



# **Investigating the Relationship between Research Competence, Attitude and Productivity among Faculty Members at Bohol Island State University**

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**Abstract**— This study aimed to explore the relationship between research competence, research attitude, and research productivity among faculty members of Bohol Island State University (BISU) from 2019 to 2022. The researchers used a correlational survey design, collecting data from 205 permanent and temporary faculty members across 6 BISU campuses. The findings indicated that while the faculty members displayed good academic and intellectual competence, their research productivity was relatively low. Moderately competent research skills were observed in research conceptualization, data processing and analysis, and research design formulation, with data collection skills being the least competent. Faculty members demonstrated a positive research attitude, although some reported slight agreement with research anxiety and difficulty. Spearman's rho analysis confirmed a positive relationship between research competence, research attitude, and research productivity. Consequently, the study suggests promoting research competence, and research attitude to enhance research productivity, recommending workshops as a means of support and development for BISU faculty members.

**Index Terms**—*attitude towards research, faculty members, research competence, research productivity*

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## **1. INTRODUCTION**

Research productivity is a crucial aspect of any university's success and reputation. It is essential to produce high-quality research outputs to attract funding, establish collaborations with other institutions, and enhance the university's academic prestige. Therefore, it is crucial to investigate the factors that influence research productivity among faculty members in universities, including their research competence, and attitude towards research.

Bohol Island State University (BISU) is a leading higher education institution in the Bohol region, Philippines, with a strong research culture. However, despite the university's efforts to enhance the research skills and competencies of its faculty members through various training and development programs, the research productivity levels of its faculty members remain unclear. Therefore, there is a need to investigate the factors that influence research productivity among BISU faculty members.

Research competence and attitude towards research are critical factors that can affect research productivity among faculty members. Several studies have explored the relationship between these variables and research productivity among faculty members in different contexts. However, most of these studies have focused on universities in developed countries, and there is a gap in the literature regarding the relationship between these variables in the Philippine context, particularly in BISU. Therefore, this study aims to fill this gap in the literature by investigating the effects of research competence and attitude towards research on the research productivity of faculty members in BISU.

According to a study by Nguyen and Nguyen (2020), research competence includes knowledge, skills, and attitudes needed for research activities. Their research found that research competence significantly influenced research productivity among faculty members in Vietnamese universities.

Similarly, a study by Alam et al. (2019) found that research competence was positively associated with research

productivity among faculty members in Pakistani universities. The study suggested that faculty members who possess higher levels of research competence are more likely to engage in research activities and produce more high-quality research outputs.

These studies suggest that research competence plays an important role in research productivity among faculty members in higher education institutions. Faculty members with higher levels of research competence are more likely to engage in research activities, produce more high-quality research outputs, and have a greater research impact.

Several studies have explored the relationship between attitudes towards research and research productivity among faculty members in higher education institutions. For instance, a study by Ali, Umar, and Malik (2018) found that positive attitudes towards research were positively associated with research productivity among faculty members in Pakistani universities. Another study by Abidin, Wahid, and Ismail (2019) in Malaysia showed that attitudes towards research were significant predictors of research productivity among faculty members.

Similarly, a study by Rizvi and Zaidi (2020) in Pakistan revealed that positive attitudes towards research were positively related to research productivity, while negative attitudes were negatively related to research productivity.

Additionally, a study by Fakhruddin, Zahoor, and Shukor (2021) in Malaysia found that positive attitudes towards research significantly predicted research productivity among faculty members in public universities.

The studies mentioned suggest that attitudes towards research play a crucial role in predicting research productivity among faculty members in higher education institutions. Therefore, it is essential for universities to create a conducive environment that promotes positive attitudes towards research to enhance research productivity among their faculty members.

The study's results can provide valuable insights into the factors that influence research productivity among faculty members in BISU and inform strategies to enhance the research skills and competencies of faculty members. Furthermore, the findings of the study can contribute to the existing literature on research competence and attitude towards research and their relationship with research productivity among faculty members in the Philippine context. Therefore, this study's significance lies in its potential to provide insights into the factors that influence research productivity among BISU faculty members and inform strategies to enhance the university's research productivity.

