondents agree that respect and admiration; peer recognition; enjoyment and performance evaluation; development and improve research skills and knowledge and contribution to the society are the motivating factors for them to conduct research.

Index Terms—culture extrinsic motivation , intrinsic motivation, productivity, research, research, culture time management,

1 INTRODUCTION

Research and teaching are important components of the trifold function in the academe along with the extension. But faculty members faced challenges in balancing the three functions effectively based on the demands from the demands of teaching responsibility as the core of the higher education institution. Conducting research through discovering latest innovations and up-to-date information provides great knowledge and materials for the delivery of instruction to make the topics for discussion more relevant. University gives similar devotion to research and teaching as part of their responsibilities for the dynamic improvement of general knowledge and research to understand their own identities, evaluate their own capabilities, and empower the academicians to appreciate their disciplines, which is important for effective teaching. Involving in research activity improves teaching abilities [1]. Research in business administration the same requirement with other disciplines provides major contribution in the development of business models and frameworks as well as enhancement of organizational efficiency and business performance. Business educators as well are producing relevant research outputs that improves curriculum content [2],[3],[4] teaching strategy [5], [6], [7] and instructional materials [8],[9], institutional development of facilities [10] and student career development [11], employment studies [12] and among others. The purpose of conducting research is to supplement the content of the instruction to make it more relevant to the information from the industry and society[13]. Having appropriate motivation to conduct research, teachers could able to

deliver the right output of research in order to support instruction and institutional development. But teachers are still confronted with lots of issue, and addressing this is one of the major roles of the school management.

However, there are challenges that the teachers faced in conducting research. Like in Singapore, one study [14] revealed that time pressure in accomplishing administrative work and other school related functions served as major challenges that limit them in conducting research. Meanwhile, Vásquez [15] noted that lack of research skills as well as lack of financial support and workload serves as some of the challenges faced by most of the teachers. Likewise, from the study of Biruk [16] from Ethiopia revealed that due to lack of enough research knowledge hinders the teachers to pursue research projects.

Personal productivity of the teachers on this study pertains to the research production. Analyzing the factors of research productivity and motivation in doing research of the teachers is important for the university to preserve their academic reputation and to provide a smooth and progressive climate to the faculty members, which also manifests on school performance. Research productivity is reflected in academic institutions through the number of quality articles published by the affiliated faculty. It is often the department head evaluates their faculty on their publication count [17]. Research productivity defines the active involvement of teachers in conducting, disseminating and utilizing the findings of their research projects under the supervision and jurisdiction of the university. It includes research articles published in the refereed journals, books, research presentations and outputs from academic requirements [18], [19]. Well-motivated teachers to write research are more productive and engaged in other research related activities.

Motivation is important component of success among teachers whose role is multifaceted and diverse. Intrinsic motivation refers to the engagement of an individual to certain activity for the satisfaction of performing it while extrinsic motivation is based on the engagement of an individual towards an object or activity which satisfaction is separated from the object itself. This study is anchored on the concept of Deci [20] about intrinsic motivation and extrinsic reinforcement.

- Ma. Joanna G. Manongsong is currently connected with the Research Center at Lyceum of the Philippines University-Batangas, Philippines; E-mail: research@lpubatangas.edu.ph
- Rey Fernan G. Refozar is the Dean of the College of Business Administration at Lyceum of the Philippines University-Batangas, Philippines; E-mail: rgrefozar@lpubatangas.edu.ph
- Hadge A Encio is the Department Chair of Business Administration Program at Lyceum of the Philippines University-Batangas, Philippines;
- Filomena M. Mendoza is a faculty member of Customs Administration at Lyceum of the Philippines University-Batangas, Philippines
- Jake M. Laguador is a Graduate School Faculty Member at Lyceum of the Philippines University-Batangas, Philippines; email: jmlaguador@lpubatangas.edu.ph

They play various responsibilities in the academe and their research involvement sometimes suffers outside of their teaching obligations. Since, they have to contribute in achieving the mission and vision of the university; they have to commit extra time in doing research activities [21], [22], [23]. Thus, motivation gives them the interest to become productive.

