**Motivational Factors Influencing Research**

**Productivity Among Higher Education Faculty**

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ABSTRACT

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| Research productivity is a crucial subject for researchers and students, as research results will impact the entire society positively. This study explores the motivational factors that enhance faculty research productivity. Interpretative phenomenological analysis as part of the descriptive qualitative approach was used to interpret the data. Results shows the seven factors that were extracted namely availability of grants and financial resources to support research activities, access to state-of-the-art laboratories, libraries, and research spaces, provision of rewards or recognition for research achievements, opportunities for attending conferences, workshops, and gaining advanced knowledge in their field, clear goals for research output tied to career progression and personal aspirations, integration of research responsibilities as a core component of faculty roles and expectations, access to modern software, hardware, and other technological aids essential for research. It is highlighted that that access to grants and financial resources empowers researchers to complete projects, innovate, and sustain long-term initiatives. Modern facilities, such as laboratories and libraries, foster creativity, interdisciplinary collaboration, and equitable opportunities for researchers. Recognition of research achievements and professional development programs, including training and workshops, motivate researchers to strive for excellence and enhance their skills. Conferences and seminars support networking, global collaboration, and cultural exchange, while clear research goals aligned with career progression ensure impactful contributions. Institutional support in overcoming time management challenges and bridging technological gaps further enables researchers to work efficiently and effectively. These resources, opportunities, and expectations are essential for colleges to establish policies that prioritize research excellence, foster academic growth, and align faculty responsibilities with institutional and career development goals. |

*Keywords: Research productivity, motivation, factors, faculty.*

1. INTRODUCTION

One of the core functions of a Higher Education Institution (HEI) is research, along with instruction and extension. The expectations for higher education faculty to engage in research have been on the rise for more than half of the century. It is required that research productivity be part of the criteria for hiring, tenure, and promotion for research universities

The bigger perspective over and above the creation of new knowledge, research is considered essential for the development of school faculty and the retention and attraction of external partners. It was also expounded that the older schools with more robust research portfolios continue to develop research programs with established funding sources, allowing them to teach new faculty members (Suson et. al, 2020).

Although productivity in higher education has an obvious multidimensional character as it relates to both knowledge production and knowledge dissemination through its various forms of research, teaching, and outreach activities, research productivity in particular has received a great amount of attention and concern (Henry et. al, 2014). Research effort and output form a very distinguishing part of the definitional character of world research universities and, as a consequence, the public rankings of academic programs have become increasingly important (Siedlok, 2014).

Research productivity is a crucial subject for researchers and students, as research results will impact the entire society positively (Jameel & Ahmad, 2020). Similarly, research is vital to generate prosperity and develop nations. Research development in any country is measured through research productivity, such as publications in books and research articles (Fairweather, 2002).

In the Philippines, research is given high regards in the evaluation of programs and institutions of higher learning. In the Joint Circular No. 3 s. 2022 (DBM-CHED, 2022) of the Department of Budget and Management (DBM) and Commission on Higher Education about the SUC Levelling Instrument for Faculty Reclassification, determinants of research productivity include publications in refereed journals, proceedings, book chapter, and literature review, and other forms of writing (Cocal et. al, 2017). Obtaining research grants, carrying out editorial duties, obtaining patents and licenses, writing of monographs, developing experimental designs, producing works of an artistic or creative nature, engaging in public debates and commentaries are also forms of research productivity (Meneses & Moreno,2019).

Motivational factors are also apparent when conducting interdisciplinary research. These factors include social relations, compatibility with colleagues, intellectual stimulation, and personal development (Nguyen et. al, 2016). There is both a drive for novelty and a push of frustration that drive interdisciplinary research. Moreover, interdisciplinary teams appear to have creative potential conducted an international study and concluded engagement in research as an effective means to increase a university’s profile (Alrahlah, 2016).

Similar to other State Universities and Colleges (SUCs) in the Philippines, ASC has a dedicated budget for research implementation, publication, and presentations. However, this budget has remained underutilized for some time due to various factors, including the motivation and determination of faculty members to engage in research activities (Rodríguez et al, 2021). The technical challenges and limited experience in conducting research, which is not a routine daily task, have further compounded the issue. Despite initiating several seminars and workshops to address these challenges, the problem persists.

