

## Difficulties Encountered by Academicians in Academic Research Processes in Universities

Sinan YALÇIN<sup>1</sup> Sema ALTUN YALÇIN<sup>2</sup>

1. Erzincan University Faculty of Education, Department Education Science, Erzincan, Turkey

2. Erzincan University Faculty of Education, Department of Mathematics and Science Education, Erzincan, Turkey

\* E-mail of the corresponding author: [sinan29@gmail.com](mailto:sinan29@gmail.com)

### Abstract

This present research, aimed to determine the occasions, which the academicians encountered during the academic research process and how these affect the research process, was prepared as a case study pattern among the qualitative research methods. 34 academicians, who were working in a university in Turkey, participated in the research. The data of the research were collected with a semi-structured protocol form. 10 open-ended research questions were included in the data collection tool to determine the difficulties that the academicians encountered during the research process. The data gathered during the research were analysed with the descriptive analysis. A thematic pattern was constituted with the data gathered with the responses to the each question stated in the protocol form and the number of the pre-service teachers stressed on these themes with their views was given in brackets. In order to reflect the opinions of the academicians, direct quotations were done from the expressions of these academicians. The responses of the academicians to the questions of the protocols were separately examined and coded by the researcher and an expert from the field and necessary arrangements were made. According to the results gathered from the research, during the research process, it was determined that the academicians had foreign language problems, difficulties in the data analysis process, problems in publishing their researches, time problems in their researches, problems in collaborative works with their colleagues and difficulties in reaching international resources.

### 1. Introduction

The social, economical, technological, and scientific improvements occurred around the World; the occurrence of the development-based needs in social structures significantly necessitated the need for the universities. The universities, which are as the institutions having the roles; generating knowledge, reaching new knowledge from the generated knowledge, doing scientific researches, constituting the teaching process and Professional education activities, are considered to be one of the most important institutions in providing social change and improvement.

The concept of science is significant in terms of the improvements in social structure and social continuity. The probability to make plans in a society related to the future depends on the characteristics of the knowledge, its quality, and the characteristics of the members having roles in the processes of generating knowledge.

As science generating institutions, universities, have crucial role in the process of social development and improvement. The productivity of universities, contribution, and quality can be recognised as the fore-condition for the improvement in science and development of the countries.

In order for the countries adapt the changing conditions or the world and improve productive academicians in science who can keep pace with the improvement and change and scientifically productive (Mengi and Schreglmann, 2013). Universities are the communities of scientists and students constituted with the elements of science, universality, unity, and combination (Rukancı and Anameriç 2004, p. 173).

The changes emerged in the half of the society, increasing in the case of competition occurred with the customization of the universities and as a result of the qualified studies carried out in the higher education, the performances of the academicians, who deal with the educational activities, carrying the researches and provide help for the society, have become a significant topic (Esen and Esen, 2015).

The higher education institutions around the World have begun to a process of reconstruction. Within the scope of reconstruction in the higher education, the quality, and accreditation in high education, the topics as the managing of the higher education constituted the base of these reconstructions. In this process, the case “the quality in higher education” was taken as the base. One of the most important dynamics, which determine the quality of the institutions of higher education, is the quality of the academicians. The quality of the academicians can only be measured with how much they do their tasks related to education and training, research, support to the administration and the help to the society (Esen and Esen, 2015).

In today’s world, three tasks of universities can be referred as; (1) training-education, (2) scientific research, (3) and public service (Erdem, 2013). Within the scope of the historical process, it can be claimed of primarily three basic changes as; from the training and education orientation in higher education to the scientific research orientation and from the research orientation to the training-education orientation (Norbis, Wastavino,

Leon, 2003).

This change caused the task definitions of the academicians to come together around the dilemma of teaching based academics and research based academics (Menon, 2003). The academicians behaving as teaching based academics remove them from the scientific research functions of the universities (Altunay, 2014). The mission of the academicians is training-education, research, contribution to the science, support to the management and public service (Akyol, 2013; Esen and Esen, 2015).

Yet, the academicians are not able to perform their tasks adequately because of the reasons such as; quick promotion in office, their wishes of being admitted and famous, the thought of becoming popular with the more published academic researches and providing more fund for support, personality or personal disorders, deficient education that they got during their improvement as becoming a scientist and insufficient discipline and ethical consciousness that they gained (Büken, 2006; Özcan and Balcı, 2014; Öztürk and Bayrak, 2015).

In addition, their dissatisfactions from the universities they are working at, also negatively affect them. These factors can be given orderly as the satisfaction from the unit, academic support, job satisfaction and pleasure from the activities of the management, perceived organizational support and the interaction with the authorities/other units and communication

(Alparslan, 2014). The reasons such as; the loss of the popularity working at a university especially in certain fields, different and satisfying choices which the private sector enable, the decrease of the academicians' effectiveness in the managements of the universities and faculties, the decline in the reputation of being academicians in society can be given as reasons that the academicians not being satisfied with their universities (Küçükşuleymanoglu, 2007).

In addition, factors such as sufficient buildings, technological infrastructure, equipment and library facilities of the universities have a significant effect on the level of satisfaction of the academicians (Doğan, 2013). However, the behaviours of the academicians demonstrating the desired performance are most influenced by the collaboration/cooperation environment (Panamic et al., 2012), and secondly, from the job satisfaction and finally by the attitude towards academic promotion of the management (İnandı, Tunç & Uslu, 2013).

