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How Does Faculty Members' Emotion Affect their Research Productivity?

An International Faculty Perspective

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FACULTY EMOTIONS

- Faculty success is a complex construct that depends on multiple factors (institutional characteristics, demographics, motivation, and self-determination theory)—research productivity is the key (Randazzo et al., 2021).
- Fewer studies have empirically examined the influence of emotions on faculty research productivity (Stupnisky et al., 2016, 2019).
- Emotions have multi-faceted psychological dimensions, including affective, cognitive, physiological, motivational, and behavioral activity (Pekrun, 2006).
- The control value theory is used to examine the root causes and effects of emotions felt in contexts of achievement and academic success (Pekrun, 2006).

Why International Faculty Emotions for Research?

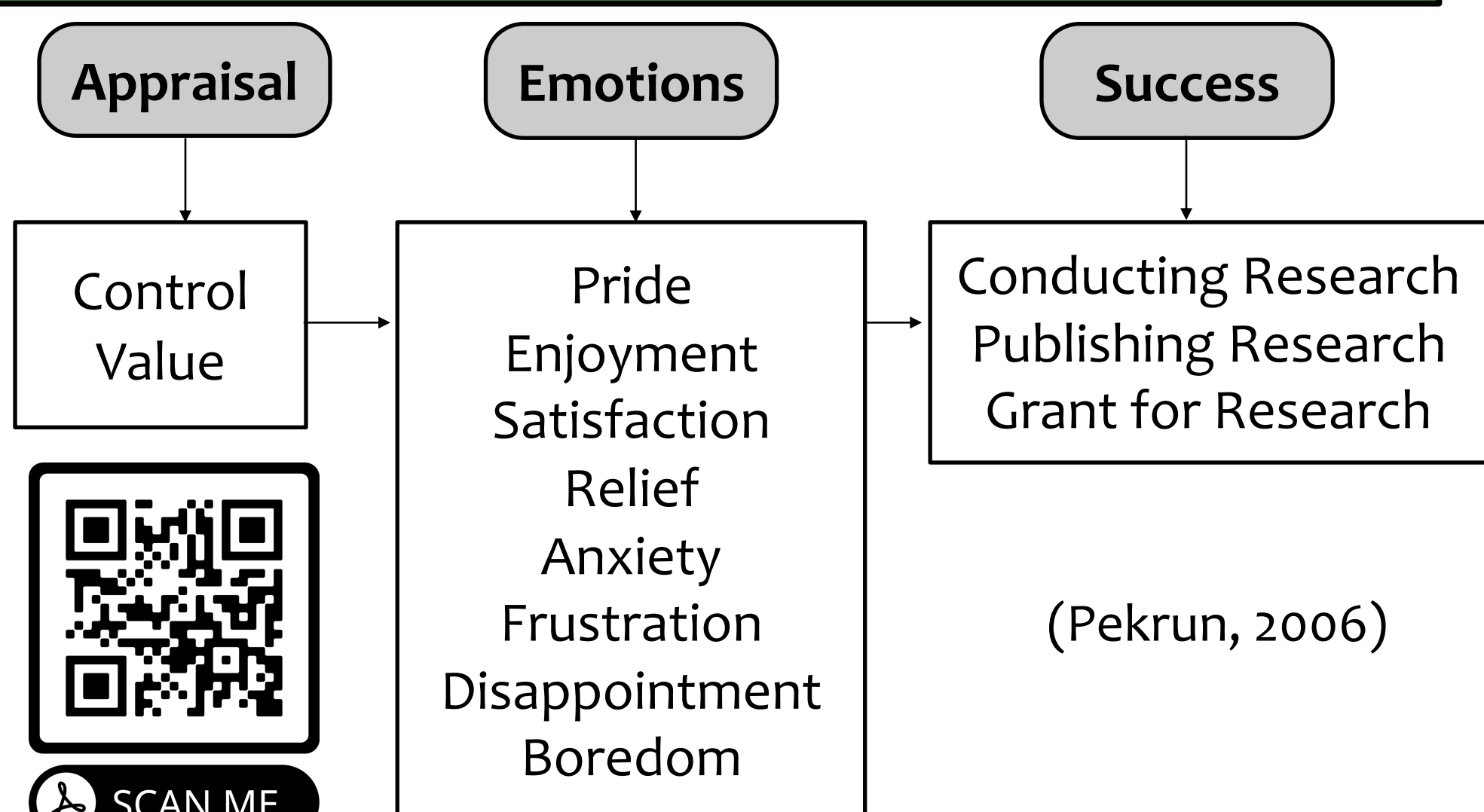
- International faculty have made and continue to make significant contributions to research productivity in the USA. For example, 43% of the faculty (502 out of 1125) are international at MIT, they published more than half of all journal articles and conference papers (Rovito et al., 2019).
- Considering these, this study wants to evaluate the international faculty members' research productivity through the lens of Pekrun's emotion theory.