The low R&D budget allocated to research is a significant barrier (Regadio & Tullao, 2015). However, the expected high research output from a relatively small number of faculty members creates an additional challenge. Many faculty members struggle with balancing their teaching responsibilities with research commitments, leading to underutilization of available funds (BPRS Research Team, 2022). The lack of continuous financial support and resources also hampers long-term research projects, resulting in a focus on short-term studies with limited impact.

Moreover, the disparity between the research expectations and the actual resources provided puts undue pressure on faculty members (Cuenca, 2011). This disconnect often results in a lower number of high-quality publications and presentations, impacting the institution's overall research profile. To effectively address this issue, a more strategic approach to budget allocation and support for faculty development in research methodologies is required (BPRS Research Team, 2022). Enhancing the research culture within the institution and providing continuous incentives could also motivate faculty members to actively participate in research activities.

Data on the research productivity of faculty members of state colleges and universities in the Philippines found very low. Addressing underutilization of resources, limited experience, mismatched expectations, lack of incentives, and insufficient support systems is crucial to enhance research productivity and foster a stronger research culture among faculty members are some of the problems that needs to be addressed. Confirming with the works of literature and local studies, it is therefore essential to determine the motivational factors that limits the research productivity of faculty members of Apayao State College – Conner Campus and is what the researcher would like to ascertain.

**2. STATEMENT OF THE PROBLEM**

Generally, this study aimed to determine the motivational factors that influences research productivity of the faculty members of Apayao State college – Conner Campus. Specifically, this paper sought to answers this specific research question: What motivational factors contribute to the research productivity of faculty at Apayao State College - Conner Campus?

**3. THEORETICAL FRAMEWORK**

The Theory of Phenomenology by Martin Heidegger (Husserl & Heidegger, 1927) will be used to examine faculty participation in research. This theory is deeply intertwined with his exploration of ontology that deals with the study of being. In his seminal work *Being and Time*, Heidegger introduces the concept of Dasein, which translates to "being-there." Dasein represents human existence and its unique ability to question and understand the nature of being. Heidegger diverges from traditional phenomenology, as established by Edmund Husserl, by emphasizing the existential and temporal aspects of human existence rather than focusing solely on consciousness. Heidegger's phenomenology is characterized by the idea of Being-in-the-World, which rejects the Cartesian dualism of subject and object. Instead, he views human existence as inseparable from the world it inhabits. This perspective leads to his exploration of authenticity, where individuals confront their own mortality and embrace their unique potential for self-realization.

Also, Edmund Husserl's phenomenology theory (Husserl & Moran, 2012) will be associated with this study. This theory is a philosophical method aimed at exploring the structures of consciousness and the essence of phenomena as they appear to human experience. Husserl emphasized the importance of intentionality, which refers to the directedness of consciousness toward objects. He believed that every act of consciousness is intentional, meaning it is always about something. Husserl's phenomenology is grounded in the principle of epoché, or "bracketing," where one suspends preconceived notions and judgments about the external world to focus purely on the phenomena themselves. This approach allows philosophers to examine the essence of experiences without interference from subjective biases or metaphysical assumptions.

Edmund Husserl and Martin Heidegger, though both central figures in phenomenology, approached the subject from distinct perspectives. Husserl's phenomenology focuses on the structures of consciousness and the intentionality of experiences, emphasizing a methodical exploration of phenomena through epoché (bracketing). Heidegger, on the other hand, shifted the focus to existential phenomenology, exploring the nature of Being (Dasein) and the human condition as fundamentally tied to time and existence.

When connecting their theories to faculty research productivity, phenomenology offers a framework for understanding the lived experiences of researchers. Husserl's emphasis on intentionality can help faculty members reflect on the purpose and direction of their research, fostering a deeper connection to their academic pursuits. Heidegger's concept of authenticity and Being-in-the-World encourages researchers to engage meaningfully with their academic environment, embracing their unique potential and addressing challenges with a sense of purpose.

4. METHODOLOGY

**4.1. Research Design**

This study was employed through descriptive qualitative approach using an Interpretative Phenomenological Analysis.

**4.2. Locale of the Study**

This study was conducted at Apayao State College - Conner Campus.