Academic incentive affects academics positively and negatively at the same time and ve routes them to prepare scientific article (Ertekin et al., 2002; Tabancalı, 2004). Writing scientific papers for publication is also very important in terms of the future and career of an academician. An academician, who is successful in the scope of the scientific researches, has better career and reputation (Kulah and Kulah, 2015). Academicians have some difficulties in the process of preparing scientific articles because of the fact that they are housed in many rules, have a long process, and the language used is different from literary and everyday language (Tok and Gönülal 2016). Since the researchers addressed to a high-quality readers, it necessitates the researcher to present his thoughts in content that is more qualified and form in his studies.

In addition to these, it can be expressed that the academicians encounter various problems in all around the world. As there are few researches carried in Turkey in this topic, It can be said that the determination of Turkey's place in these controversial debates around the world is difficult (Odabaşı et al., 2010).

The issue of academic publication in our country is believed to be an important problem.

When the rankings of our universities are taken into consideration in the world scale, the situation of Turkey is entirely undesirable. According to the academic performance alignment of universities in the world made by URAP in 2016-2017, there are no universities in Turkey among the top 500 universities. Inter-university rankings are based on the numbers of the publications made by academics and citations to publications. As it can be understood from this, it can be claimed that there is a publication problem in our country and there is a problem of quality in some of the published studies. Some steps are being taken by the higher education institution to deal with this problem. Nevertheless, it cannot be said that the steps taken precisely solved the problem. In this research, it was aimed to investigate the problems that academicians have experienced during the research process. It is thought that with the help of this research, it can be contributed to the research problem and the qualified research problem in Turkey. With this purpose, the findings of the research are thought to be significant for the literature. In this present research, the questions; related to the publication process of the academicians, as; the opportunity to access to national and international resources, the problems encountered during the analysis process, the foreign language difficulties encountered in investigating foreign resources, the factors affecting the academicians positively or negatively during the research process, time problem occurring during the research process, support that the academicians provide from their institutions, difficulties they come across during the publishing process, were tried to be answered.

## 2. Method

The case study, which is one of the qualitative research approaches, was used. The case studies, in which different units can be handled from a single individual to an entire school, enable the researchers rich and detailed data, it does not aim to generalize as in other qualitative research approaches (Lichtman, 2006). The case study focuses on a holistic approach to investigating the factors associated with a situation and how they

affect the situation and how they are affected by the situation in question (Yıldırım and Şimşek, 2008). In this research, which aims to describe the situations encountered by academicians in the academic publishing process and how they influence this process, the descriptive case study approach was adopted.

### 2.1. Study Group

Determining the sampling of the research, the convenience sampling method was used. According to Balcı (2015), the convenience sampling method enables speed and practicality to the research. This method enables the researcher to give examples from his/her familiar surroundings. The study group of the research consisted of 34 academicians who were working in a university in Turkey and easily accessible and chosen with the case sampling method. 3 of the academicians participating the research were professors, 7 of them were associate professors, 13 of them were assistant professors 6 of them were lecturers and the rest 5 were research assistants.

### 2.2. Data Collection Tool

The measurement tool of the research: Primarily, the literature review was carried related to the mentioned topic. Then, the outstanding issues were determined and headings were brought up and a pool of questions was established in accordance with these headings. The questions were shared with the academicians who were experts in the field, questions that were not considered were taken out, and the questions were developed. While preparing the questions, it was noted that the questions should be as clear as possible, easy to understand, to make explanations and give detailed answers. The semi-structured interview form consisting of 10 open-ended questions was prepared for academicians and two experts reviewed content validity. Preliminary application was made with 3 academicians and evaluated by experts and final form was constituted. Then, the real applications for the 34 academicians made by the researchers.

### 2.3. Data Analysis

Descriptive analysis method was used in the analysis of qualitative data. Because the descriptive analysis approach allows the data to be organized according to, the theme set out by the research questions and to be presented considering the questions or dimensions used in the protocol (Çepni, 2009). In descriptive analysis, direct citation is often given in order to reflect the views of participants in the interview in a striking way (Yıldırım & Şimşek, 2006, p.224). In this research, a thematic framework was established from the answers given to each of the interview questions, and the numbers of the prospective teachers who emphasized these with their thematic opinions were indicated in brackets. In order to reflect the views of the academicians, direct quotations were made from the statements made by the academicians. The answers given by the academicians to the protocol questions were separately examined and coded by the researcher and the field expert, and the necessary arrangements were made.

## 3. Findings and Interpretation

Findings from this survey to determine the problems academicians have experienced during the publishing process and findings are presented below. When the answers given by the academicians to the research question; **“Can you access national and international resources when conducting research and publishing?”** asked to determine whether the academicians can access the necessary resources during their research processes or not, 8 academicians answered "yes I can reach", 21 academicians "can partially reach" and 5 academicians gave "cannot reach" answers. 8 academicians among those, who answered as “ can partially reach” claimed that they reached the necessary resources using the databases of different universities, 5 claimed that they tried to reach them by paying money for them. The academicians expressed their thoughts related to this issue as: *“I request the articles by mailing the owners”, “ I reach the articles by using the university web site where I graduated ”, “ I reach them with the help my colleagues in other universities and the accounts of their universities”.*

On the other hand 17 academicians claimed that they could only reached the abstracts parts of the articles in some of the journals which were famous for their success in the field, could not reach the whole of the researches, that the database of their university supported only the journals qualified in their fields and could not reach all the web-sites as it did not support, that they required money and that was expensive in our country. Those, who gave the answer as: “Cannot reach”, claimed that they could not reach the archive documents, books and some paid articles.

