



MOTIVATIONAL MANAGEMENT OF ACADEMIC DECISION-MAKERS AND ITS RELATION TO THE SCIENTIFIC PRODUCTIVITY OF FACULTY MEMBERS IN THE COLLEGES OF PHYSICAL EDUCATION AND SPORTS SCIENCES IN BAGHDAD

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ABSTRACT

Background. Academic institutions, including universities and colleges, are considered essential pillars upon which modern societies and institutions are built through their administrative progress and development. **Objectives.** The research aimed to develop two questionnaires on management through motivation and scientific productivity from the perspective of faculty members in the Colleges of Physical Education and Sports Sciences in Baghdad. **Method.** This was achieved by identifying the sample's responses to the questionnaires and understanding the relationship between motivational management and scientific productivity among faculty members in these colleges. The researchers defined a research population consisting of the Colleges of Physical Education and Sports Sciences in Baghdad Governorate, specifically the Colleges of Physical Education and Sports Sciences (Al-Jadriya, Al-Waziriya, and Al-Mustansiriya), which comprised 502 faculty members. An 85% sample was selected, resulting in a sample size of 427 faculty members. **Results.** Key findings indicated that universities and colleges should increase financial incentives to support scientific research and motivate faculty members to conduct innovative research. Regular publication of faculty research in peer-reviewed scientific journals also enhances research. Strengthening scientific research enhances its academic reputation. **Conclusion.** The study recommends expanding continuing education programs for faculty members to improve their skills in scientific research and teaching. Faculty members should be encouraged to publish their research regularly in prestigious international scientific journals with high impact factors and to participate consistently in scientific conferences and seminars. Furthermore, faculty members should work on authoring and updating specialized university textbooks that keep pace with the latest developments in the scientific field.

Keywords; motivational management, academic decision-makers, its relation, scientific productivity

A. INTRODUCTION

Perhaps one of the most prominent features of this era is the spread of scientific and technical knowledge and its increasing growth, which requires the availability of qualified, administrative and human forces in institutions so that it can know and perform the tasks entrusted to it efficiently and effectively (Saber & Muhammad, et al, 2023). Academic institutions, including universities and colleges, are considered essential pillars upon which modern societies and institutions are built through their administrative progress and development. They contribute to this progress and make numerous contributions, including scientific, cultural, and social ones (Ebrahim & Hussein, 2025; Sulaiman et al., 2025). Faculty members are the primary drivers for the proper development of the educational process.

Furthermore, improving scientific productivity is among the most important priorities sought and pursued by universities and academic institutions. Increasing scientific productivity in colleges of physical education and sports sciences can only be achieved through a stimulating environment that encourages faculty members to be creative and innovative (Abdullah & Abdullah, 2025; Adriani et al., 2025; Ciptadi et al., 2025). All of this can only be achieved through motivational management that significantly contributes to providing the appropriate conditions for academic work and motivates teaching staff to achieve the highest possible scientific output. The challenges facing academic institutions in colleges of physical education and sports sciences in Baghdad necessitate a significant role for innovative motivational strategies to address the economic and social conditions that may significantly and negatively impact scientific productivity (Haniyyah et al., 2025; Zulnadila et al., 2025).

Faculty members, the importance of the current research lies in studying the correlational relationship between the motivational management of academic decision-makers and the scientific productivity of faculty members in colleges of physical education and sports sciences, because improving academic performance requires an administrative approach that gives great importance to motivation and works to provide the best theoretical conception of motivational management and identify methods that can be used to increase the scientific productivity of faculty members. The problem of the current

research lies in the following question: What is the relationship between motivational management and the scientific productivity of faculty members?

Study Objectives: To develop two questionnaires on motivational management and scientific productivity from the perspective of faculty members in the Colleges of Physical Education and Sports Sciences in Baghdad. To identify the sample's responses to the two questionnaires on motivational management and scientific productivity from the perspective of faculty members in the Colleges of Physical Education and Sports Sciences in Baghdad. To identify the relationship between motivational management and scientific productivity among faculty members in the Colleges of Physical Education and Sports Sciences.