**4.3. Respondents of the Study**

The respondents of this study consist of three (3) permanent faculty members from the Apayao State College-Conner Campus. These respondents have reached the saturation point of data required by the researcher, ensuring the collection of comprehensive and meaningful information for the study. Additionally, these individuals have previously conducted research within the college and have voluntarily participated by signing and approving the waiver given by the researcher. Purposive sampling was utilized**.**

**4.4. Research Instrumentation**

An adapted survey interview guide, consisting of ten (10) interview questions, was utilized. Interviews and Focus Group Discussion (FGD) was conducted to obtain data from the respondents. After each session concluded, the responses were transcribed, and comprehensive notes were meticulously documented based on the perspectives shared by the respondents.

**4.5. Data Gathering Procedures**

The researcher sought permission from the College President through the Campus Academic Dean to conduct the study. Upon receiving approval, the researcher personally conducted interviews with all the identified respondents, ensuring that the content of the questionnaires was clearly explained to them. The respondents' answers were consolidated and treated with confidentiality. To obtain better data, clear, precise, and understandable questions were posed, ensuring there was no ambiguity and allowing for the collection of in-depth information based on the respondents' opinions

**4.6. Data Analysis**

The data were analyzed using an Interpretative Phenomenological Analysis (Alase, 2017) developed by Jonathan Smith. The IPA approach focused on exploring how individuals made sense of their personal lived experiences. It typically involved collecting qualitative data through techniques such as interviews, diaries, or focus groups. The analysis reflected on the researcher's own preconceptions and emphasized understanding the experiential world of the participants. The data analysis included thematic framework and coding. Additionally, the researcher sought the assistance of an English critic to further enhance the clarity and quality of the respondents' answers.

5. results and discussion

**Research Question: What motivational factors contribute to the research productivity of faculty at Apayao State College - Conner Campus?**

The respondents were initially asked to identify the factors they believe contribute to enhancing research productivity within the educational system. The factors that emerged from their responses can be categorized seven (7) factors namely: availability of grants and financial resources to support research activities; access to state-of-the-art labs, libraries, and research spaces; provision of rewards or recognition for research achievements; opportunities for attending conferences, workshops, and gaining advanced knowledge in their field; clear goals for research output tied to career progression and personal aspirations; integration of research responsibilities as a core component of faculty roles and expectations; and access to modern software, hardware, and other technological aids essential for research. From the factors that were laid out, main themes were emerged.

**Table 1. Factor 1- Availability of grants and financial resources to support research activities**

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| Global themes | Organizing themes (frequency of occurrence) | Example of views |
| Empowering Innovation | Innovation and Progress (2) | *“Research funds coming from the RDE give us faculty researchers the chance to finish our research and turn our innovative ideas into reality of work”* |
| Facilitating Collaboration | Collaboration and Networking (3) | *“Funding helps researchers work together, share ideas, and build connections, making it easier to solve problems and create new knowledge as a team”* |
| Ensuring Equity | Equity and Accessibility (3) | *“So far, RDE is trying to give an equal chance to all of us to access for funding and resources so that everyone has a fair opportunity until the research will be completed”* |
| Sustainability of Research | Sustainability and Continuity (2) | *“I think providing consistent funding and support to ensure that research projects can continue over time, like long-term grants that allow us researchers to build on their work and make lasting contributions”* |

The availability of grants and financial resources plays a crucial role in enhancing research productivity by empowering innovation, fostering collaboration, ensuring equity, and promoting sustainability. Faculty researchers benefit from funding as it enables them to complete their projects and transform innovative ideas into impactful outcomes. Additionally, financial support facilitates teamwork and networking, creating opportunities for shared knowledge and problem-solving. Equitable access to resources ensures that all researchers, regardless of background, have a fair chance to succeed, while consistent funding promotes the continuity of long-term research initiatives.

The results can be supported by a study of Wa-Mbaleka S, Gomez, 2017, highlighting the importance of research funding in higher education institutions in the Philippines, emphasizing how grants from the Commission on Higher Education (CHED) support faculty in conducting and disseminating research effectively.