The responses given by the academicians to the second question of the research **“What problems do you have in the analysis process during your research and publishing?”** emerged in 3 categories as Quantitative, Qualitative and Analysis. The codes constituting the quantitative category consisted of the difficulty in reaching programs (3), new programs (9), commonly used (12), data analysis (13) and help (5). Academicians claimed that they came across with the difficulty in reaching quantitative analysis programs, using common analysis programs, using new analysis programs, analysing data, and finding someone to help them with analysis. The qualitative category consisted of the analysis of qualitative data (6) and analysis of computer programs (9). Academicians stressed that they had difficulties in the analysis of qualitative data and in the

analyses with the help of computer-assisted programs. In the Category of Analysis consisted of the appropriate analysis method for research problem (11), advanced statistics (8), reporting (10) and interpretation (7) codes. Academicians stated that they had problems in choosing the data analysis method suitable for the research problem, in reporting and interpreting the analysis results and in advanced statistics.

When the answers of the academicians to the 3rd question of the research "**Do you have a foreign language problem when you are investigating international sources?**" were examined, it was determined that all of the academicians had difficulties in writing English articles or translating their articles, prepared in their mother tongue, into English. As the reason for this, the academicians expressed not being abroad, that academicians whose native tongue was English were not at their universities and as the university they were studying was in the rural areas, foreign academicians did not work at their universities and thus, they had problems in speaking and writing English.

In the topic of reading and understanding of the English articles, 10 academicians answered as "no", 8 academicians "yes" and 16 academicians "partly". Those who gave the answer "partly" stressed that they should spend effort in translating (6) and this took too much time, when they had enough terminology related to the field, they easily understood what they read (5), had difficulty in understanding the articles out of their fields, difficulties in understanding the resources with advanced academic English (5). In addition, it was easy to read the articles by the academicians whose native language was not English, because; they used more simple language, but they had difficulties in reading the articles of academicians whose native language was English, because they wrote their articles using more complicated sentences and unfamiliar words (10).

When the answers of the academicians to the 4th question of the research "**What are the positive and negative factors affecting you during the research process?**" were analysed, it was found out that the negative category consisted of the codes as; foreign language (12), publication process (13), time (7), data collection (8), workload (6), resource (6), sampling (8), academic incentive (3), motivation (4), bureaucratic obstacle (4), the attitude of the administrators (6) and family reasons (4). Academicians stated that they were affected negatively during the research process because of the foreign language, the length of the publication period of academic research, finding time to do research, problems encountered during the data collection process, attitude of sample group in research process and reaching more different sampling, inability to reach the necessary resources and bureaucratic obstacles. However, the academicians claimed that they were negatively affected by their workload, deficient motivation, that they cannot get support from their colleagues, attitude of their administrators and family reasons. As the answers of the academicians were analysed, it was found out that the positive category consisted of the codes as; love for job (8), internet(4), contribution to science (6), production (6) and prepare publication (9). They claimed that their love for their job positively affected the processes of making publications, contributing to science, and the pleasure that they got from producing and that the internet made investigation easy.

When the answers of the academicians to the 5th question of the research "**Do you have time problems in researching? If you have, what are the internal/external factors?**" were analysed, it was found out that 1 academician expressed that s/he did not have time problem during the research process, on the other hand; 33 academicians expressed that they had time problems during their researches. Related to the time reasons, the academicians put forth some reasons as the internal factors: family reasons (6), doctoral process (3), sampling (5), personel (2), daily life (3) and publishing process (5). They stressed that daily life, that is; social life, doctoral process, personal factors, family factor, the length of research publishing process and having research with external sampling were among the external factors in their having time problems during the research process. Related to the sampling group, they expressed their opinions as; "*While we are studying with external sampling, I have difficulties in making them understand the importance of the study*", "*reaching them, and also reaching different sample groups takes our time*". The academicians gave the internal reasons for having difficulties in time during the research process as; workload (12), lessons (19), central laboratory (2), supports in-university (2), bureaucratic reasons (4), guidance (5) and professional responsibilities (3). The academicians claimed that the reasons as; their workloads, professional responsibilities and having too many lessons at work, lack of support in university, that the consulting work of the classes being very time consuming, the bureaucratic obstacles to conduct research and being very challenging and time consuming to overcome these obstacles, and continually looking for universities in other cities because of the lack of central laboratory in their own university caused time loss.

When the answers of the academicians to the 6th question of the research "**Can you get support from your institution for your research? If you get, what are they?**" were analysed, it was found out that 23 academicians answered this question as "Yes, I can get", 10 academician as; "No, I can't" and 1 academician as; "I did not apply". The answers by the academicians who answered as yes, I can, constituted the codes of course and seminar (19), congress and symposium (8) and research. The academicians expressed the course and seminar code as; the universities organized with fee and free courses on qualitative and quantitative research methods and analysis programs, advanced and new statistical programs related to their professional developments. They

stressed that the congress and symposium code as; universities supported the congress and symposiums even not enough. The research code included their thoughts of giving necessary permissions for the research. The category of no consisted of bureaucratic (5) and management (4) codes. They also claimed that the research process was too bureaucratic and they constantly encountered with obstacles, that the managers' attitudes were not motivating, that fieldwork was not supported and the economic support provided was inadequate and biased.

