



## Evaluating Capability, Opportunity and Motivation as Determinants of Research Productivity in Respiratory Therapy Faculty Among Philippine Higher Education Institution

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### ABSTRACT

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Research productivity among respiratory therapy faculty in Philippine higher education institutions (HEIs) remains understudied despite its importance for advancing the profession and clinical practice. This study evaluated capability, opportunity, and motivation as determinants of research productivity among 117 respiratory therapy faculty members across Philippine HEIs, using a researcher-validated questionnaire with a 4-point Likert scale across four dimensions (psychological and physical capability, physical and social opportunity, reflective and automatic motivation, and research productivity in terms of volume and impact), which demonstrated excellent reliability with Cronbach's alpha values ranging from .873 to .941. Findings revealed that faculty exhibited high psychological capability (weighted mean = 3.15) but lower physical capability (2.97) due to constraints in research funding; social opportunity ranked higher (3.03) than physical opportunity (2.98), indicating strong institutional recognition despite barriers to dedicated research time; and faculty demonstrated very high research motivation overall (3.27) driven primarily by professional identity and career advancement aspirations. Research opportunity emerged as the dominant predictor of productivity ( $r = .770$ ,  $p < .001$ ), accounting for substantially greater variance than capability or motivation when examined simultaneously. The study proposes the COMET Framework—addressing Capability, Opportunity, Motivation, Excellence, and Transformation—as an integrated institutional approach to systematically enhance research productivity among respiratory therapy faculty.

### KEYWORDS:

Research productivity, Capability, Opportunity, and Motivation (COM-B), Respiratory Therapy Faculty, Philippine higher education institutions (HEIs)

### I. INTRODUCTION

Research publication represents a cornerstone of academic excellence, institutional prestige, and scholarly contribution within higher education institutions worldwide. Research productivity is constrained not by a single factor but by complex interactions across multiple domains: individual competencies, institutional resources and support systems, and multifaceted motivational processes. In the Philippine context specifically, the Commission on Higher Education (CHED) mandates research as a core faculty responsibility, with national accreditation standards explicitly designating

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research productivity as a marker of institutional quality and excellence. However, a substantial gap persists between these institutional mandates and actual faculty performance: respiratory therapy faculty in Philippine HEIs frequently demonstrate minimal research involvement, sparse publication records, and infrequent conference presentations. This research will address these significant and multifaceted knowledge gaps by examining capability, opportunity, and motivation as drivers of research publication behavior among respiratory therapy faculty in Philippine higher education institutions, utilizing the COM-B framework as the organizing theoretical model.

### II. METHODS

This study used a descriptive-correlational research design for Evaluating Capability, Opportunity, and Motivation as Determinants of Research Productivity among Respiratory Therapy Faculty in Philippine Higher Education Institutions. The target population consists of 81 full time and 84 part time

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respiratory therapy faculty members across Philippine HEIs. Using Slovin's formula, an acceptable error margin of 5% ( $e = 0.05$ ), the calculated sample size is 117 respondents. The study utilized a researcher-made structured questionnaire as its primary instrument for data collection, designed to evaluate capability, opportunity and motivation as determinants for research productivity. The questionnaire was structured into four distinct parts, utilizing a 4-point Likert scale. The reliability of the survey instrument

demonstrated excellent reliability across all indicators. The following statistical tools were utilized: (1) Weighted mean was used to describe the level of capability, opportunity, motivation, and research productivity; (2) Pearson's r Moment Correlation Coefficient was used to determine relationships between variables; and (3) Regression analysis was used to determine the predictive power of the independent variables.

**III. RESULTS**

**1. Level of Capability**

**Table 1: Level of Capability in terms of Psychological Capability**

| Indicators   | WM   | SD   | Interpretation | Rank |
|--|------|------|----------------|------|
| 1. I have a strong foundation in research design, methodology, and formulating research questions.                 | 3.22 | .558 | High           | 3    |
| 2. I am proficient in using research software and tools to conduct and interpret statistical data analysis.        | 3.00 | .656 | High           | 5    |
| 3. I am skilled in scholarly writing, conducting literature reviews, and preparing manuscripts for publication.    | 3.10 | .634 | High           | 4    |
| 4. I am confident in my ability to conduct high-quality research that adheres to ethical principles and protocols. | 3.23 | .621 | High           | 1.5  |
| 5. I am competent in navigating the peer-review process and applying findings to solve practical problems          | 3.23 | .582 | High           | 1.5  |
| Average Weighted Mean  | 3.15 | .526 | High           |      |

**Note.** Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

Overall, faculty members demonstrate high psychological capabilities that position them as competent researchers within their discipline, with overall weighted mean of 3.15, with  $SD = .526$ . In conclusion, faculty members in Respiratory Therapy at Philippine higher education institutions demonstrate promising potential for research

advancement, with their existing strengths in ethics, design thinking, and scholarly writing providing a solid base. Their solid grasp of research design and methodology further reinforces their ability to conceptualize and execute meaningful studies.