**Table 2. Factor 2- Access to state-of-the-art laboratories, libraries, and research spaces**

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| Global themes | Organizing themes (frequency of occurrence) | Example of views |
| Driving Innovation and Creativity | Innovation and Progress (2) | *“Access to research facilities helps us faculty to work more efficiently and creatively, allowing us to produce better results, test new ideas, and make meaningful contributions in our respective fields”* |
| Fostering Interdisciplinary Collaboration | Collaboration and Networking (3) | *“Collaboration help us faculty improve our researches by connecting us with other experts (like when we attend research conferences), sharing ideas, and working together on projects, which leads to better results and fresh perspectives”* |
| Promoting Equity and Accessibility | Equity and Inclusion (3) | *“All faculty members were given the same chance to access resources and support, whether neophyte or senior researchers”* |
| Sustainable Research Practices | Sustainable Development (2) | *“Aside from big facilities, we want to sustain eco-friendly resources, allowing us researchers to conduct researches without harming the nature as much as possible”* |
| Global Competitiveness | Excellence and Competitiveness (3) | *“We also need to be provided with right tools, resources, and support so we can produce high-quality research that can be compete in others schools local or abroad”* |

Access to state-of-the-art laboratories, libraries, and research spaces significantly enhances research productivity among faculty by fostering innovation, collaboration, equity, sustainability, and competitiveness. These facilities empower researchers to work more efficiently and creatively, enabling them to test new ideas and produce meaningful contributions. They also promote interdisciplinary collaboration by connecting researchers with experts, sharing ideas, and working on joint projects. Equitable access ensures that all faculty members, regardless of experience, have the same opportunities to utilize resources. Additionally, sustainable practices, such as eco-friendly resources, allow researchers to conduct studies responsibly. Lastly, providing the right tools and support enables faculty to produce high-quality research that competes locally and globally.

The statements can be related study of Strom et. al, 2020 highlighting the benefits of shared instrumentation facilities, emphasizing how access to advanced research spaces supports collaboration, sustainability, and research excellence.

In addition, the study by Hollister and Schroeder (2015) explores how library support particularly the facilities influence the research productivity of education faculty members. The findings highlight the critical role of libraries in enhancing research output, emphasizing the need for libraries to adapt and demonstrate their value in an academic landscape increasingly focused on research excellence. This study provides insights into how targeted library support can contribute to faculty development and institutional success.

**Table 3. Factor 3- Provision of rewards or recognition for research achievements**

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| Global themes | Organizing themes (frequency of occurrence) | Example of views |
| Motivating Excellence | Encouraging Outstanding Performance | *“Actually, acknowledging us faculty regarding our research achievements whether monetary incentives or merely certificates really encourages us to keep striving for the best as possible and work harder. That boost means a lot”* |
| Celebrating Innovation | Recognizing and Showcasing Creativity | *“You know when we are trying to be innovative, we feel valued and encouraged to think differently, and push boundaries in our work”* |
| Enhancing Professional Growth | Supporting Career Development | *“I think the trainings, mentorships and workshop provided by the RDE, really improve our skills in research, that is why we tend to always be present as much as possible in your trainings”* |

The provision of rewards or recognition for research achievements plays a crucial role in enhancing faculty research productivity by fostering motivation, creativity, and professional growth. Acknowledging faculty members for their accomplishments encourages them to strive for excellence and work harder, as the recognition serves as a significant morale booster. Celebrating innovation by highlighting creative contributions makes researchers feel valued and inspires them to think differently and push boundaries in their work. Additionally, supporting career development through training, mentorship, and workshops equips faculty with the skills and knowledge needed to excel in their research endeavors.

This can be corroborated with a study of Pedrajas & Bito-onon , 2022 emphasizing that institutional support, including recognition and training, significantly impacts faculty research productivity by enhancing their competence and motivation. It also highlights the importance of structured reward systems in fostering a thriving research culture.