When the answers of the academicians to the 7th question of the research "**What are the difficulties you encountered during the publication process?**" were analysed, the answers by the academicians were grouped in 3 categories as; foreign language (21), publication (20) and journal (19). The category of foreign language consisted of writing (12), fee (3), sufficiency (3) and process (3) codes. The academicians claimed that they could not write their articles in English, they had to pay a great deal of money to translate their articles, which were written in Turkish, into English, even they got their articles translated into English, they were rejected by the journals because of the deficiency in language and had to study for a long time in order to get sufficient score from the English exam. The publication category consisted of process (12) and referee (8) codes. The academicians expressed that the publication process of their researcher continued for long time, that the journals respond too late and sometimes these responses were negative, as the period was too long, if the articles were revised and sent to other journals, the study might lose its update. The category of journal included practice and formats (8), ethics (5) and procedure (6) codes. Academicians claimed that each journal had different practices and formats, so; it is time consuming and exertion that preparing the researches in one sort of format and sending them journals with different formats after revising if they were rejected by the journals primarily were arranged for. In addition, the academicians claimed that the journals had very long procedure and the editors and referees did not behave ethically. They expressed these thoughts as; *"...some editors and referees behave biased. If you want to publish an article in a journal or shorten the period, you will need somebody known by yourself."*, *"...some journals and referees behave biased and reject the studies without evaluating"*.

When the answers of the academicians to the 8th question of the research "**Which part of your research are being criticised most by the journal which you send your article?**" were analysed, it was noticed that the answers were grouped under three categories as: "I am not criticised" (5), "I didn't get much" (1) and "I am being criticised" (28). The academicians who were criticised claimed that they got the critics from discussion (8), introduction (8), method (6), aim (1), language (8), result (3), literature (1), structural (1), length (1), format (1) and findings (1), reason (1) parts and the part which they got critics changed according to the article (5). The academicians expressed some of their opinions with these sentences: *"...t test and simple Anova are not admitted."*, *"Advanced foreign language is desired in the publications to be published abroad"*, *"to create the theoretical framework, it is necessary to read much, I can't read because of time problem"*, *"I am having difficulty in creating importance and justification"*.

The answers to the 9th question of the research "**For what purpose do you conduct your research?**" by the academicians included for the profession (4), career (7), contribution to the field (7), solution to problems (4), science (4), professional development (5), loving profession (3) and personal development and satisfaction (5) codes. The academicians claimed that they did their researches for their profession, for the career, that is; assignment and ascending, contribution to the field, describing and solving problems in society, for professional development, for the sake of their jobs and personal development and personal pleasantness.

When the answers of the academicians to the 10th question of the research "**What are the other problems you encountered during the research process?**" were analysed, while 15 academicians referred that they did not encounter any other problems, 19 academicians stated that they encountered with other problems. The academicians especially stressed on the data collection process. Academicians claimed that they had difficulties in reaching various sampling groups to carry investigation and as the sample group, the indifference of teachers in participating the studies, surveys and interviews and being non-volunteer affected their studies negatively. In addition, the academicians claimed that, during the application process of the questionnaires in the field of education, the absence those who can help them reflected in their work negatively.

In terms of their colleagues, the academicians expressed that the academicians were proud of themselves, behaved in a perfectionist manner and thus, negative evaluations were carried out in evaluating other academicians' studies, not supporting their colleagues and not able to create team spirit behaviours were also encountered as problems in their academic researches. Personally, the academicians stressed the difficulty of concentrating on research and the fact that the skills of using technology were not well developed. In addition, the academicians also expressed that the deficient interaction between the Ministry of Education and the University, constantly changing regulation of the Institution of Higher Education, the deficiency of laboratories, economical reasons, bad evaluation of the carried studies even if all the labours on it, some institutions' not giving the necessary permissions were among the factors banning the researches.

### **Result and Discussion**

The results reached from the findings of this research, which was conducted to determine the difficulties encountered by academicians during the process of research and publication, can be explained as below. As a

result of the analysis of the gathered data during the study, it can be expressed that the academicians conduct their researches for the necessity of their profession, for career; that is, assignment and promotion in office, to contribute to the field, to determine the problems in the society and generate solutions, for their professional development, as they love their jobs and for personal development and their personal pleasure. This result gathered from the research, demonstrated similarity with the results of other studies. According to the results of the study conducted by Karahan (2013), the academicians expressed their reasons in conducting researches as; to reach an upper academic place (associate professorship) and contribute to the international literature. Recognizing the scientific researches as a means of promotion in profession harms the quality of the carried researches (Ertekin et al., 2002; Küçükcan and Gür, 2009; Tabanca, 2004). Academicians think that it is wrong to consider scientific studies as a means of promotion (Çilsalar, 2011; Kırkkılıç, Sevim and Söylemez, 2015). According to the results of the study conducted by Karakütük (2008), academicians ignore social benefits in their researches. Moreover, interpretations of the fact that the activities of the faculty members are not oriented towards social problems, are too theoretical and therefore wasted social resources have become more effective (Etzkowitz, Webster, Gebhardt, & Terra, 2000). In the study carried out by Esen and Esen (2015), it was determined that the academicians conducted their research for public services. The academicians find it immoral not to do any researches for the sake of public service. The reasons why the academicians perceive that of the behaviours as immoral for their profession are orderly as: personalities, wish for promotion in a short time and lack of time, economical deficiencies and institutional expectations (Maya, 2013).

According to the findings of the research, the academicians think that their wish for making research during the research, publication, the pleasure they get from the contribution to science and producing and the ease from internet based researching affect the research process positively.

According to Sağlam (2009), almost all of the male and female academicians use internet during their research process. While all of the female academicians generally or always benefit from the net in their academic studies, a great number of male academicians never, sometimes, or occasionally use the net in their academic studies. That demonstrates that male academicians hesitate in some topics using the net in their academic researches. The academicians, who are among the associate professors, are those who use the internet most. According to Karakütük (2008), the least rate of use the net among the academicians are professors. However, it can be claimed that the academicians think that they are affected negatively during the research process because of the factors such as; foreign language, the length of publication process of their researches, finding time for researching, the problems encountered during the data collection process, the behaviour of the sampling group during the research process and reaching more and various sampling, not able to reach to necessary sampling and bureaucratic obstacles.