PURPOSE OF STUDY

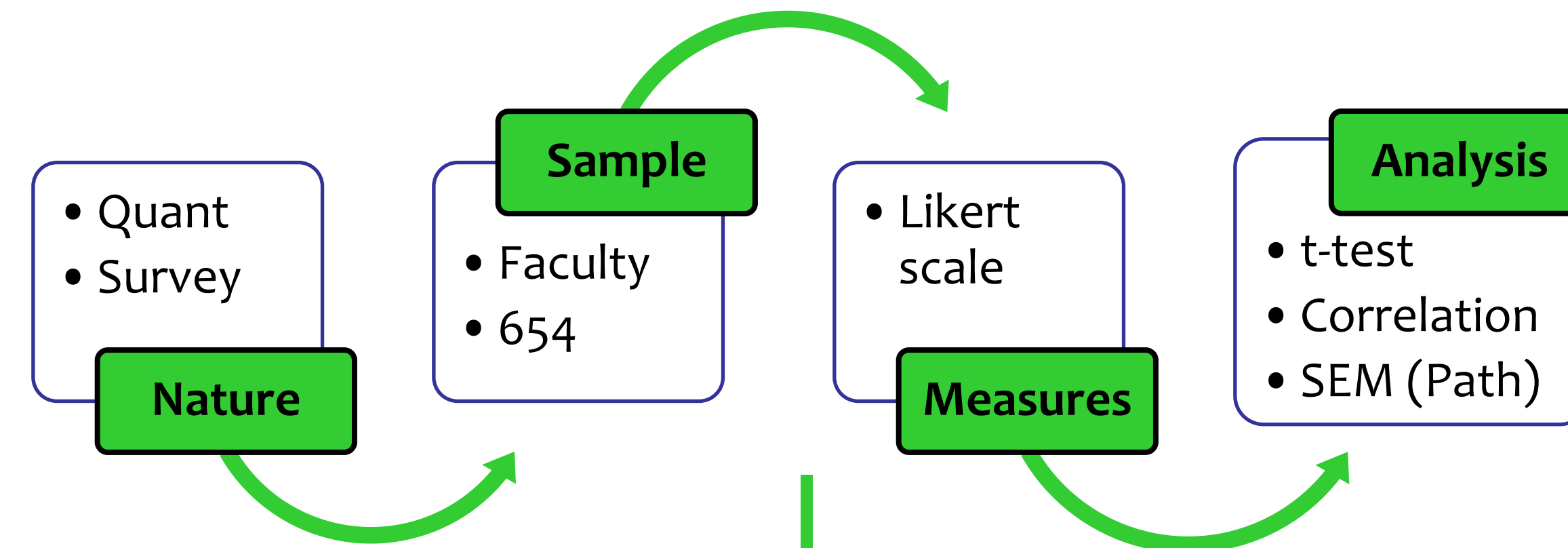
To explore how faculty members' emotions for research affect their research productivity. Research questions were:

- How do faculty members' emotions for research relate to their research productivity?
- How do faculty characteristics, specifically international identity, relate to their research emotions and research productivity?

THEORETICAL FRAMEWORK



METHODS



Gender	N	%	Origin	N	%
Men	427	56.0	Domestic	568	75.6
Women	320	42.0	International	183	24.4
I prefer not to respond	9	1.6			
Another identity	3	0.4			
Academic Rank					
Professor	223	29.9			
Associate Prof	171	23.0			
Assistant Prof	201	27.0			
Instructor	82	11.0			
Other	62	8.3			
Researcher	6	0.8			
Tenure Status					
Tenured	380	50.9			
On tenure track	183	24.5			
Not on tenure track	174	23.3			
Other	9	1.2			