B. METHOD

Participant

To define the research population, the researchers identified the research population as the colleges of physical education and sports sciences in Baghdad Governorate. The research population in (Al-Jadriya, Al-Waziriya, and Al-Mustansiriya College of Physical Education and Sports Sciences) consisted of (502) faculty members. The researchers selected (85%) of this population for the research sample, resulting in a sample size of (427) faculty members, as shown in Table (1).

Table 1. Population and Sample

Colleges of Physical Education and Sports Sciences in Baghdad	population	Study	pilot	Control	application
Physical Education and Sports Sciences, Al-Jadriya	287	244	10	94	140
Physical Education and Sports Sciences, Al-Waziriya	94	80	10	28	42
Physical Education and Sports Sciences, Al-Mustansiriya	121	103	10	37	56
Total	502	427	30	159	238
Percentage	%100	%85	%7	%40	%53

Research Design

The researchers used the descriptive method with a survey approach and correlational analysis to achieve the research objectives.

Measurement Tools

To achieve the study objectives, the researchers developed two questionnaires to measure the variables (motivational management and scientific productivity). This was done by reviewing relevant scientific sources and references. Three domains were identified for the motivational management questionnaire, and four domains for the scientific productivity questionnaire. These domains were then presented to seven (7) experts specializing in sports management, as shown in Table (2).

Table 2. Shows The Experts' Agreement On The Two Questionnaire Domains (Motivational Management, Scientific Productivity)

Scale	Agree	%	Disagree	%	Acceptability
motivational management					
Moral and academic motivation	7	100	0	0	acceptable
Financial incentives and rewards	6	86	1	14	acceptable
Training and professional development	7	100	0	0	acceptable
scientific productivity					
Published and accepted research	6	86	1	14	acceptable
Scientific writings and translations	6	86	1	14	acceptable
Scientific conferences and seminars	7	100	0	0	acceptable
Supervision of theses and dissertations	6	86	1	14	acceptable

From Table (2), it becomes clear to the researchers that the domains of the two variables have been accepted, as they obtained a percentage above (75%) according to the opinion of the experts, as shown in Table (3).

Table 3. Shows The Experts' Agreement On The Proposed Phrases (Motivational Management)

Moral and academic motivation						
No.	Phrases	Agree	%	Disagree	%	Acceptability
1	Academic recognition is a key factor in motivating faculty members to continue their academic and creative work.	7	100	0	0	acceptable
2	Faculty members are motivated to enhance their morale and, consequently, their academic standing.	7	100	0	0	acceptable

3	This motivation fosters a positive and motivating environment for everyone, resulting in enhanced scientific achievements.	7	100	0	0	acceptable
4	Recognizing scientific accomplishments effectively boosts faculty productivity.	6	86	1	14	acceptable
5	Motivation is a fundamental pillar that encourages faculty members to exert greater effort in producing innovative scientific research.	7	100	0	0	acceptable
Financial incentives and rewards						
1	Financial incentives effectively promote faculty motivation to achieve innovative and outstanding research results.	7	100	0	0	acceptable
2	Financial rewards are among the most important and effective tools for motivating faculty members.	7	100	0	0	acceptable
3	The financial rewards provided to faculty members offer them significant opportunities to optimize their research projects.	6	86	1	14	acceptable
4	Financial incentives contribute to raising faculty morale, which positively impacts their academic output.	6	86	1	14	acceptable
5	By offering tangible financial incentives, research performance can be enhanced, and faculty members can be motivated to perform at their best.	7	100	0	0	acceptable
Training and professional development						
1	Continuous and ongoing training contributes to improving faculty members' skills and enhancing their capabilities to conduct advanced scientific research.	7	100	0	0	acceptable
2	University training provides opportunities to develop teaching skills and creativity, motivating faculty members to continue producing outstanding scientific research.	6	86	1	14	acceptable
3	The proper provision of professional development programs helps motivate faculty members to improve their academic level and performance.	7	100	0	0	acceptable
4	University training, as a method of scientific research, is a crucial tool for motivating faculty members to achieve high levels of scientific productivity.	6	86	1	14	acceptable