In addition, it can be claimed that the academicians are negatively affected from their workload, lack of motivation, that they cannot get help from their colleagues, the attitudes of their administrators and family reasons. In a study conducted by Bilge, Akman and Kelecioğlu (2006), the researchers, in order that the academicians' having job pleasure and feeling themselves well, found it significant to ensure that the work they are doing is meaningful for them, that they take responsibility, that they support their professional development.

The finding gathered from the research demonstrates that academicians are experiencing problems especially in foreign languages during the stages of researching and publishing. Especially, it was determined that the academicians had problems during writing their articles in a foreign language (English); that it took long time and challenging and they cannot write properly; therefore, they are to get their articles translated with money and even if the translation is made by translators, articles are rejected by the referees and editors due to insufficient language. In addition to this, it can be claimed that academicians more comfortably understand what they read when they have the necessary terminology. Moreover, it can be referred that the academicians have even difficulties in speaking English. It can be claimed that the academicians have foreign language problem is a negative factor that affect their researching. Recently, English has become a universal language in academic writing. Both the students and academicians are desired to prepare written documents in this language. However, this occasion creates pressure for non-native English speaker students and academicians. The reason of this is, for these individuals to complete and publish their work; it is necessary for them to have a language similar to those of their native English speakers and have to distinguish certain characteristics of academic discourse such as words or phrases (Öztürk, 2014). In order for the literally scan the literature that is important for academic studies and to deliver it to large masses, it is useful to know a foreign language (Çilsalar 2011). Moreover, as the topic of foreign language is evaluated in terms of the universities, in order for the universities to integrate the international universities and for the academicians to reach the foreign resources and use these resources in their scientific studies, it is significant to learn a foreign language. Thanks to the foreign language, the academicians are able to benefit more from the scientific literature and carry more collaborative studies with foreign researchers (Ortaş, 2002; Yavuzer and Göver, 2012). According to the results of the research by Karahan (2003), it was found out that most of the academicians had foreign language problems, that problem were specifically related to writing English articles and it that problem was generated from using terms and concepts correctly

and in place, building complicated sentences in English and it was very hard to write according to some grammar rules, that it was very difficult to write the introduction and result parts of the article in English. Even the result of the research conducted by Özdemir (2006) demonstrated similarities. It was determined that almost half of the academicians did not have experience of being abroad, 40% of them had foreign language problem. Most of the participants (75%) thought that they understood the articles written in a foreign language. According to Yavuzer and Göver (2012), the most important reason of this fact is that the academicians who have knowledge of terminology in their own field, naturally can easily understand the articles in their own field written in foreign language. These gathered results overlap with the results of this present study. According to Karakütük, Tunç, Özdem and Bülbül (2007), the most significant problem encountered in academic life is; although the foreign language education is restricted and insufficient, there is an obligation to know a foreign language in academic promotions. In order to solve the problems of academicians related to this matter, academicians can be supported with internal or external studies to overcome the foreign language problem. The Institution of Higher Education will primarily be effective to overcome this problems (Çilsalar, 2011).

In general, it was determined that most of the academicians are partially able to reach to necessary resources while they are researching and publishing, but especially they can only access the abstract parts of the articles in some journals which are popular in their fields, they cannot reach all of them and cannot reach some of the archive documents and books. They claimed that the web database of their universities do not support the web-sites of the journals which are popular in their fields as the reason of this occasion, and they solve this problem using other universities' databases, paying for the resources that need; that is, they reach some of the resources with their own facilities. In addition, the academicians think that some of the articles, which they wish to reach the whole parts, are paid and these amounts are too high our country. In the study conducted by Tuz Göl and Dost(2007), it was found out that the academicians regard the lack of resources (book, article, etc.) as professional insufficiency.

It was determined that the academicians had difficulties in the analysis of quantitative data of the analysis process while they were researching and preparing their articles. It was found out that they had problems during they are reaching the quantitative analysis programs, using the common analysis programs and using new analysis programs, analysing the data and finding someone who is experienced in analysing. In addition, it can also be expressed that the academicians had difficulties in analysing the qualitative data and analysing the data with the help of the computer-based programs. According to another result gathered from the research, the academicians had problems with choosing the appropriate data analysis method for the research problem, reporting the analysis results and interpretation, and in advanced statistics. Some rules determined by the studied field can occur in addition to being scientific in writing the parts of the academic writings such as: conceptual framework, method, data analysis, findings and interpretation, discussion, result and recommendation. In writing these parts, the researchers apply primarily to their academic consultants and those, who are experienced in mentioned field, while they are benefiting the resources and research method and techniques lessons (Tok and Gönülal 2016). In terms of the responsibilities of the academicians for the science, the academicians have to be scientifically in touch with their colleagues and should lead their colleagues and young scientists. Yet, that some of the academicians avoid this case was determined with some studies (Karakütük, 2008; Yılmaz, 2007). Özdemir (2006) stressed that the academic cooperation between the academicians is weak because of the lack of understanding of the sense of cooperation among most of the academicians. That the academicians in universities not cooperate with each other can be shown as one of the most significant obstacles in terms of the scientific improvement and the development of the country and universities (Çilsalar 2011). According to Doğan (2013), this problem, brings some additional problems such as; the lack of institutional culture, and the lack of co-operation and solidarity within the institution. The reason of this originates from the lack of institutionalization especially in newly established universities. The results of the study conducted by Kahraman and Altunoğlu (2007) demonstrate contradiction with this result. According to the results of the research conducted by Kahraman and Altunoğlu (2007), it was determined that the academicians were in cooperation with their colleagues. According to the results of the study by Tok and Gönülal (2016), it can be said that the researchers need various necessities during the academic writing process as: sufficiency of literature review, language teaching, the quality of the scientific research methods lesson, giving the academic writing as a lesson, giving proper importance to the academic writing, increasing the academic incentives and consultant contribution.