## **2. OBJECTIVES OF THE STUDY**

The main thrust of this study was to determine the relationship among research competence, attitude, and productivity of Bohol Island State University permanent and faculty members in the past three academic years 2019-2022. Specifically, this study was guided by the following objectives:

3. To determine the respondents' level of research competency in terms of research conceptualization, formulating research design, data collection, data processing and analysis, and research application;
4. To identify the respondents' attitude towards research in terms of usefulness for the profession, research anxiety, research difficulty, positive attitude, and relevance to life;
5. To determine the respondents' research productivity in terms of completed, presented, and published research paper;
6. To determine if there is significant relationship between respondents' research competence, attitude towards research and research productivity.

## **7. METHODOLOGY**

### *Research Design*

The study employed correlational survey research design to examine the relationship between research competence, attitude towards research, and research productivity of faculty members of Bohol Island State

University. The researcher used a survey questionnaire to gather categorical and numerical information on the three variables from the faculty members. The questionnaire included questions that measure faculty member's level of research competence, attitude towards research, and research productivity. This design provided an opportunity to predict behavior of the variable based on the relationship among variables based on the results of the survey. Results of analysis were broadly interpreted to explain certain phenomena within the variables (Creswell & Creswell, 2018).

#### *Research Environment*

Bohol Island State University (BISU) was the research locale of the study. It is a public university which was born on October 14, 2009 after Her Excellency Gloria Macapagal-Arroyo signed into law Republic Act 9722, also known as "An Act Converting the Central Visayas State College of Agriculture, Forestry, and Technology, its Units and Satellite Campuses in the City of Tagbilaran and in the Municipalities of Bilar, Candijay, Clarin, Calape, and Balilihan, All Located in the Province of Bohol to be known as the Bohol Island State University (BISU) and Appropriating Funds Therefore".

#### *Research Participants*

The respondents to the study were the 205 permanent and temporary faculty members from the six campuses of Bohol Island State University. Excluded from this study were the Contract of Service (COS) faculty members and those permanent and temporary faculty members employed in the past two years. A proportionate stratified random sampling technique was used in the selection of research respondents.

#### *Data Collection*

The researcher used a modified survey questionnaire to collect categorical and numerical data on the three variables (research competence, attitude towards research, and research productivity) from the faculty members. The questionnaire consisted of three parts, with informed consent obtained from the respondents.

Part 1 assessed the respondent's research competence level, comprising five areas of research competence: conceptualization, research design, data collection, data processing and analysis, and research application. The items were rated on a 5-point Likert scale.

Part 2 measured the respondent's attitude towards research, consisting of 29 items related to usefulness for the profession, research anxiety, research difficulty, research attitude, and relevance of research to daily life. The items were also rated on a 5-point Likert scale.

Part 3 focused on the respondent's research productivity, asking for the number of research projects completed, presented, and published in the past three academic years (2019-2022).

A pilot test was conducted with 40 faculty members from six campuses of Bohol Island State University. The pilot study aimed to assess the validity and reliability of the questionnaire. The selected respondents shared similar characteristics with the actual study population but were not included in the final study.

The pilot test indicated adequate sampling, with a Kaiser-Meyer-Olkin (KMO) measure ranging from 0.73 to 0.87. The correlation matrices showed that the variables were correlated to some extent, indicating construct validity. Additionally, Cronbach's alpha values ranged from 0.71 to 0.98, indicating good reliability for the scaled variables.

Based on the pilot test results and subsequent revisions, a final survey questionnaire was developed and used for the final data gathering phase of the study.

*Data Analysis*

Weighted composite means and percentage were used in the analyses and interpretation of the measure of research competence, attitude towards research, and research productivity of the respondents.

Spearman's rank correlation coefficient was used to determine the relationship between research competence, attitude towards research, and research productivity. Spearman's rank correlation coefficient is a nonparametric method for measuring the strength and direction of association between two variables (Ghasemi & Zahediasl, 2012).

All tests of assumptions and data statistical analysis procedures were executed using the Statistical Package for the Social Sciences (SPSS) Software version 26.