**Table 2: Level of Capability in terms of Physical Capability**

| Indicators  | WM   | SD   | Interpretation | Rank |
|---|------|------|----------------|------|
| 1. I have adequate access to laboratory space, specialized equipment, and modern research infrastructure.       | 2.94 | .734 | High           | 3    |
| 2. My institution provides robust access to databases, journals, and comprehensive research materials.          | 3.15 | .847 | High           | 1    |
| 3. I have access to necessary statistical software, data analysis tools, and technical IT support.              | 3.00 | .748 | High           | 2    |
| 4. There is sufficient funding, grants, and efficient procurement processes to support my research activities.  | 2.78 | .981 | High           | 5    |
| 5. I have access to support services including proposal writing, data management, and collaborative facilities. | 2.97 | .736 | High           | 4    |
| Average Weighted Mean   | 2.97 | .709 | High           |      |

**Note.** Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

Overall, faculty members perceive institutional support as high across organizational dimensions, with an overall

weighted mean of 2.97. However, the substantial variability in funding access ( $SD = 0.981$ ) the highest among all

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dimensions indicates inconsistent resource distribution that may differentially impact faculty research capacity. In conclusion, faculty members in Respiratory Therapy at Philippine higher education institutions benefit from good

institutional support, with their existing strengths in information access, technical infrastructure, and support services providing a solid foundation for research advancement.

**Table 3: Overall Level of Capability**

| Scale      | Domains                  | WM   | SD   | Interpretation | Rank |
|------------|--------------------------|------|------|----------------|------|
| Capability | Psychological capability | 3.15 | .526 | High           | 1    |
|            | Physical capability      | 2.97 | .709 | High           | 2    |
| OVERALL    |                          | 3.06 | .522 |                |      |

**Note.** Scoring Range: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

The summary table presents the overall level of capability among two key indicators: Psychological and Physical. All indicators received “high” interpretation, with Psychological Capability ranking highest (3.15 SD = .526), and Physical capability (2.97 SD = .709) was the lowest.

With an overall weighted mean of 3.06 (SD = .522), the results confirm that faculty members exhibit high capability with solid psychological foundations for research, yet this potential remains contingent upon strengthening physical infrastructure, particularly research funding and equipment access.

**1. Level of Opportunity**

**Table 4: Level of Research Opportunity in terms of Physical Opportunity**

| Indicators  | WM   | SD   | Interpretation | Rank |
|---|------|------|----------------|------|
| 1. I have sufficient dedicated time and a workload that allows for meaningful research involvement.                       | 2.79 | .676 | High           | 5    |
| 2. The institution provides adequate internal grant support and administrative resources for research operations.         | 2.87 | .737 | High           | 4    |
| 3. Institutional policies and leadership actively facilitate and recognize faculty research engagement and achievement.   | 3.16 | .668 | High           | 1    |
| 4. I have opportunities for professional development, conference attendance, and mentorship from experienced researchers. | 2.94 | .740 | High           | 3    |
| 5. My institution fosters a supportive research culture with opportunities for interdisciplinary collaboration.           | 3.13 | .628 | High           | 2    |
| Average Weighted Mean   | 2.98 | .577 | High           |      |

**Note.** Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

The findings above indicate that faculty members in Respiratory Therapy in the Philippine HEIs display a high level of Physical Opportunity, as reflected in the overall weighted mean of 2.98 (SD = .577). This means that institutions have established foundational structural

conditions and organizational frameworks to support faculty research activities, but these conditions remain insufficient and unevenly distributed to enable consistent, meaningful research engagement across all faculty members.