HEIs aim to highlight research as one of their distinguished and competitive strength. Through research, teachers and students develop critical and analytical thinking. It helps them in developing the communication skills to become globally competitive. In the business administration field, research helps in carrying new knowledge to classroom instruction with various entrepreneurial perspectives. Research about behavior on stock prices may lead to an entirely new way of teaching about the stock market and new marketing techniques. They can also explain why corporate managers often make decisions that shortchange their stockholders. Taking this knowledge into the classroom gives the business administration students a significant advantage when they joined the workforce.

This research aims to assess the relationship between the factors that affect the research productivity and the motivational factors of teachers from business administration department in conducting research. Having these factors would somehow help the educational managers to have appropriate research programs suitable to the identified factors from the study.

2 METHOD

Research Design

This study used quantitative descriptive survey method, which describes the factors that affect the research productivity and the motivational factors to conduct research of the faculty members.

Participants

The participants in this study are the 20 faculty members that composed of the total population of the College of Business Administration. The faculty members were having full time and part time status, and regardless of age, sex, educational attainment and length of service were considered as part of the study.

Instrument

A survey questionnaire was utilized in the study to gather necessary data from the respondents. The researchers adopted the questionnaire from the previous research of Zhang [24] about the factors that affect the personal research productivity and motivational factors to conduct research. The questionnaire consists of two parts: part one composed of the factors that affect the personal research productivity of the respondents while the second part is the motivational factor to conduct research in terms of intrinsic and extrinsic motivation. The instrument was tested again its reliability and obtained a Cronbach's alpha value of 0.923 which denotes excellent internal consistency.

Procedure

The researcher asked the permission of the College Dean to distribute the questionnaire. Upon approval, the researchers distributed the questionnaire to the respondents with 100% retrieval rating. Ethical consideration was strictly employed during the conduct of the study. Informed consent was given prior to the distribution of the actual questionnaire explaining them the purpose of the study and asking their voluntary participation. Faculty members were very supportive in the research endeavor of the university, that is why the study obtained 100% retrieval rating.

Data Analysis

Frequency count and percentage were utilized as descriptive statistics to present the profile of the respondents. Weighted mean and ranking were used to determine the factors that affect the personal research productivity and motivational factors to conduct research. Analysis of Variance was used to test the significant difference on personal research productivity and factors that motivate in conducting research when grouped according to profile. Pearson r was used to test the significant relationship between the factors that affect the personal research productivity and motivational factors to conduct research.

3 RESULTS AND DISCUSSION

Table 1. Percentage Distribution of the Respondents' Profile

Profile Variables	Frequency	Percentage (%)
Age		
20 - 40	7	35
41 and above	13	65
Gender		
Male	11	55
Female	9	45
Educational Attainment		
Master's Degree	11	55
Doctorate Degree	9	45
Faculty Status		
Full time	6	30
Part time	14	70
Length of Service		
1 - 10 years	7	35
11 years and above	13	65

Table 1 shows the percentage distribution of the respondent's profile. It shows that 65 percent of the faculty members of Business Administration is within the age bracket of 41 years old and above were most of them are males. It also shows that 55 percent of them are Master's Degree holders with 70 percent of them are part time faculty members and 65

percent are working in the university for 11 years and above. The result manifests that most of the faculty-respondents are in contractual or retire-rehired status of employment based on their age and length of service. This is the reason why most of them are classified as part-time.

Personal Research Productivity

Based on the records of the university, faculty members from business administration have low to moderate level of research productivity. Being center of development, it is the role of the institution to monitor the progress of the faculty members as they contribute to the improvement of academic community and society as well. Personal research productivity also measures their initiative to conduct research related to the preparation of their lessons and topics to be delivered inside the classroom to have a fruitful discussion. It is the role of the teachers to make the discussion more interactive and relevant based on what is happening within the business environment and commercial workspaces.

The overall assessment on the factors that affect the personal research productivity of the respondents with a composite mean score of 3.21 which implies that the respondents have high level of agreement on their personal research productivity.

Teachers faced various challenges from the family, school and other responsibilities outside work like civic societies and professional membership to other organizations. On this context, one of the reasons that hinders them to pursue research work is the quality time they devoted for the family (3.45) as well and teaching load (3.30). Based on the profile, 70 percent of them are part-time faculty members. They have other responsibilities outside the university. This means that after their full time and part-time work, they can spend the rest of their time with the family. Only 30 percent of them are full-time where some of them have more than 24 units teaching load, which means that they devoted most of their time in teaching and other administrative functions like student activities involving community extension, OBE and accreditation preparations. Time management is considered an important element for teachers to sustain their functions and become effective in performing all their assigned tasks in teaching, research and extension [25].