**Table 4. Factor 4- Opportunities for attending conferences, workshops, and gaining advanced knowledge in their field**

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| Global themes | Organizing themes (frequency of occurrence) | Example of views |
| Fostering Global Collaboration | Networking and Partnerships (3) | *“The research conferences we are attending was actually one of the reasons that inspires us to conduct and present our research because we get to meet a lot of researchers in various fields and we get possible collaboration”* |
| Lifelong Learning and Skill Advancement | Professional Development Pathways (3) | *“Yes, it really is helpful especially for us neophyte researchers attending conferences because we actually are learning a lot and I think I can use it for my own growth and progress”* |
| Technological Integration and Digital Transformation | Adapting to Emerging Technologies (3) | *“We really need technology in conducting research especially in statistical analysis tools like SPSS that’s why I am very happy when I am attending research workshops and trainings”* |
| Cultural Exchange and Diversity in Knowledge Sharing | Cross-Cultural Perspectives (2) | *“Meeting new people through conferences and workshop helps us to understand different walks of life and we can relate to their stories sometimes as faculty researchers”* |

Attending conferences, workshops, and gaining advanced knowledge in their field provides faculty researchers with invaluable opportunities to enhance their professional growth and research capabilities. These events foster global collaboration by enabling networking and partnerships, inspiring researchers to conduct and present their work while exploring interdisciplinary connections. They also support lifelong learning and skill advancement, particularly for early-career researchers, by offering pathways for professional development and equipping them with tools for personal growth. Technological integration plays a crucial role, as workshops often introduce emerging technologies like statistical tools which are essential for conducting robust research. Additionally, cultural exchange during these gatherings enriches knowledge sharing, helping researchers understand diverse perspectives and relate to the experiences of others.

This aligns with the experiences of faculty researchers, as attending such events empowers them to tackle complex research problems and contribute meaningfully to their fields (Güven, 2020). They equip individuals with competencies to address real-world challenges.

**Table 5. Factor 5- Clear goals for research output tied to career progression and personal aspirations**

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| Global themes | Organizing themes (frequency of occurrence) | Example of views |
| Strategic Research Planning for Career Growth | Goal Setting and Alignment (2) | *"I want to conduct research focusing on topics that are align with my track and my goal this year is to publish my papers, with the help of RDE of course, and able to complete the conduct of all my research proposals"* |
| Empowering Faculty with Clear Research Pathways | Outcome-Oriented Research Practices (2) | *“Actually, seeing my fellow faculties getting progress in their research career, it inspires me to pursue research even more that is why I am willing to have my mentors, attend all the workshops of the RDE as much as possible, and use all the resources provided by my institution”* |

Clear goals for research output tied to career progression and personal aspirations empower faculty researchers to align their efforts with both professional milestones and personal fulfillment. Strategic research planning emphasizes goal setting and alignment, allowing researchers to focus on topics relevant to their academic track and career objectives, such as publishing papers and completing research proposals. Empowering faculty with clear research pathways involves adopting outcome-oriented practices, inspired by the progress of peers, mentorship, and institutional support like workshops and resources. These approaches foster motivation and ensure impactful contributions to the academic community.

It can be corroborated to study highlighting the importance of aligning research performance with career progression criteria, emphasizing that clear goals and structured pathways are vital for achieving professional success and advancing research quality (Mantai & Marrone, 2023).

**Table 6. Factor 6- Integration of research responsibilities as a core component of faculty roles and expectations**

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| Global themes | Organizing themes (frequency of occurrence) | Example of views |
| Research as an Academic Pillar | Core Integration of Research (3) | *“Weather I like it not, research is a big part of my job as a faculty member since included in our workload, and it’s tied to my academic rank. But I am trying to push myself to conduct research because it is really helpful not just for personal interest but for my professional development as a faculty member”* |
| Institutional Commitment to Research Excellence | Encouragement of Collaborative Research (3) | *“Most of us faculty researchers are conducting collaborative research to achieve better faster results and since most of us are newbies in research that why we are seeking mentorship from experienced faculty members who can guide us and help improve the quality of our work”* |
| Holistic Faculty Development | Balancing Roles and Responsibilities (3) | “*Actually, balancing faculty duties and research is challenging due to time management issues, but we're grateful for the support and encouragement from RDE and fellow faculty members. Despite our limited experience, their guidance motivates us to pursue research and keep improving"* |

Balancing faculty responsibilities and research roles is a common challenge, especially for those new to research, as it requires effective time management and prioritization. Faculty often struggle to allocate sufficient time for research due to teaching and administrative duties, but institutional support and mentorship play a crucial role in overcoming these challenges.