**Table 5: Level of Research Opportunity in terms of Social Opportunity**

| Indicators   | WM   | SD   | Interpretation | Rank |
|--|------|------|----------------|------|
| 1. I have access to a strong scholarly community that provides mentorship and encouragement for my research. | 2.95 | .621 | High           | 4    |
| 2. My institution and department actively value, recognize, and appreciate research contributions.           | 3.22 | .574 | High           | 1    |

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|  |      |      |      |   |
|--|------|------|------|---|
| 3. I have frequent opportunities to collaborate with colleagues on projects within and across departments. | 2.82 | .768 | High | 5 |
| 4. The institution provides social forums like seminars and workshops for sharing knowledge and findings.  | 3.20 | .623 | High | 2 |
| 5. I have access to professional networks that foster a sense of belonging among active researchers.       | 2.97 | .593 | High | 3 |
| Average Weighted Mean  | 3.03 | .494 | High |   |

**Note.** Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

This means Respiratory Therapy faculty experience a high level of social research opportunity (WM = 3.03) (SD = 0.494), meaning they operate within an institutionally valued and socially connected research environment where

scholarship is recognized, community structures exist to support collaboration, and researchers experience belonging within a broader scholarly collective.

**Table 6: Overall Level of Research Opportunity**

| Scale       | Domains              | WM   | SD   | Interpretation | Rank |
|-------------|----------------------|------|------|----------------|------|
| Opportunity | Physical opportunity | 2.98 | .577 | High           | 2    |
|             | Social opportunity   | 3.03 | .494 | High           | 1    |
| OVERALL     |                      | 3.01 | .509 | High           |      |

**Note.** Scoring Range: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

In conclusion, the overall weighted mean of 3.01 (SD = .509) suggests a strong inclination among Respiratory

therapy faculty’s that high opportunity is an indication for research productivity most specially on social opportunity.

**2. Level of Motivation**

**Table 7: Level of Research Motivation in terms of Reflective Motivation**

| Indicators  | WM   | SD   | Interpretation | Rank |
|---|------|------|----------------|------|
| 1. I believe research is central to my professional identity and the advancement of my field of practice.         | 3.51 | .501 | Very high      | 1    |
| 2. I view publishing research as a critical requirement for my career goals and professional advancement.         | 3.38 | .641 | Very high      | 3    |
| 3. I have clear, strategic goals for my research productivity and long-term scholarly output.                     | 3.17 | .673 | High           | 5    |
| 4. I am motivated by the desire to address gaps in practice and improve patient or clinical outcomes.             | 3.41 | .545 | Very high      | 2    |
| 5. Conducting research satisfies my intellectual curiosity and provides me with professional meaning and purpose. | 3.27 | .581 | Very high      | 4    |
| Average Weighted Mean   | 3.35 | .501 | Very high      |      |

**Note.** Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

Respiratory Therapy faculty in Philippine HEIs experience a very high level of reflective motivation (3.35) (SD = 501), meaning they operate from a deeply-rooted,

multidimensional commitment to research that integrates professional identity, career advancement, and scholarly purpose.

**Table 8: Level of Research Motivation in terms of Automatic Motivation**

| Indicators   | WM   | SD   | Interpretation | Rank |
|--|------|------|----------------|------|
| 1. I find conducting research to be personally rewarding, exciting, and intellectually satisfying. | 3.24 | .555 | High           | 4    |
| 2. Research engagement has become a natural and habitual part of my daily professional work.       | 2.85 | .710 | High           | 5    |

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|   |      |      |           |   |
|---|------|------|-----------|---|
| 3. I experience a sense of pride, accomplishment, and "flow" when completing research projects.             | 3.26 | .607 | Very high | 2 |
| 4. I feel passionate about my research topics and find them intrinsically interesting to explore            | 3.34 | .527 | Very high | 1 |
| 5. Collaborating and sharing findings with the scholarly community gives me joy and emotional satisfaction. | 3.27 | .581 | High      | 3 |
| Average Weighted Mean   | 3.19 | .483 | High      |   |

**Note.** Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

In conclusion, the findings specify that faculty members in Philippine HEIs demonstrate a high level of research motivation in terms of automatic motivation, with an overall weighted mean of 3.19 (SD = .483) meaning they

operate from a deeply-rooted, genuine intellectual commitment to research that reflects authentic scholarly interest and personal investment in their research endeavors

**Table 9: Overall Level of Research Motivation**

| Scale          | Domains               | WM   | SD   | Interpretation | Rank |
|----------------|-----------------------|------|------|----------------|------|
| Motivation     | Reflective motivation | 3.35 | .501 | Very high      | 1    |
|                | Automatic motivation  | 3.19 | .483 | High           | 2    |
| <b>OVERALL</b> |                       | 3.27 | .462 | Very high      |      |

**Note.** Scoring Range: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

The overall weighted mean of 3.27 (SD = .462) confirms the respondents demonstrate a very high level of research motivation. In conclusion, faculty members of Respiratory Therapy in the Philippines HEIs possess the motivational

foundation necessary for research engagement, equipped with the intrinsic drive to advance their profession through research.