The respondents also agree that the available research resources in the university are influencing their current research productivity. Another factor that encourages them to get involved is the research-oriented culture (3.25); organizational culture has influenced their attitude towards research (3.15) and having adequate financial resources to support during the conduct of research also improves their research productivity. This manifests that the respondents are well-informed that one of the major thrusts of this university is to elevate their performance in terms of research function.

They are aware and oriented about the research culture and policy implemented by the university. The respondents are satisfied on the enhanced policy of the university regarding the incentives, awards and recognition they will received on every research work they will undertake. Because of this, it motivates them to help the university to achieve its vision to become an "internationally accredited University dedicated to innovation and excellence in the service of God and Country". According to study of Laguador et al. [26] that cultivating the research culture in the academic community is one way of sustaining and empowering the research-based delivery of instruction.

On the other hand, the respondents disagree that they are not confident in having their research published (1.70) and lack of social connection. They strongly disagree that the University does not provide enough research funding to allow them to conduct research (1.45). This means that the training, funds and incentives provided by the university helped them to increase in interest to do research, but this interest must be translated into actual research output, which remains a challenge for them. The university is also giving them the chance to attend seminar and conferences where they can present the findings of their research papers. They have given the permission to publish their research in national or international journals with corresponding incentives and recognition.

Extrinsic Factors that Motivate in Conducting Research

There is a high level on the extrinsic factors that motivate in conducting research of the faculty members as denoted by the composite mean score of 2.62. The result of the survey showed that the teachers wanted to get the respect of the students through conducting research work (3.25). Research involvement gives deeper sense of self-esteem and fulfillment that translates to the classroom environment where students recognize and appreciate the outputs from the conducted research of their teachers. Part of the motivation as important component to conduct research among teachers is the peer recognition (3.20); they have to do research because it is part of performance evaluation (3.15); and it adds to their social prestige as status symbol in the academe (3.15). This is evident that faculty members with high research productivity gain respect and admiration from their students especially to the faculty members who are teaching and advising research. Faculty members are also motivated to do research because of the corresponding points on faculty performance and classification in every completed research. They are also being sent to national and international conferences to present their research work and where they can meet research experts from different disciplines.

On the other hand, the respondents did not consider conducting research just to increase their earning because

teaching is still their bread and butter. They also did not consider doing research work just to get awards from the institution but to provide data and information that will become useful for development (3.15). This manifests that the incentives and awards given by the university is not the main purpose of the faculty to conduct research. What matters for them is the self-fulfillment they gained in doing research, which is contrasting in one study [27], which considered financial reward as important extrinsic motivator.

Intrinsic Factors that Motivate in Conducting Research

There is a high level of intrinsic factor that motivates faculty members in conducting research (3.28). Results showed that the respondents strongly agree that they are interested to enhance their research skills (3.50). Every school year, the research center is providing training and seminar on research as result of their learning needs assessment conducted by the Human Resource Department. This is to help them improve and develop their research skills and delivery of instruction of research subject and become an effective research adviser. Likewise, the respondents agreed that they really value the complexity of research work (3.45). They understand that process of doing research is very systematic and needs to undergo scientific method of investigation. They also believed that research findings of their research contribute to the improvement of society and they appreciate the sense of independence in making research as an academic activity(3.40). This results manifest that the faculty are enjoying their involvement in research activities like sending them in national and international conferences for research presentation. This helps them recognize the value of their research work and since most of the faculty members are also practitioner, their research work contributes in their area of specialization. The feeling of fulfilment from the completed activity gives greater intrinsic reward through satisfaction [28],[29]. It provides greater impact on motivation related to practicing business and teaching profession.

Meanwhile, the respondents believe that seeking a sense of achievement from social and peer respect is still necessary that gives them high research productivity. As academic staff members, they have responsibility to conduct research, which promotes flexibility served as their motivation to conduct research (3.30). They also appreciate the scientific way of gathering data from inquiry and curiosity (3.25) and they are very interested in doing research simply because they enjoy doing it (2.95). However, these indicators were rated lowest among the teachers but still considered as part of high level intrinsic factor. This result showed that even some of them have not enough time in doing research; they are still interested and tried to invest effort because they appreciate the research culture of the university. They are satisfied with the resources, trainings, incentives, awards and recognition

given by the university, which give them more motivation to conduct research. Sansone and Harackiewicz [30] noted that intrinsic motivation predicts the effort of the researcher, certain level of engagement as well as enjoyment and sense of achievement.