**FINDINGS AND DISCUSSION**

Table 1  
Faculty Members' Research Competence

<b>Level of Research Competence</b>	<b>WM</b>	<b>Description</b>
<b>A. Research Conceptualization</b>		
<i>I am competent in...</i>		
1. identifying a problem	3.52	Highly Competent
2. stating the research question/problem	3.46	Highly Competent
3. writing the review of related literature	3.44	Highly Competent
4. constructing hypotheses that can be subject to an empirical study	3.40	Highly Competent
5. using the literature review in enhancing the research question and framework	3.40	Highly Competent
<b>Composite Mean</b>	<b>3.44</b>	<b>Highly Competent</b>
<b>B. Formulation of Research Design</b>		
1. formulating research design	3.37	Moderately Competent
2. proposing the most suitable method of conducting the research	3.36	Moderately Competent
3. writing the methodology	3.34	Moderately Competent
4. identifying and control set of variables	3.33	Moderately Competent
5. developing the theoretical/conceptual framework	3.32	Moderately Competent
<b>Composite Mean</b>	<b>3.34</b>	<b>Moderately Competent</b>
<b>C. Data Collection</b>		
1. constructing a research instrument for data gathering	3.32	Moderately Competent
2. defining the population on which research is to be conducted	3.31	Moderately Competent
1. designing the data collection tool	3.28	Moderately Competent
4. calculating the sample size that is representative of the population	3.25	Moderately Competent
5. constructing a reliable sampling design	3.24	Moderately Competent
<b>Composite Mean</b>	<b>3.28</b>	<b>Moderately Competent</b>
<b>D. Data Processing and Analysis</b>		
1. writing the summary, conclusion and recommendation	3.48	Highly Competent
2. presenting the data	3.42	Highly Competent
3. presenting analysis and interpretation	3.35	Moderately Competent
4. designing on statistical analysis	3.22	Moderately Competent
<b>Composite Mean</b>	<b>3.37</b>	<b>Moderately Competent</b>
<b>E. Research Application</b>		
1. relating research findings with the present needs of a particular organization or community	3.44	Highly Competent
2. discussing the contributions of research in building the knowledge in a particular discipline	3.42	Highly Competent
3. translating research findings into meaningful plans of actions or strategies	3.42	Highly Competent
<b>Composite Mean</b>	<b>3.43</b>	<b>Highly Competent</b>
<b>Overall Composite Mean</b>	<b>3.37</b>	<b>Moderately Competent</b>

Table 1 presents the faculty members' level of research competence at Bohol Island State University (BISU). The results indicate that faculty members excel in research conceptualization, particularly in identifying research problems. However, they exhibit moderate competence in formulating research design, constructing a theoretical/conceptual framework, constructing research instruments for data collection, and constructing a reliable sampling design. In terms of data processing and analysis, faculty members demonstrate high competence in writing the summary, conclusion, and recommendation, but moderate competence in designing statistical analyses. Regarding research application, faculty members display high competence in relating research findings with the present needs of organizations or communities, but lower competence in translating research findings into meaningful plans of action or strategies.

Overall, the composite mean score suggests that faculty members at BISU possess a moderately competent level of research skills. They show strengths in research conceptualization and research application but have room for improvement in research design, data collection, processing, analysis, and translation of research findings into actionable plans.