Item	Mean	SD	Range	Skewness	Kurtosis	α	
Value	4	4.07	0.71	1-5	-0.9	1.6	0.86
Control	4	3.99	0.65	1-5	-0.8	1.6	0.75
Pride	4	4.01	0.64	1.5-5	-0.6	0.5	0.78
Enjoyment	4	3.99	0.74	1-5	-0.9	1.0	0.90
Satisfaction	4	3.79	0.68	1.2-5	-0.5	0.5	0.83
Relief	4	3.11	0.80	1-5	0.1	0.0	0.82
Anxiety	4	2.57	0.86	1-5	0.2	-0.4	0.78
Frustration	4	2.11	0.82	1-5	0.5	-0.3	0.84
Disappointment	4	2.20	0.78	1-4.7	0.4	-0.3	0.78
Boredom	4	1.83	0.71	1-5	1.0	1.1	0.86
Conduct	4	3.26	0.87	1-5	-0.2	-0.4	0.85
Publish	4	3.08	0.96	1-5	-0.1	-0.5	0.89
Fund	4	2.99	1.00	1-5	0.0	-0.6	0.90

REFERENCE

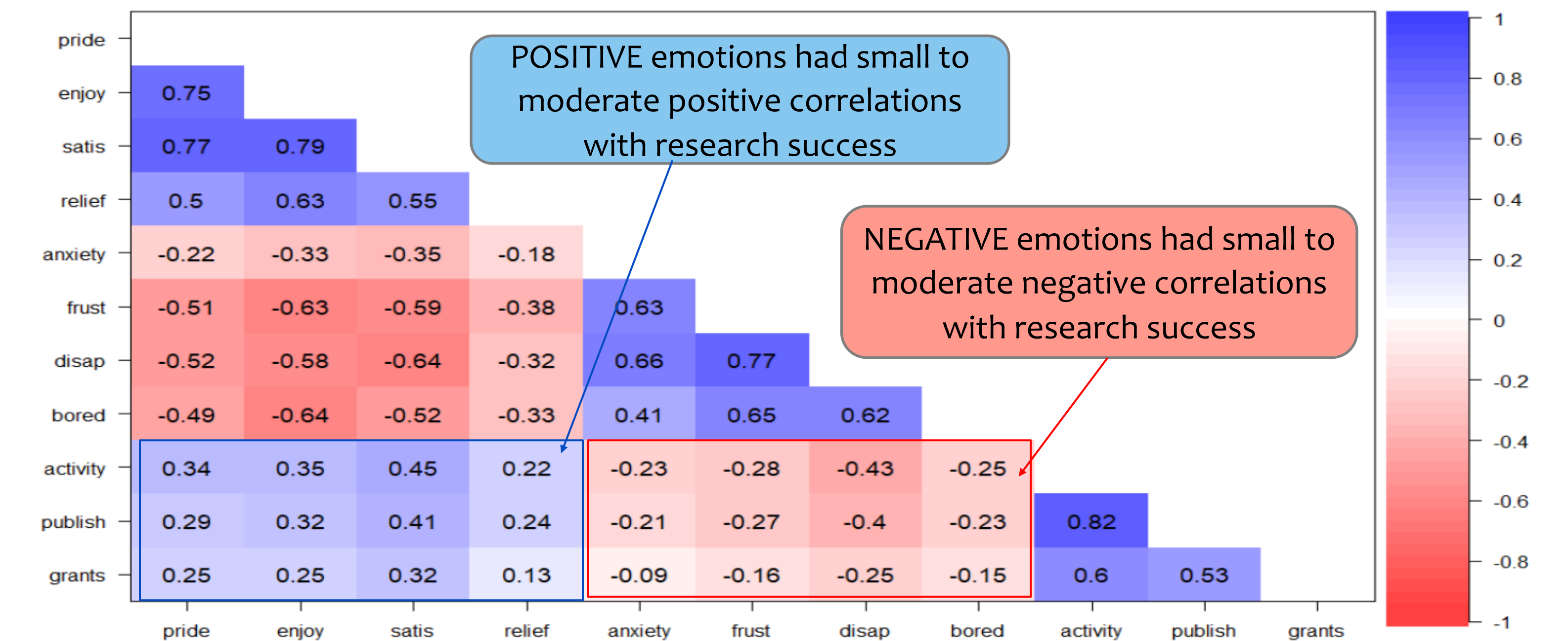
Randazzo, M., Priefer, R., & Pasupathy, R. (2021). Research self-efficacy and productivity in communication sciences and disorders faculty. *Journal of Communication Disorders*, 92, 106107.