It was found out that the academicians expressed that the editor and referees criticised their studies mostly in terms of discussion, introduction, language and method parts, and results, aim, literature, structure, length, format, findings, integrity and justification parts followed it, and the parts being criticised changed according to the article. Moreover, the academicians claimed that they got the criticisms related to writing their articles with an academic language most and writing using this language was difficult and required professionalism, labour and time. The academicians should use a critical, original and academic language as a result of their professions and positions and share their studies with the world of science written and verbally

(Tok and Gönülal 2016). In addition, integrity and harmony must be ensured in academic writing. This only occurs as a result of a regular work. The fact that researchers cannot concentrate their work on a worker, such as having to carry out a lot of work, can prevent the integrity between the units in academic texts (Şanlı, Erdem and Tefik 2013).

It was determined that academicians mostly emphasize the foreign language factor before all the problems they have experienced in publishing their studies. The academicians claimed that they could not write their articles in English, they had to pay a great deal of money to translate their articles, which were written in Turkish, into English, even they got their articles translated into English, they were rejected by the journals because of the deficiency in language and had to study for a long time in order to get sufficient score from the English exam. As the studies in the literature are analysed, it is noticed that the case of foreign language is understood to be one of the most important problems in the academic lives of the academicians (Çilsalar, 2011; Korkut, 2001; Özdemir, 2006; Tuzgöl Dost and Cenkseven 2007). In the study by Özdemir (2006), it is understood that two in five of the academicians perceive the foreign language as a problem. In the study by Tuzgöl Dost and Cenkseven (2007) 22,7% of the academicians perceived the foreign language as a matter of the profession. According to the study by Karakütük (2008), among the problems that the academicians have during their academic life, the lack of foreign language teaching takes the first place; however, there is an obligation of learning a foreign language in academic promotions. In addition, it was determined that the academicians thought that the publishing process of their studies were too long, the journal gave late feedbacks and these feedbacks were sometimes negative, because of the length of the process, if the articles are to be revised and sent to another journals, they might lose their update. According to another finding gathered from the research, Academicians claimed that each journal had different practices and formats, so; it is time consuming and exertion that preparing the researches in one sort of format and sending them journals with different formats after revising if they were rejected by the journals primarily were arranged for.

In addition, the academicians claimed that the journals had very long procedure and the editors and referees did not behave ethically. They also expressed that they needed others' help to publish an article in a journal and shorten the time and some journals and referees were biased and rejected their articles even without glancing. According to the study conducted by Yılmaz (2007), the research and scientific publication obligation for the promotion in the profession causes some applications without ethics in the researched and publications. It is possible to encounter with some of the behaviours without ethics in places where having several articles means the measure of the quality of science (Kırkkılıç, Sevim and Söylemez, 2015). In the result of the study conducted by Başerler, Başerler and Tüfekçi Akcan, (2016), it was determined that the academicians have the awareness related to the ethical principles. Nevertheless, it was found out that these ethical principles were broken during the research process and social relationships. This results overlaps with the result of the present study. According to Yılmaz (2007) the fact of being scientific in the profession of academics, striving to strengthen ethical values associated with teaching, management, and social responsibilities and combating unethical behaviours should be some of the tasks of our universities.

It is not possible to write a prescription for empowerment of ethics in universities. However, some norms that will enable an ethical culture to be formed in every field in universities will be written, in other words, with producing ethical codes, the efforts to take precautions for the unethical behaviours have been applied. However, in our country, as it is thought that the gripes related to the unfavourable behaviours in science have been discussed day by day, it is clear that the studies are deficient.

According to another finding gathered in the study, it was determined that almost all of the academicians had time problem during their researches. The academicians claimed that the reasons as; their workloads, professional responsibilities and having too many lessons at work, lack of support in university, that the consulting work of the classes being very time consuming, the bureaucratic obstacles to conduct research and being very challenging and time consuming to overcome these obstacles, and continually looking for universities in other cities because of the lack of central laboratory in their own university caused time loss.

They stressed that daily life, that is; social life, doctoral process, personal factors, family factor, the length of research publishing process and having research with external sampling were among the external factors in their having time problems during the research process. They expressed while they are working with the external sampling, it was very difficult to grasp the importance of study and reaching them and reaching another sampling after the failure with them was a time consuming process. According to the results of the study conducted by Özdemir (2003), 60% of the academicians had a workload of 9-25 hours in a week. That the academicians have a heavy workload can be expressed as an obstacle for them in their studies (Korkut, 2001).

According to the results of the research, it can be claimed that most of the academicians get support from their institutions to conduct researches. According to the findings gathered from the research, it can be expressed that the academicians mostly have the problems generally with the education in their fields, quantitative and qualitative research methods, and analysis programs, advanced and new statistics programs during their research process and their institutions support them with courses and seminars with or without fee.