5	Proper and continuous training helps raise the efficiency of faculty members and increases their active participation in academic activities.	7	100	0	0	acceptable
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Table 4. Shows The Experts' Agreement On The Proposed Phrases (Scientific Productivity)

Published and accepted research						
No.	Phrases	Agree	%	Disagree	%	Acceptability
1	I publish an original research paper annually in a peer-reviewed international journal with an impact factor.	7	100	0	0	acceptable
2	I choose journals indexed in Scopus for publishing my scientific research.	6	86	1	14	acceptable
3	My published research must be directly relevant to the field of physical education and sports science, and within my specific area of specialization.	7	100	0	0	acceptable
4	I engage in collaborative research with one or more researchers from outside the college or university.	6	86	1	14	acceptable
5	I monitor the acceptance of research papers for publication, which reflects and supports their methodological rigor.	7	100	0	0	acceptable
6	I am committed to the ongoing publication of my applied research, which serves the needs of the sports community.	7	100	0	0	acceptable
Scientific writings and translations						
1	I author my university textbook specializing in physical education or sports science, within my area of expertise.	7	100	0	0	acceptable
2	I contribute to the writing of chapters in joint academic textbooks within my specialization.	7	100	0	0	acceptable
3	I work on the regular and ongoing updating and reprinting of academic publications to keep pace with the latest developments and updates.	6	86	1	14	acceptable
4	I review and revise specialized academic books for academic promotions or departmental assignments.	7	100	0	0	acceptable
5	I translate important and recent foreign academic books and references into Arabic.	6	86	1	14	acceptable
6	I use my own personal and academic writings as primary references in teaching courses.	7	100	0	0	acceptable

Scientific conferences and seminars						
1	I present focused research papers on my specific area of expertise at specialized scientific conferences.	7	100	0	0	acceptable
2	I regularly participate as a keynote speaker or guest of honor at scientific seminars and conferences.	6	86	1	14	acceptable
3	I conduct specialized workshops and training courses related to my field.	7	100	0	0	acceptable
4	I consistently present research papers or scientific posters at international forums and scientific conferences.	7	100	0	0	acceptable
5	I participate in the organizing or scientific committees of university conferences.	6	86	1	14	acceptable
6	I maintain ongoing and effective research communication with participants to exchange experiences and foster future collaboration.	7	100	0	0	acceptable
Supervision of theses and dissertations						
1	I provide ongoing academic supervision for Master's and Doctoral theses within my specific field.	7	100	0	0	acceptable
2	My thesis and dissertation supervision consistently results in excellent and high academic ratings.	6	86	1	14	acceptable
3	I encourage graduate students to publish their research in peer-reviewed local journals.	7	100	0	0	acceptable
4	I actively participate in thesis and dissertation defense committees, both internally and externally.	6	86	1	14	acceptable
5	I offer effective supervision and adhere to the students' established timelines.	7	100	0	0	acceptable
6	I dedicate sufficient time to guiding and monitoring students in their graduation projects or research.	7	100	0	0	acceptable

Table (4) shows that the number of phrases on the Scientific Productivity questionnaire is (24).

Pilot study

The researchers tested the two questionnaires before applying them to the control sample to ensure the ease or difficulty of the questions. (30) faculty members, representing (7%), were selected to determine the response time for each questionnaire.