**5. Level of Research Productivity**

**Table 10: Level of Research Productivity in terms of Volume**

| Indicators  | WM   | SD   | Interpretation | Rank |
|---|------|------|----------------|------|
| 1. I have a consistent output of peer-reviewed publications and conference presentations.               | 2.86 | .879 | High           | 1    |
| 2. I have successfully secured external funding or grants to support my research projects.              | 2.42 | .958 | Low            | 5    |
| 3. I actively lead and participate in multiple collaborative research initiatives and mentorship roles. | 2.78 | .785 | High           | 3    |
| 4. I consistently complete research projects and reports within designated timelines.                   | 2.76 | .854 | High           | 4    |
| 5. I have developed or refined methodologies that contribute to multiple active research projects.      | 2.82 | .801 | High           | 2    |
| Average Weighted Mean   | 2.73 | .745 | High           |      |

**Note.** Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

The overall weighted mean 2.73 (SD = .745) indicates that the faculty members of Respiratory Therapy in

Philippine HEIs have a high level of research productivity in terms of volume.

**Table 11: Level of Research Productivity in terms of Impact**

| Indicators   | WM   | SD   | Interpretation | Rank |
|--|------|------|----------------|------|
| 1. My research is recognized through citations in scholarly work and placements in high-impact journals. | 2.73 | .781 | High           | 3    |
| 2. My findings have influenced clinical practice and benefit patient care in my profession.              | 2.88 | .807 | High           | 2    |

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|  |      |      |      |   |
|--|------|------|------|---|
| 3. My research has contributed to the development of healthcare policies or educational curricula. | 2.70 | .902 | High | 4 |
| 4. My work addresses significant gaps in my field and advances professional knowledge.             | 3.09 | .669 | High | 1 |
| 5. My research has resulted in awards, honors, or lasting inter-institutional collaborations.      | 2.67 | .963 | High | 5 |
| Average Weighted Mean  | 2.81 | .718 | High |   |

**Note.** Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

. In conclusion, respiratory therapy faculty in Philippine HEIs demonstrate a profound meaning-recognition gap: they strongly believe their research addresses significant gaps and

advances professional knowledge, yet this meaningful contribution has not translated into formal recognition through awards.

**Table 12: Overall Level of Research Productivity**

| Scale        | Domains | WM   | SD   | Interpretation | Rank |
|--------------|---------|------|------|----------------|------|
| Productivity | Volume  | 2.73 | .745 | High           | 2    |
|              | Impact  | 2.81 | .718 | High           | 1    |
| OVERALL      |         | 2.77 | .722 | High           |      |

**Note.** Scoring Range: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

The summary table illustrates the overall level of research productivity based on two indicators: Volume and Impact. All indicators received high ratings, with Impact ranking higher with a weighted mean of 2.81 (SD = .718) and Volume in the second spot with a weighted mean of 2.73 (SD = .745).

In conclusion, the overall weighted mean of 2.77 (SD = .722), shows a high research production, in terms of volume and impact.

**Relationship between the Level of Research Productivity in terms of Capability, Opportunity and Motivation.**

**Table 13: Relationship between the Level of Capability and Research Productivity**

| Independent | Dependent    | Pearson's r <sup>a</sup> | p-value | Interpretation <sup>b</sup> |
|-------------|--------------|--------------------------|---------|-----------------------------|
| Capability  | Productivity | .639 (strong)            | <.001   | Significant                 |

**Note.** <sup>a</sup>Correlation: 0.00 – 0.19 (very weak); 0.20 – 0.39 (weak); 0.40 – 0.59 (moderate); 0.60 – 0.79 (strong); 0.80 – 1.00 (very strong). (Evans, 1996) <sup>b</sup>Significant at <.05.

For the relationship between the level of capability and research productivity, the Pearson's r value of .639 showed a strong correlation. Meanwhile, the obtained p-value was <.001 which was lower than the test of significance at <.05, which indicates a significant relationship between the variables.

This means that the higher level of capability, the higher the level of productivity. In conclusion, as the level of capability increases, the level of Research productivity also increases

**Table 14: Relationship Between the Level of Research Opportunity and Research Productivity**

| Independent | Dependent    | Pearson's r <sup>a</sup> | p-value | Interpretation <sup>b</sup> |
|-------------|--------------|--------------------------|---------|-----------------------------|
| Opportunity | Productivity | .770 (strong)            | <.001   | Significant                 |

**Note.** <sup>a</sup>Correlation: 0.00 – 0.19 (very weak); 0.20 – 0.39 (weak); 0.40 – 0.59 (moderate); 0.60 – 0.79 (strong); 0.80 – 1.0 (very strong). (Evans, 1996) <sup>b</sup>Significant at <.05.