A related study highlights that providing structured support, such as time off for research, mentorship, and resources, significantly enhances faculty research productivity (Gaikwad, 2021). This aligns with the experiences of faculty researchers who, despite limited experience, are motivated by the encouragement and guidance from peers and institutional programs like RDE, enabling them to pursue impactful research while managing their other responsibilities.

**Table 7. Factor 7-Access to modern software, hardware, and other technological aids essential for research**

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| Global themes | Organizing themes (frequency of occurrence) | Example of views |
| Bridging the Technology Gap | Ensuring Equal Access to Tools (3) | “*Honestly in my years of service and conducting research, I’m still struggling especially with the use of statistical tools that why it is important if we have SPSS and Excel training always”* |
| Innovating Through Technological Advancement | Exploring New Methodologies (3) | *“You know I’m really impressed with what the RDE is doing now like improving your research laboratory so that it can accommodate more faculty researchers and even students if possible”* |
| Institutional Support for Technology Integration | Providing Training and Resources (3) | *“The trainings and workshops that the RDE is providing is really a big help and we are looking forward for more in the future”* |
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Access to modern software, hardware, and technological aids is crucial for enhancing faculty research productivity and innovation. Bridging the technology gap through equal access to tools, such as SPSS and Excel, ensures that all researchers, regardless of their experience, can efficiently analyze data and improve their work. Innovating through technological advancements, like upgrading research laboratories, supports the exploration of new methodologies, benefiting both faculty and students. Institutional support, including training and workshops, empowers researchers with the skills needed to utilize these tools effectively.

The result can be corroborated with the study by Quimbo and Sulabo (2014) which examines research productivity in higher education institutions, focusing on five state universities in the Philippines. It identifies key factors influencing research productivity, such as educational attainment, research benefits, and incentive systems, which also impact research self-efficacy. Using path analysis, the study highlights the importance of faculty development programs, research collaboration, and effective incentive systems in fostering a strong research culture. The findings provide policy recommendations to enhance research output and academic growth in higher education institutions.

**5.1. PHILOSOPHICAL PERSPECTIVES**

The findings can be related to Edmund Husserl's phenomenology and Martin Heidegger's existential ontology. Husserl's phenomenology emphasizes the importance of subjective experience and the essence of phenomena as they appear to consciousness. This aligns with the idea of providing equitable access to resources and tools, as it ensures that researchers can fully engage with their work and explore the essence of their research experiences without external barriers. By focusing on the "things themselves," Husserl's approach supports the notion of empowering researchers to delve deeply into their studies with the necessary tools and support (Husserl & Heidegger, 1927).

Heidegger's concept of "Being-in-the-world" from his work *Being and Time* highlights the interconnectedness of individuals with their environment and the importance of context in shaping their existence. This resonates with the findings that emphasize collaboration, mentorship, and access to modern facilities, as these elements create a supportive environment where researchers can thrive. Heidegger's emphasis on the temporal and historical character of human existence also relates to the sustainability of research practices and the continuity of long-term initiatives, ensuring that researchers can contribute meaningfully over time (Husserl & Moran, 2012).

By integrating these philosophical perspectives, the findings underscore the importance of creating an environment that supports researchers' experiences and interactions with their work, tools, and community, ultimately fostering innovation and impactful contributions.

**5.2. PHENOMENON**

Based on the results, the phenomenon that can be derived is the **empowerment of faculty researchers through institutional support and resource accessibility**. This phenomenon reflects how providing financial aid, modern facilities, mentorship, training, and technological tools fosters research productivity, innovation, collaboration, and equitable opportunities. It illustrates the transformative impact of structured support systems and access to essential resources on faculty members’ ability to balance their roles, overcome challenges, and produce impactful contributions to academia and society. This dynamic process highlights the interplay between external support and individual growth in advancing research initiatives.

6. Conclusion

Enhancing faculty research productivity requires a holistic approach involving financial support, modern facilities, technological tools, and institutional backing. Access to grants and resources enables researchers to complete projects and innovate effectively, while recognition and professional development opportunities foster motivation and creativity. Collaborative efforts, equity in resource distribution, and the integration of advanced methodologies empower researchers to overcome challenges and make impactful contributions. By addressing time management gaps and providing mentorship, institutions create an environment that supports meaningful research advancements, driving academic and societal progress.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

I acknowledge that I have not used ChatGPT or Copilot for refining some of the sections in the document.

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