Applying the Questionnaires to the Control Sample

The researchers administered the two questionnaires to a group of 159 faculty members, representing 40%, on Thursday, April 10, 2025, to ensure compliance with the scientific requirements of the questionnaire. The questionnaires were distributed via an electronic link, and 125 valid forms were received; the remaining forms were not received by the researchers. 3-5 Scientific Conditions for the Questionnaires. The researchers verified the content (face) validity of the two questionnaires by initially presenting them to experts to agree on the suitability of the domains and the phrases. Thus, the two questionnaires achieved face validity, as shown in Table (5).

Table 5. Shows The Face Validity, According To Experts, Of The (Motivational Management) Questionnaire

Moral and academic motivation		
No.	Phrases	%Agree
1	Academic recognition is a key factor in motivating faculty members to continue their academic and creative work.	100
2	Faculty members are motivated to enhance their morale and, consequently, their academic standing.	100
3	This motivation fosters a positive and motivating environment for everyone, resulting in enhanced scientific achievements.	100
4	Recognizing scientific accomplishments effectively boosts faculty productivity.	86
5	Motivation is a fundamental pillar that encourages faculty members to exert greater effort in producing innovative scientific research.	100
Financial incentives and rewards		
1	Financial incentives effectively promote faculty motivation to achieve innovative and outstanding research results.	100
2	Financial rewards are among the most important and effective tools for motivating faculty members.	100
3	The financial rewards provided to faculty members offer them significant opportunities to optimize their research projects.	86
4	Financial incentives contribute to raising faculty morale, which positively impacts their academic output.	86
5	By offering tangible financial incentives, research performance can be enhanced, and faculty members can be motivated to perform at their best.	100
Training and professional development		

1	Continuous and ongoing training contributes to improving faculty members' skills and enhancing their capabilities to conduct advanced scientific research.	100
2	University training provides opportunities to develop teaching skills and creativity, motivating faculty members to continue producing outstanding scientific research.	86
3	The proper provision of professional development programs helps motivate faculty members to improve their academic level and performance.	100
4	University training, as a method of scientific research, is a crucial tool for motivating faculty members to achieve high levels of scientific productivity.	86
5	Proper and continuous training helps raise the efficiency of faculty members and increases their active participation in academic activities.	100

Table 6. Shows The Face Validity Of The (Scientific Productivity) Questionnaire By Experts

No.	Phrases	%Agree
Published and accepted research		
1	I publish an original research paper annually in a peer-reviewed international journal with an impact factor.	100
2	I choose journals indexed in Scopus for publishing my scientific research.	100
3	My published research must be directly relevant to the field of physical education and sports science, and within my specific area of specialization.	100
4	I engage in collaborative research with one or more researchers from outside the college or university.	86
5	I monitor the acceptance of research papers for publication, which reflects and supports their methodological rigor.	100
6	I am committed to the ongoing publication of my applied research, which serves the needs of the sports community.	100
Scientific writings and translations		
1	I author my university textbook specializing in physical education or sports science, within my area of expertise.	100
2	I contribute to the writing of chapters in joint academic textbooks within my specialization.	100
3	I work on the regular and ongoing updating and reprinting of academic publications to keep pace with the latest developments and updates.	86
4	I review and revise specialized academic books for academic promotions or departmental assignments.	100
5	I translate important and recent foreign academic books and references into Arabic.	86

6	I use my own personal and academic writings as primary references in teaching courses.	100
Scientific conferences and seminars		
1	I present focused research papers on my specific area of expertise at specialized scientific conferences.	100
2	I regularly participate as a keynote speaker or guest of honor at scientific seminars and conferences.	86
3	I conduct specialized workshops and training courses related to my field.	100
4	I consistently present research papers or scientific posters at international forums and scientific conferences.	100
5	I participate in the organizing or scientific committees of university conferences.	86
Supervision of theses and dissertations		
1	I provide ongoing academic supervision for Master's and Doctoral theses within my specific field.	100
2	My thesis and dissertation supervision consistently results in excellent and high academic ratings.	86
3	I encourage graduate students to publish their research in peer-reviewed local journals.	100
4	I actively participate in thesis and dissertation defense committees, both internally and externally.	86
5	I offer effective supervision and adhere to the students' established timelines.	100
6	I dedicate sufficient time to guiding and monitoring students in their graduation projects or research.	100

The reliability of both questionnaires was confirmed using Cronbach's alpha on a sample of 125 faculty members. The calculated reliability coefficient was 78.46 for the "Management by Motivation" questionnaire and 86.25 for the "Scientific Productivity" questionnaire. This is shown in Tables (7) and (8).