Similarly, it can be claimed that the institutions support their academicians with giving the necessary permissions, congresses, and symposiums even if they are not sufficient. However, according to the findings of the research, it can be claimed that some of the academicians cannot get support from their institutions, because, the research process is too bureaucratic and continually encounter with obstacles, the attitudes of the administrators are not motivating and even depressing, the field studies are not supported and the economic supports are low and biased. The academicians, who are the heads of the educational activities and the actors of science production at the universities, play significant role in determining the quality of education and science. The performance of the academicians is the most significant element in measuring the educational quality of a department and institution. The more is the success of the academicians in the fields of education, researching, and guidance, the more successful are their universities (Korkut, 2001). According to Çilsalar (2011), in order for the academicians demonstrate the wished performance, in addition to better development in their profession, it is necessary to be improved in a good environment, succeed and produce the articles contributing to the science. It is very important to determine how the academicians should be developed and supported and provide these to them. Because, it is a desired situation for the academicians, who are the basic elements of the universities, be successful. Having highly qualified young scientists is only possible with having qualified young staffs and develops them properly (Korkut 2001). In each step, the starting point of the university administrators should be the academicians at first. The only way to meet all the expectations of the university customers in a wide range of entrants effectively depends on primarily meeting the expectations of the academicians, who are the internal customers and increasing their perceptions of the services provided to them (Eroğlu 2004). Universities are in a race to increase their fame by supporting their academicians' studies (Korkut, 2001).

In addition to these, it is stressed that the academicians encounter with difficulties during the data collection process. They claimed that some difficulties such as reaching various sampling groups, the indifference of the sample group, which include teachers, in attending to the questionnaires and protocols and their reluctance to attend the studies willingly, negatively affect their research processes. Furthermore, they claim that inability to find someone to help them during the application process of the questionnaires on the field of education reflect their studies negatively. The academicians expressed that some of the academicians were proud of themselves, behaved in a perfectionist manner and thus, negative evaluations were carried out in evaluating other academicians' studies, not supporting their colleagues and not able to create team spirit behaviours were also encountered as problems in their academic researches. They also claimed that being unable to concentrate on and the fact that the skills of using technology are not well developed brought difficulty in their researches. On the other hand, the academicians also expressed that the deficient interaction between the Ministry of Education and the University, constantly changing regulation of the Institution of Higher Education, the deficiency of laboratories, economical reasons, bad evaluation of the carried studies even if all the labors on it, some institutions' not giving the necessary permissions were among the factors banning the researches. In addition to the problems such as; the administration of the university, culture and academic freedom, the load of the lessons, insufficient salaries, the problems in assignment and promotion, research funds, physical facilities and the deficiency in teaching tools and materials, the deficient facilities in information technologies and the library constitutes the source of the sufficiency related to quantity and quality (Özdemir, 2006).

#### **4. Recommendations**

Considering the result of the research, these following recommendations can be given.

1. An effective solution should be arranged for the foreign language problems of academicians, a foreign language learning procedure should be arranged to keep up with the innovations and publications in the world by removing the foreign language as the only element of being a career owner. Specifically, the content of the higher education foreign language exam can be arranged with the aim of English learning.
2. Some solutions can be developed to save academicians from overloading courses. In particular, to meet the needs of lecturer in particular areas, the numbers of graduate programs should be increased and generalised.
3. In order to overcome the data analysis deficiencies of academicians, various educational activities can be organized in the university in this direction
4. Currently, the academic incentive application in Turkey can be developed and made more comprehensive. In particular, the scope of academic incentives can be reorganized not only in terms of financial award but also in terms of different awards.
5. Lessons in post-graduate education about problems faced by academics in publishing can be included in the curriculum.
6. Universities can organize various activities based on cooperation, solidarity and cooperation among academicians.