Table 2. Difference of Responses on Personal Research Productivity and Factors that Motivate in Conducting Research when Grouped According to Profiles

	Personal Research Productivity			Extrinsic			Intrinsic		
	F-Value	p-value	I	F-Value	p-value	I	F-Value	p-value	I
Age	1.516	.147	NS	.511	.615	NS	.3886	.001	S
Sex	.735	.472	NS	.086	.846	NS	-.021	.983	NS
Educational Attainment	.518	.611	NS	-.562	.581	NS	-1.927	.070	NS
Faculty Status	1.813	.087	NS	.889	.386	NS	-1.200	.246	NS
Length of Service	1.073	.298	NS	-1.161	.261	NS	-.881	.390	NS

Legend: Significant at p -value < 0.05 : S- Significant; NS-Not Significant

Table 2 shows the difference of the responses on personal research productivity and the factors that motivate in conducting research when grouped according to profiles. The result showed that only the age has greater than 0.05 p -value which indicate that it has a significant difference in motivational factors in terms of intrinsic factors. Result showed that the group of faculty members belongs to 41 years old and above has significantly higher level of intrinsic motivation compared to those less than 40. They are well-oriented about the research culture of the university. Based on the study of Lertputtarak [31] showed that research productivity can be explained by the age of the researchers. The average productivity of faculty seems to decrease with age.

Table 3. Relationship between the Personal Research Productivity and Factors that Motivate in Conducting Research

Personal Research Productivity & Motivation	r-value	p-value
Extrinsic Factor	.241	.306
Intrinsic Factor	-.033	.890

Legend : Significant at p -value < 0.05 : S- Significant; NS-Not Significant

Table 3 shows the relationship between the factors that affect personal research productivity and factors that motivate

in conducting research in terms of extrinsic and intrinsic factors. As seen from the result, the computed r-value of motivation factor indicates a negative negligible correlation. This indicates that there is no significant relationship exists between the factors that affect personal research productivity and factors that motivate in conducting research in terms of extrinsic, and intrinsic factors. This is a manifestation that those faculty members with higher motivational factor could have either lower or higher personal research productivity. They have mixed levels of agreement on how they could be motivated to conduct research for the college and institution. Even some of them are interested to do research but due to their busy schedule, they cannot produce research. Economics researchers with strong intrinsic and extrinsic motivation publish significantly more journal articles [32].

6 CONCLUSION

This study aimed to determine the correlation between the factors of motivation and research productivity among the Faculty members of Business Administration Department. The findings revealed that these two major variables are not significant which implies a mixed level of agreement from the respondents. Personal research productivity from the result cannot be used to describe the motivational factors. Research productivity and the motivational factors of the respondents do not vary significantly when they were grouped according to their personal profile except for their age in terms of intrinsic motivation.

The respondents have high level of agreement on regarding their personal research productivity in terms of having enough time for their family, teaching load, research resources and research-oriented culture as noted challenges. While they disagree that self-confidence, lack of social connection and research fund affect their research productivity. In terms of extrinsic factors, the respondents agree that respect and admiration from students, peer recognition, enjoyment and performance evaluation motivate them to conduct research. While In terms of intrinsic factors, the respondents agree the factors that motivate them to conduct research is that it will develop and improve their research skills and knowledge; believing that their research work will contribute to the society and they enjoy the autonomy of research work.

Research plays a key role to the performance of the university faculty to determine the quality of their students' training and image of the university. Providing them training, seminars and motivational incentives and recognition to involve in research is one of the management strategies to increase the research productivity [33], [34], [35], [36].

The research agenda of the business administration department may be aligned to Sustainable Development Goals

of the United Nations and Philippine Development Plan as well as the National Integrated Basic Research Agenda. This agenda will guide the researchers to come up with research proposals that would be relevant and essential for national development.

The researchers suggest that the management may send more faculty researchers to the national and international research seminars and conferences for the continuous faculty development and exposure in various research organization. Since attending webinar is considered the 'new normal' during pandemic, researchers are encouraged to look for free webinars being facilitated by most professional organizations and non-government organizations.

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