Table 7. Shows The Reliability (Cronbach's Alpha) Of The (Motivational Management) Questionnaire

Moral and academic motivation		
No.	Phrases	Cronbach's alpha

1	Academic recognition is a key factor in motivating faculty members to continue their academic and creative work.	98
2	Faculty members are motivated to enhance their morale and, consequently, their academic standing.	88
3	This motivation fosters a positive and motivating environment for everyone, resulting in enhanced scientific achievements.	79
4	Recognizing scientific accomplishments effectively boosts faculty productivity.	98
5	Motivation is a fundamental pillar that encourages faculty members to exert greater effort in producing innovative scientific research.	87
Financial incentives and rewards		
1	Financial incentives effectively promote faculty motivation to achieve innovative and outstanding research results.	89
2	Financial rewards are among the most important and effective tools for motivating faculty members.	67
3	The financial rewards provided to faculty members offer them significant opportunities to optimize their research projects.	90
4	Financial incentives contribute to raising faculty morale, which positively impacts their academic output.	87
5	By offering tangible financial incentives, research performance can be enhanced, and faculty members can be motivated to perform at their best.	87
Training and professional development		
1	Continuous and ongoing training contributes to improving faculty members' skills and enhancing their capabilities to conduct advanced scientific research.	88
2	University training provides opportunities to develop teaching skills and creativity, motivating faculty members to continue producing outstanding scientific research.	90
3	The proper provision of professional development programs helps motivate faculty members to improve their academic level and performance.	87
4	University training, as a method of scientific research, is a crucial tool for motivating faculty members to achieve high levels of scientific productivity.	90
5	Proper and continuous training helps raise the efficiency of faculty members and increases their active participation in academic activities.	87

Table 8. Shows The Reliability (Cronbach's Alpha) Of The (Scientific Productivity) Questionnaire

No.	Phrases	Cronbach's alpha
Published and accepted research		
1	I publish an original research paper annually in a peer-reviewed international journal with an impact factor.	78
2	I choose journals indexed in Scopus for publishing my scientific research.	98
3	My published research must be directly relevant to the field of physical education and sports science, and within my specific area of specialization.	77

4	I engage in collaborative research with one or more researchers from outside the college or university.	98
5	I monitor the acceptance of research papers for publication, which reflects and supports their methodological rigor.	76
6	I am committed to the ongoing publication of my applied research, which serves the needs of the sports community.	89
Scientific writings and translations		
1	I author my university textbook specializing in physical education or sports science, within my area of expertise.	98
2	I contribute to the writing of chapters in joint academic textbooks within my specialization.	99
3	I work on the regular and ongoing updating and reprinting of academic publications to keep pace with the latest developments and updates.	87
4	I review and revise specialized academic books for academic promotions or departmental assignments.	87
5	I translate important and recent foreign academic books and references into Arabic.	87
6	I use my own personal and academic writings as primary references in teaching courses.	98
Scientific conferences and seminars		
1	I present focused research papers on my specific area of expertise at specialized scientific conferences.	87
2	I regularly participate as a keynote speaker or guest of honor at scientific seminars and conferences.	98
3	I conduct specialized workshops and training courses related to my field.	77
4	I consistently present research papers or scientific posters at international forums and scientific conferences.	98
5	I participate in the organizing or scientific committees of university conferences.	98
Supervision of theses and dissertations		
1	I provide ongoing academic supervision for Master's and Doctoral theses within my specific field.	90
2	My thesis and dissertation supervision consistently results in excellent and high academic ratings.	87