## References

- Akyol, H. (2013). *Turkish teaching methods*. Pegem Academy: Ankara
- Alparslan, A.M.(2014). The antecedent of job satisfaction, satisfaction from the university and extra-role behavior: A Survey On Mehmet Akif Ersoy University. *Journal of Mehmet Akif Ersoy University Social Sciences Institute*, 6(11), 82-101.
- Altunay, E. (2014). Faculties members' perspectives and metaphors towards universities' functions: A Case Study in Education Faculties. *US-China Education Review B*, 4(11), 796-807
- Arreola, R. A. (2006). *Developing a comprehensive faculty evaluation system: A Guide to Designing, Building, and Operating Large-Scale Faculty Evaluation Systems*. (3rd ed.). San Francisco: Jossey Bass.
- Başer, D., Başer, Z. ve Tüfekçi Akcan, A. (2016). Ethical principles and violations in academy: A Qualitative Study. *Journal of Higher Education and Science*, 6(2), 242-251.
- Bilge, F., H. Kelecioğlu, ve Y. Akman,(2007). "Examining the job satisfaction of academics". *Journal of Hacettepe University Faculty of Education*, 32,32-41.
- Bülbül, T.(2006). *The evaluation of the reflections of university academics staff salaries on academic life*. Unpublished Doctorate thesis. Ankara University Institute of Educational Sciences.
- Çilsalar, H.(2011). *The profile of tutors of Erciyes University*. Master Thesis, Erciyes University Institute of Educational Sciences, Turkey.
- Doğan, D.(2013). Problems of Newly-Founded Universities and Solution Offers. *Journal of Higher Education and Science*, 3(2), 108-116
- Erçetin, S. S.(2002). Profile of new university teacher: the views of Turkish postgraduate students. *Journal of Manas University Social Sciences*, 4, 53-58.
- Erdem, A. R.(2008). "Are academic members academics? Is he a scientist?". *Journal of Academic Design*. 2(2), 83-85.
- Erdem, A.R. (2013). Changing roles and missions of university in information society. *Journal of Higher Education*, 3(2):109-120
- Ergün, E. ve Nartgün, Ş.S. (2017). Academicians' perceptions regarding supervisor support, co-worker support and life satisfaction. *European Journal of Education Studies*, 3(1), 123-151.
- Eroğlu, E.(2004). *Quality of service in higher education*. Ankara:Nobel Publisher
- Ertekin, C., Berker, N., Tolun, A., Ülkü, D., Aksan, D., Erzan, A., Güriz, A., & Öztürk, O. (2002). *Ethics and problems in scientific research*. Ankara: Turkish Academy of Sciences Publications
- Esen, M. ve Esen, D. (2015). An investigation of the attitudes of the faculty members to the performance evaluation system. *Journal of Higher Education and Science*, 5(1), 52-67
- Etzkowitz, H., Webster, A., Gebhardt C., & Terra., B.R.C. (2000). The future of the university and the university of the future: evolution of ivory tower to entrepreneurial paradigm. *Research Policy*, 29(2), 313-330.
- H. Yavuzer, ve İ. H. Göver. (2012). The Foreign Language Level Of Academic Staff And Their Attitudes Toward Foreign Language Exams: Nevsehir University Case. *Nevsehir University Journal of Social Sciences 1*, 136-158
- İnandı, Y., Tunç., & Uslu, F.(2013). Relationship between Job Satisfaction and Career Barriers for the Academic Staff of the Education Faculties. *Journal of Educational Sciences Research*, 3 (1). 219-238.
- Karahan, O. (2013). *Turkish scholars' publishing process in social sciences in english-medium journals: motives, challenges and strategies*. Master's Thesis, Department of Foreign Languages Teaching, Atatürk University, Erzurum
- Karakütük, K., B. Tunç, G. Özdem ve T. Bülbül. (2008). *Education faculty's teaching staff profile*. Ankara: Ankara University Faculty of Educational Sciences Publication No:205
- Kırkkılıç, A.H., Sevim, O. ve Söylemez, Y. (2015). The investigation of the academicians' scientific research attitudes from the point of academic ethical values. *Journal of Erzincan University Social Sciences Institute*, 2, 375-390
- Korkut, H. (2001). *Questioned higher education*. Ankara: Anı Publishing.
- Küçükcan, T. ve B.S. Gür.(2009). *A comparative analysis of higher education in Turkey*. Ankara: SETA Publishing.
- Küçüksüleymanoğlu, R.(2007). "Burnout levels of education faculty members". *Journal of Educational Researches*. 7(28), 101-112.
- Külah, B. ve Külah, B.B. (2015). The basics of medical writing. *Bozok Medicine Journal*, 5(1):53-8
- Maya, İ. (2013). Academicians' perceptions of behaviors against occupational ethics (a case in comu, faculty of education). *Turkish Studies*. 8(6), 491-509
- Mengi, F., & Schreglmann, S. (2013). Environmental factors that affect scientific productivity in the context of academicians. *Journal of Amasya University Education Faculty*, 2(1), 1-17.
- Menon, M.E. (2003). Views of teaching-focused and research-focused academics on the mission of higher education. *Quality in Higher Education*, 9(1), 39-49

- Norbis, M., Arrey-Wastavino, A.M. ve Leon, F.A.P. (2003). Teaching vs. research: Toward the reconciliation of an academic dilemma. *Essay in Education*, 5.
- Odabaşı, H.F.; Fırat, M.; İzmirli, S.; Çankaya, S. ve Mısırlı, A.(2010). Being Academician In Globalizing World. *Anadolu University Journal of Social Sciences*, 10(3), 127–142.
- Özcan, M. ve Balcı, Y.(2016). Academician's thoughts related research and publication ethics. *Journal of Business Ethics*, 9, 93-115
- Öztürk, F. ve Bayrak, T. (2015). The academicians' perspective on the challenges facing higher education in Turkey. *World Conference on Technology, Innovation and Entrepreneurship*, 195, 202 – 209.
- Öztürk, Y. (2014) . *Lexical bundle use of Turkish and native English writers: a corpus-based study*. Master Thesis, Anadolu University Graduate School of Educational Sciences, Eskişehir
- Panatik, S. B., Rajab, A., Shaari, R., Shah, I. M., Rahman, H. A. and Badri, S. Z.(2012). Impact of work-related stress on well-being among academician in Malaysian Research University. *In International Conference on Education and Management Innovation*, 30, 37-41.
- Şanlı Ö., Erdem S. ve Tevfik T. (2013). How to write a discussion section. *Turkish Journal of Urology*, 39.
- Tabancalı, E. (2004). Science and publication ethics. *Journal of Süleyman Demirel University Burdur Education Faculty*, 5(8), 225-237.
- Tok, M. ve Gönülal, N. (2016). A need assessment study for the academic writing process. *International Journal of Turkish Education and Training*, 1(1). 142-161
- Tuzgöl Dost, M. ve F. Cenkseven. (2007). "Professional problems of faculty members at state and private universities". *Journal of Cukurova University Social Sciences Institute*, 16(2), 203-218
- Vatansever Toylan, N., Aydın Göktepe, E.(2010). The Universities As Learning Organizations: An Analysis In A State University In Turkey. *Social Sciences Research Society*, 2(1),61-68.
- Yılmaz, G. (2007). *An empirical research related to the improvement of the ethical codes oriented academic professions*. Master Thesis, Celal Bayar University, Institute of Social Sciences, Manisa