Table 2  
Faculty Members' Research Competence

Attitude towards Research	WM	Description	Interpretation
<b>A. Usefulness for the Profession</b>			
<i>Doing research...</i>			
1. is useful for my career.	4.17	Agree	Positive attitude
2. is useful to every professional.	4.15	Agree	Positive attitude
3. will be helpful to me in the future because of the skills I have acquired.	4.02	Agree	Positive attitude
4. is a benefit to most faculty member.	4.00	Agree	Positive attitude
5. Aids me in my profession.	3.93	Agree	Positive attitude
6. is very valuable.	3.92	Agree	Positive attitude
7. is as useful as writing.	3.88	Agree	Positive attitude
8. is connected to my field of study.	3.78	Agree	Positive attitude
9. should be indispensable in my professional training.	3.55	Agree	Positive attitude
<b>Composite Mean</b>	<b>3.93</b>	<b>Agree</b>	<b>Positive attitude</b>
<b>B. Research Anxiety</b>			
1. scares me.*	3.24	Slightly Agree	Somewhat positive attitude
2. is making me feel insecure in the analysis of research data.*	3.06	Slightly Agree	Somewhat positive attitude
3. is complicated.*	3.03	Slightly Agree	Somewhat positive attitude
4. makes me anxious.*	2.97	Slightly Agree	Somewhat positive attitude
5. makes me nervous.*	2.95	Slightly Agree	Somewhat positive attitude
6. is difficult.*	2.93	Slightly Agree	Somewhat positive attitude
7. is stressful.*	2.75	Slightly Agree	Somewhat positive attitude
8. is a complex subject.*	2.69	Slightly Agree	Somewhat positive attitude
<b>Composite Mean</b>	<b>2.95</b>	<b>Slightly Agree</b>	<b>Somewhat positive attitude</b>
<b>C. Research Difficulty</b>			
1. is making me to commit many mistakes in research*	3.21	Slightly Agree	Somewhat positive attitude
2. is giving me trouble in dealing with arithmetic.*	3.20	Slightly Agree	Somewhat positive attitude
3. made me think that its concepts are difficult to understand*	3.01	Slightly Agree	Somewhat positive attitude
<b>Composite Mean</b>	<b>3.14</b>	<b>Slightly Agree</b>	<b>Somewhat positive attitude</b>
<b>D. Research Attitude</b>			
1. helps me to be inclined to study the details of research procedures carefully.	3.74	Agree	Positive attitude
2. is interesting.	3.71	Agree	Positive attitude
3. is making me interested in research.	3.63	Agree	Positive attitude
4. makes love research.	3.51	Agree	Positive attitude
5. is enjoyable.	3.51	Agree	Positive attitude
<b>Composite Mean</b>	<b>3.62</b>	<b>Agree</b>	<b>Positive attitude</b>

<i>E. Relevance to Daily Life</i>			
1. plays an important role in my daily life especially in research-oriented thinking	3.77	Agree	Positive attitude
2. is useful in my daily life.	3.69	Agree	Positive attitude
3. is irrelevant to my life.*	3.53	Agree	Positive attitude
4. does not apply to my personal life.*	3.47	Agree	Positive attitude
<b>Composite Mean</b>	<b>3.62</b>	<b>Agree</b>	<b>Positive attitude</b>
<b>Overall Composite Mean</b>	<b>3.45</b>	<b>Agree</b>	<b>Positive attitude</b>

Table 2 presents the faculty members' attitude towards research at Bohol Island State University (BISU). The results indicate that faculty members generally have a positive attitude towards research and recognize its usefulness for their career and profession. They agree that research is beneficial for their professional growth and development. However, they do not consider research as an indispensable aspect of their professional training.

In terms of research anxiety, faculty members have a slightly agreeable attitude. While they exhibit some level of anxiety towards research activities, it is not a significant barrier to their engagement in research. They perceive research as slightly challenging and are not overly intimidated by research concepts.

Regarding research difficulty, faculty members have a slightly agreeable attitude. They recognize that conducting research can lead to mistakes but do not find research concepts too difficult to understand. Lack of experience, training, and resources may contribute to the perception of making mistakes during research activities.

In terms of research attitude, faculty members agree that research encourages them to study research procedures carefully. However, they do not strongly agree that research is enjoyable. Challenges and time-consuming nature of research activities may affect the enjoyment of the research experience.

Faculty members generally agree that research plays an important role in their daily lives, particularly in developing research-oriented thinking. However, they also agree that research does not necessarily apply to their personal lives. There is room for improvement in enhancing their understanding of the practical applications and relevance of research in their daily lives.

Overall, the faculty members at BISU have a positive attitude towards research, recognizing its usefulness and importance for their profession. However, there are areas that require improvement, such as reducing research anxiety and enhancing the understanding of research's broader impact. The university can provide support, training, and incentives to foster a more positive research culture and attitude among faculty members.