3	I encourage graduate students to publish their research in peer-reviewed local journals.	87
4	I actively participate in thesis and dissertation defense committees, both internally and externally.	67
5	I offer effective supervision and adhere to the students' established timelines.	98
6	I dedicate sufficient time to guiding and monitoring students in their graduation projects or research.	87

Final Application of the Two Questionnaires

The researchers applied the two questionnaires to the application sample of (238) faculty members who were randomly selected. The two questionnaires were distributed via an electronic link on Wednesday (11/6/2025). The researchers obtained (200) valid forms for statistical analysis.

C. RESULTS AND DISCUSSION

Results

The researchers analyzed the responses of the sample of faculty members regarding the Management by Motivation questionnaire for a sample of (200) faculty members by calculating the arithmetic means, standard deviations, hypothetical means, and t-value to determine statistical significance, as shown in Table (9).

Table 9. Shows The Arithmetic Means And Standard Deviations For The (Motivational Management) Questionnaire

Variables	Mean	Std.	Hypothetical mean	Degree of freedom	(T) Value		Significance
					Calculated	Sig.	
Moral and academic motivation	16.983	4.388	15	124	5.0526	0.000	significant
Financial incentives and rewards	16.432	3.190	15	124	5.0193	0.000	significant

Training and professional development	17.032	5.398	15	124	4.2089	0.000	significant
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Table (9) reveals that academic respect and recognition are among the most important and fundamental factors that motivate faculty members in colleges of physical education and sports science. This effectively enhances their motivation to continue their academic work. Colleges of physical education and sports science are considered pivotal in motivating faculty members to pursue continuous innovation and scientific research.

The researchers calculated the means and standard deviations for the Scientific Productivity Questionnaire. The calculated means were then compared with the hypothetical means for each domain to determine the significance of each domain. Table (10) shows the results.

Table 10. Shows The Arithmetic Means And Standard Deviations For The (Scientific Productivity) Questionnaire

Variables	Mean	Std.	Hypothetical mean	Degree of freedom	(T) Value		Significance
					Calculated	Sig.	
Published and accepted research	19.409	1.880	18	124	8.381	0.000	significant
Scientific writings and translations	18.435	0.398	18	124	12.219	0.000	significant
Scientific conferences and seminars	20.482	2.398	18	124	11.571	0.000	significant
Supervision of theses and dissertations	18.398	0.881	18	124	5.050	0.000	significant

Table (10) shows researchers that the efforts made by faculty members in the field of scientific supervision of master's and doctoral theses in the specialization of the Colleges of Physical Education and Sports Sciences greatly improve the level of quality of scientific research within the specific specializations of the faculty member. These work carried out by the faculty member is considered one of the basic tasks for the success of institutions in

the right way. It also works to motivate students by publishing their research in local peer-reviewed journals, which helps and enhances their scientific output and works to contribute to providing universities and academic colleges with a range of research and scientific outputs that contribute to the development of the sports aspect (Morsi, 2009). Likewise, the effective participation through discussion committees for scientific theses and dissertations internally works greatly to reflect my academic commitment towards my work.

Table 11. Correlation Coefficient Between Motivational Management And Scientific Productivity In The Research Sample

Variables	R Value	Error level	Significance
Moral and academic motivation	0.984	0.000	significant
Financial incentives and rewards	0.760	0.001	significant
Training and professional development	0.843	0.000	significant
Total score	2.587	0.000	significant

Table (11) and the Pearson correlation coefficient reveal a profound interrelationship between academic motivation and scientific productivity among faculty members in colleges of physical education and sports science. This interrelationship is deeply intertwined, enhancing scientific performance and raising the level of research output. Success in this relationship depends on a wide range of motivational factors that contribute to motivating faculty members and achieving outstanding academic and scientific results (Morsi, 2009). One of the most fundamental dimensions of academic motivation is academic motivation itself, which is a key factor in encouraging faculty members to continue their academic and creative work.