This means the higher the level of Research opportunity, the higher the level of research productivity. In conclusion, as the

level of research opportunity increases, the level of research productivity also increases

**Table 15: Relationship Between the Level of Motivation and Research Productivity**

| Independent | Dependent    | Pearson's r <sup>a</sup> | p-value | Interpretation <sup>b</sup> |
|-------------|--------------|--------------------------|---------|-----------------------------|
| Motivation  | Productivity | .472<br>(moderate)       | <.001   | Significant                 |

**Note.** <sup>a</sup>Correlation: 0.00 – 0.19 (very weak); 0.20 – 0.39 (weak); 0.40 – 0.59 (moderate); 0.60 – 0.79 (strong); 0.80 – 1.00 (very strong). (Evans, 1996) <sup>b</sup>Significant at <.05.

This means that the higher the level of motivation, the higher the level of research productivity. In conclusion, as the

level of motivation increases, the level of research productivity also increases.

**Research capability, opportunity and motivation as predictors of the research publication output among Respiratory Therapist Faculty in HEIs**

**Table 16: Model Summary of the Combined Predictive Power of Level of Capability, Level of Research Opportunity and Level of Motivation on the Respondents' Level of Research Productivity**

| Model | R <sup>2</sup> | Adj. R <sup>2</sup> | F      | df    | p-value | Interpretation |
|-------|----------------|---------------------|--------|-------|---------|----------------|
| 1     | .593           | .582                | 54.918 | 3,113 | <.001   | Significant    |

**Note.** Predictors: (Constant) Capability, Opportunity, Motivation; Dependent Variable: Research productivity

The probability test showed a p-value of <.001, which was substantially lower than the conventional significance value of .05, suggesting there is sufficient statistical evidence to reject the null hypothesis. This

indicates that the combined model of capability, research opportunity, and motivation is statistically significant in predicting respiratory therapy faculty research productivity.

**Table 17: Predictive Power of Level of Capability, Level of Research Opportunity and Level of Motivation on the Respondents' Level of Research Productivity**

| Predictors  | B     | SE   | Beta (β) | p-value | Decision                      | Interpretation  |
|-------------|-------|------|----------|---------|-------------------------------|-----------------|
| Capability  | .042  | .152 | .030     | .782    | Fail to reject H <sub>0</sub> | Not Significant |
| Opportunity | 1.091 | .155 | .770     | <.001   | Reject H <sub>0</sub>         | Significant     |
| Motivation  | -.063 | .127 | -.040    | .623    | Fail to reject H <sub>0</sub> | Not Significant |

**Note.** Dependent Variable: Research productivity

These findings indicate that research opportunity is the dominant predictor of research productivity in the regression model. When analyzed simultaneously with capability and motivation, only research opportunity maintained statistical significance in predicting faculty research output. This suggests that institutional factors including access to funding, protected research time, mentorship, collaborative networks, and research infrastructure are the primary determinants of whether faculty members actually engage in and produce research, regardless of their individual capability levels or personal motivation to conduct research (Pableo, 2026; Aggarwal et al., 2024).

**IV. DISCUSSION/CONCLUSION**

The finding that faculty members' opportunity is a significant predictor of productivity reflects a fundamental insight into

academic success: having access to resources, support systems, and developmental opportunities substantially enhances a faculty member's ability to engage in productive research and scholarly activities. Also, faculty demonstrate publications and presentations remained relatively high even as funding remained low, suggesting that faculty are resourceful in completing research through alternative means collaborative efforts, institutional support, or self-directed research rather than external grants. Moreover, faculty members in Respiratory Therapy at Philippine higher education institutions demonstrate promising potential for research advancement, with their existing strengths in ethics, design thinking, and scholarly writing providing a solid base. Lastly, faculty operate within an institutionally valued and socially connected research environment where scholarship is recognized, community structures exist to support

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collaboration, and researchers experience belonging within a broader scholarly collective. For the conclusion, Institutional factors including access to funding, protected research time, mentorship, collaborative networks, and research infrastructure are the primary determinant of whether faculty members actually engage in and produce research, regardless of their individual capability levels or personal motivation to conduct research.

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