Table 3  
Faculty Members' Research Productivity

<b>Completed Research Products</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Less than 3	Not Productive	186	90.7
3 – 5	Less Productive	13	6.3
6 – 10	Moderately Productive	6	2.9
11 -15	Highly Productive	0	0
<b>Presented Research Products</b>			
Less than 3	Not Productive	177	86.3
3 – 5	Less Productive	20	9.8
6 – 10	Moderately Productive	5	2.4
11 -15	Highly Productive	3	1.5
<b>Published Research Products</b>			
Less than 3	Not Productive	194	94.6
3 – 5	Less Productive	9	4.4
6 – 10	Moderately Productive	2	1.0
11 -15	Highly Productive	0	0

Table 3 presents the research productivity of faculty members. In terms of number of researches completed in the past three academic years (2019 – 2022), the data show that a significant number of faculty members at Bohol Island State University were not productive in terms of the number of research completed in the past three academic years, with the frequency of 186 or 90.7%. Only 13 or 6.3% of the faculty members are less productive and 6 or 2.9% of them were moderately productive while none were classified as highly productive.

This finding is consistent with the results of a study conducted by Abrigo et al. (2019), which found that many faculty members in Philippine universities struggle with research productivity, with factors such as lack of resources, heavy workload, and inadequate support and recognition from the institution contributing to low research output. Similarly, a study by Kaur et al. (2018) found that faculty members in Indian universities face several challenges that affect their research productivity, including insufficient funding, lack of access to research infrastructure, and inadequate support from the institution.

In response to these challenges, universities can implement strategies to support and enhance faculty members' research productivity, such as providing research grants and funding, offering training and development programs, and establishing mentorship and collaboration opportunities (Abrigo et al., 2019; Kaur et al., 2018).

In terms of number of researches presented, it can be observed that 177 faculty members or 86.3% have not presented any research during this period. The low percentage of faculty members who have presented research in the past three academic years is a cause for concern as research presentations are an important aspect of academic progress and contribute to the knowledge and advancement of the discipline. This lack of research presentations could potentially impact the reputation of the university and could hinder its growth and development.

The reasons behind this low level of research productivity could be due to various factors such as a lack of resources, time constraints, a heavy teaching workload, lack of research incentives, and inadequate research training and support. It is imperative for the university to identify the root causes of this problem and take measures to address them in order to encourage and support research productivity among its faculty members.

A study by Garg and Padhi (2017) found that providing research incentives and rewards, establishing research collaborations and partnerships, providing research training and support, and creating a research-friendly environment can positively impact research productivity among faculty members. Therefore, it is recommended for Bohol Island State University to consider implementing such measures to improve the research productivity of its faculty members.

In terms of the number of research publication, the table shows that there are 194 or 94.6% faculty members who were not productive in the past three academic years (2019-2022). On the other hand, 9 or 4.4% of faculty members are considered less productive, 2 or 1.0% of them is moderately productive, and none are highly productive.

The low productivity of faculty members in terms of research publication is a cause for concern, as research output is an essential component of faculty evaluation and is often used as a basis for promotion and tenure. Research productivity is an indicator of the quality of academic work, and it is associated with the reputation of the institution.

To address the issue of low research productivity, the institution needs to provide support for research activities, including funding, access to research materials, and support for research dissemination. Additionally, incentives should be provided to encourage faculty members to engage in research activities, such as recognition and rewards for research output.

A study conducted by Tella and Tella (2021) investigated the factors influencing research productivity among faculty members in Nigerian universities. The study found that support for research activities, including funding, access to research materials, and support for research dissemination, had a significant positive effect on research productivity. Furthermore, the study found that incentives such as recognition and rewards for research output had a positive impact on research productivity.

Table 4  
Relationship between Research Competence and Research Productivity

<b>Research Competence</b>	Spearman's rho	p-value	Decision	Interpretation
Research Completed	.321	.000	Significant Ho: Rejected	Related
Research Presented	.246	.000	Significant Ho: Rejected	Related
Research Published	.169	.016	Significant Ho: Rejected	Related

Table 4 illustrates the relationship between faculty members' level of research competence and research productivity in terms of the number of research completed, presented, and published during the past three academic years (2019-2022). The Spearman's rho correlation coefficient values for the relationship between research competence and research productivity were 0.321, 0.246, and 0.169 for research completed, research presented, and research published, respectively. The p-values for all three relationships were less than 0.05, indicating that the null hypothesis that there is no significant relationship between the two variables was rejected at the 0.05 level of significance which indicate that there is a positive relationship between the research and research productivity for all three measures.