Discussion

This attention significantly contributes to faculty members receiving financial rewards and increases their scientific and professional achievements, thereby greatly enhancing their academic standing and encouraging them to exert even greater effort (Belkhiri & Ashit, 2012). Furthermore, administrative motivation for faculty members is characterized by providing moral and social support, which is considered one of the most important aspects

of improving academic performance in colleges of physical education and sports science. Moral motivation also contributes to faculty members' scientific standing and encourages them to produce innovative and groundbreaking scientific research, thus strengthening their sense of professional belonging to the academic institution.

Reinforcement involves both personal (Mohammed, 2011) and collective appreciation of faculty members. This is achieved by creating a positive environment that motivates everyone to continue their academic and creative work within the faculties of physical education and sports sciences. Researchers believe that all the factors mentioned above, from academic reinforcement and moral motivation to financial rewards and continuous training approved by the faculties of physical education and sports sciences, contribute significantly and fundamentally to the continuous improvement of academic performance and increased scientific productivity of faculty members in these faculties (Al-Juraish, 2021).

These extensive contributions reflect a depth of scientific knowledge and a strong desire to enrich scientific libraries with scientific references to enhance the quality of scientific research. Dedicated time and effort to monitoring and guiding students in their graduation projects or research is crucial for boosting their scientific output (Al-Tijani, 2010). Providing a supportive research environment encourages excellence and innovation. Presenting scientific papers at local and international conferences is also a significant activity that enhances academic standing and contributes to the publication of cutting-edge research in one's specific field, thus fostering interaction between theoretical and applied research in physical education and sports science. Publishing research in high-impact journals (such as Scopus) is fundamental to documenting research achievements and raising the scientific impact of physical education and sports science. Selecting reputable journals in this context enhances the credibility of published research and increases its international reach, thereby facilitating the exchange of knowledge and expertise among researchers (Al-Maliki, 2018).

Proper academic supervision of graduate students is another factor that contributes to increased scientific productivity (Fawqia, 2010). Continuous and supportive supervision enhances the ability of both students and faculty members to produce distinguished scientific research. Financial incentives are also important factors that play a significant role in motivating faculty members. Financial rewards linked to scientific achievements serve as

a strong incentive to increase academic effort and motivate members to produce innovative scientific research. Financial incentives are not limited to monetary rewards; they also include research funding and training opportunities for members, which enhances their ability to produce high-quality research. Thus, a clear correlation can be observed between financial incentives and scientific productivity, as financial incentives increase members' motivation to invest in their research and achieve outstanding results in their fields. (Mohammed, 2011).

D. CONCLUSION

Financial incentives boost faculty members' drive to produce original and high-quality research. Ongoing and continuous training is an important part of helping faculty members improve their scientific research skills. Publishing faculty research regularly in peer-reviewed scientific journals enhances scientific inquiry and elevates its academic standing. Writing and editing specialist university textbooks, as well as helping to keep scientific texts and references up to date. Attending scientific conferences and seminars helps faculty members share what they know and what they have learned through their research. Colleges and universities should offer more money to assist scientific research and encourage faculty members to do research that is new and different. The study suggests that faculty members should have more opportunities to continue their education so they can improve their teaching and research skills. Faculty members should be motivated to consistently publish their findings in esteemed international scientific publications characterized by high impact factors. Teachers should be encouraged to go to scientific conferences and seminars on a regular basis. Faculty members should write and update specialized university textbooks that stay up to date with the newest research in their field.

E. ACKNOWLEDGMENT

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F. AUTHOR CONTRIBUTION STATEMENT

Diyar Fakhruddin Mohammed, the corresponding author, was responsible for the content of the manuscript and designed the research. Diyar Kareem Najm was responsible for collecting and analyzing the data and interpreting the findings. Finally, Mutasim Abdul Karim Fadhil was responsible for developing the research and finalizing the manuscript.

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