RESULTS

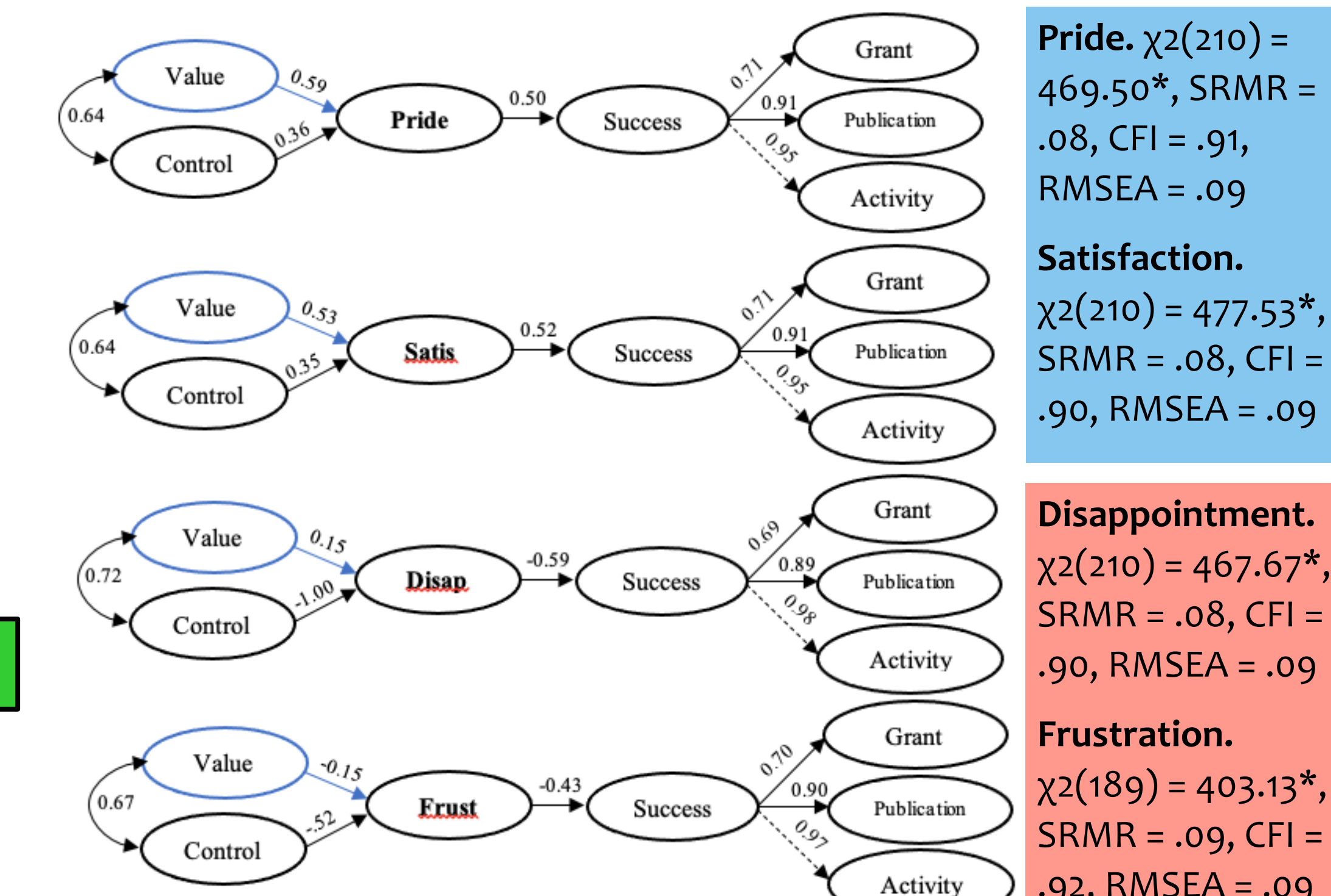
Faculty origin x emotion for research

	International (M)	Domestic (M)	t-test	P-value	Cohen's d
Value of research	4.20	4.02	2.63*	.009	.24
Control over research	4.05	3.97	1.31	.191	.12
Pride	4.12	3.98	2.32*	.021	.21
Enjoyment	4.14	3.93	3.10*	.002	.28
Satisfaction	3.97	3.73	3.84*	<.001	.17
Relief	3.33	3.04	3.93*	<.001	.36
Anxiety	2.41	2.62	-2.72*	.007	-.25
Frustration	1.86	2.19	-4.46*	<.001	-.41
Disappointment	2.06	2.24	-2.65*	.008	-.24
Boredom	1.76	1.85	-1.40	.161	-.13
Conducting research	3.47	3.19	3.62*	<.001	.32
Publishing research	3.37	2.99	4.46*	<.001	.40
Funding for research	3.07	2.96	1.31	.189	.12

Correlation between emotions and research success



Predictors of research success for international faculty



CONCLUSION

- International faculty had more pride, joy, satisfaction, relief, and less anxiety, frustration, and disappointment for research which predicts their research productivity.
- Positive emotions positively predicted success, whereas negative emotions negatively predicted success.