This finding is consistent the study conducted by Kovalchuk and Ali (2017) that found a significant positive correlation between research competence and research productivity among university faculty members in Ukraine. Similarly, a study by Edeama and Adelabu (2018) showed that research competence had a positive impact on research productivity among academic staff members in Nigeria. In addition, the study of Christensen, et.al. (2017) found a positive relationship between research competence and research productivity in the field of nursing. The study also found that research competence had a stronger impact on research productivity for faculty members with less research experience.

The results of this study suggest that increasing research competence among faculty members may lead to an increase in their research productivity. Therefore, universities and academic institutions should focus on providing opportunities for faculty members to develop and enhance their research skills and competencies through training, workshops, and other capacity-building activities.

Table 5  
Relationship between Attitude towards Research and Research Productivity

<b>Attitude towards Research</b>	Spearman's rho	p-value	Decision	Interpretation
Research Completed	.332	.000	Significant Ho: Rejected	Related
Research Presented	.310	.000	Significant Ho: Rejected	Related
Research Published	.162	.020	Significant Ho: Rejected	Related

Table 5 illustrates the relationship between faculty members' level of attitude towards research and research productivity in terms of the number of research completed, presented, and published during the past three academic years (2019-2022).

The results show that there is a significant positive relationship between attitude towards research and research productivity among the faculty members of Bohol Island State University. The better the attitude towards research



of the faculty members, the higher is their research productivity in terms of completed, presented, and published researches.

This finding is consistent with the study by Balogun and Aluko (2018) which found that attitude towards research was a significant predictor of research productivity among faculty members in Nigerian universities. Another study by Kothari and Kulkarni (2018) found that attitude towards research was positively associated with research productivity among faculty members in Indian universities.

It is important for universities to recognize the importance of fostering a positive attitude towards research among their faculty members in order to promote research productivity. This can be achieved through various means such as providing incentives for research, offering training and development opportunities, and creating a supportive research environment.

The aforementioned results notably pinpoint that there is a significant and strong positive correlation between the independent variables (research competence and attitude towards research) and the dependent variable, research productivity of the faculty members of Bohol Island State University. These findings suggest that promoting and enhancing the research competence and research attitude of faculty members can lead to an increase in their research productivity.

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## 8. AUTHOR'S PROFILE



**Jessa Asoy-Cutin** is an accomplished College Instructor at Bohol Island State University, specializing in mathematics education. With a strong academic background and a passion for teaching, she has made significant contributions to the field of education.

Jessa began her educational journey at Bohol Island State University-Calape Campus, where she obtained her Bachelor of Secondary Education in Mathematics degree in 2015. This solid foundation in mathematics education laid the groundwork for her future achievements.

Recognizing the importance of continuous professional development, Jessa pursued further education to enhance her expertise in teaching mathematics. In 2019, she successfully earned her Master of Arts degree majoring in Mathematics Teaching, demonstrating her commitment to advancing her knowledge and skills.

Driven by her passion for educational leadership and a desire to make a lasting impact, Jessa embarked on a rigorous doctoral program. In July 2023, she obtained her Doctor of Education degree majoring in Educational Management.

Throughout her career, Jessa has actively engaged in research and publication activities. Her work reflects her dedication to enhancing teaching methodologies and advancing the field of mathematics education. She has authored numerous scholarly articles and research papers, earning recognition and respect from her peers.

Jessa's expertise and contributions extend beyond her own research. She is an esteemed member of professional organizations related to education and mathematics, providing her with valuable networking opportunities and allowing her to stay up-to-date with the latest developments in her field. By actively participating in conferences, seminars, and workshops, she ensures she remains at the forefront of educational advancements.

In addition to her academic accomplishments, Jessa is known for her exceptional teaching skills and ability to create an engaging and supportive learning environment. Her passion for mathematics and dedication to her students have earned her high praise from both colleagues and students alike.

As a College Instructor at Bohol Island State University, Jessa continues to inspire and shape the minds of future educators while contributing to the advancement of the academic community. Her remarkable educational achievements, research contributions, and commitment to excellence make her a highly respected and influential figure in the field of mathematics education and educational management.