

INDIVIDUAL BARRIERS TO DOING RESEARCH AMONG NON-FACULTY STAFF OF AHVAZ JUNDISHAPOUR UNIVERSITY OF MEDICAL AND HEALTH SERVICES

Abdolreza Gilavand¹, Alireza Dadgarinejad^{2*}, Mino Pezhman³

¹Employed expert on faculty appointments at Ahvaz Jundishapour University of medical and health services.

²Department of Accounting, Masjed-Soliman Branch, Islamic Azad University, Masjed-Soleiman, Iran.

³MA student of Teaching English as a Foreign Language (TEFL), Department of Foreign languages and Literature, Islamic Azad University, Karaj Branch, Iran.

Article Received on
20 Jan 2015,

Revised on 13 Feb 2015,
Accepted on 08 Mar 2015

***Correspondence For
Author**

Alireza Dadgarinejad

Department of
Accounting, Masjed-
Soliman Branch, Islamic
Azad University, Masjed-
Soleiman, Iran.

ABSTRACT

Introduction: Given the role of research activities in identifying problems of organizations and considering the positive impact research activities have on non-faculty staff's annual evaluation, **Methods:** this research was conducted to evaluate these employees' individual barriers to doing research. This cross-sectional study was conducted in October 2014 to examine the problems of 713 non-faculty employees of Ahvaz Jundishapour University of medical and health services regarding their individual barriers to writing articles. Random cluster sampling was used for data collection using a questionnaire based on Lickert's scale. **Results:** From a total of the employees surveyed, 335 (47 percent) were employed officially, 270(38%) were employed based

on a permanent contract, and 106 (15%) were employed based on temporary contracts. 420(59%) were males, and 292 (41%) were females. The main barriers to research in terms of the average scores obtained included: lack of time and being too busy with 2905 points percent; family responsibilities with 2,890 points; not enough credits career promotion with 2,886 points; not being fluent in English for using English resources 2,878 points; In this study, only "individual barriers" were examined. Further and more precise research is necessary to check other obstacles including financial barriers, strategic, educational, professional, cultural, social, organizational management, political and scientific factors

should also be considered. **Conclusion:** Therefore, removing these barriers calls for the due attention of the university officials. It is also necessary to make arrangements for teaching research methods during and after school and to assign an important role to research in job promoting.

KEYWORDS: personal barriers, research, staff, university, Ahvaz, Iran.

INTRODUCTION

Universities and centers of higher education have three major tasks that include the generation of knowledge, the training of specialists and supply of specialized services to the community.^[1] The philosophy of "write and stay alive" has pervaded the scientific community and performance, efficiency and promotion of faculty and researchers have been greatly pondered and evaluated based on the quantity and quality of their scientific production.^[2] Although various scientific centers participate in scientific researches, in most countries research has accepted as initial function of universities besides training. Universities are trying to raise themselves by increasing the quantity and quality of scientific research and scientific products, state in higher ranking of scientific research, attain more funds and increase their attractiveness to students. Hence, the members of university faculty and researchers who are the major producers of knowledge they encountered with pressure during their researching.^[3] Writers and researchers often tend to publish the result of research, and their ideas in the form of articles or books. But the dissemination of ideas and the results of research, it is not the only factor in scientific activities. Research findings indicate that the rate of diffusion of various factors have significant relationship with financial, social, and expertise, profession.^[4] Improving Social and occupational status of individuals as a result of the composing and incoming is considered as the factor which affecting the production of an individual. In the other hand the effective factors in increasing the social status and also the profession of an individual depends on the every production of knowledge by others in an effective career.^[5] "Writing" is sharing others in the thoughts and opinions of the author and various factors including knowledge and religious knowledge, modify individual's knowledge to society's knowledge, customize the knowledge because of fearing of plagiarism to higher knowledge hierarchy in writing and announcing of learning's and at the end, mental sources.^[5] According to the heritage or research credibility to GROSS NATIONAL PRODUCT, this statistic in developed countries based on the global estimate is among 2.5% to 3% or more; whereas the average percentile in Iran during the last 10 years

the heritage of research credibility is changing among 0.2% to 0.4%.^[6] Moreover, the heritage of generation of Knowledge in Iran proportional to the population is a thinkable issue. At the present time, the average of Iran`s heritage in the last decade have been 0.2% which consist of 0.1% of the total population of the whole world^[7] This statistic has announced to achieve the ideal vision of developing the country, at least it is needed to fivefold individual`s tried more than now.

The universities and higher education institutions in the possession of resources and expertise and research facilities and undertake the important task of generating science more than the others are responder for the existing gap.^[8] In a survey that was conducted according to the research and development in the country Despite the academic specialist, estimated to be in the Department of Health, Health and Medical Education and Ministry of Science and Research and Technology. If any member of the faculty can publish one paper per year ,it is not unexpected that not only can find the capability of putting behind the countries of the region , But also achieving the status of one of the top 10 science production`s countries.^[9] Baniz in his study has mentioned the weaknesses of managing is common feature of most of the organizations .He believes that they, like many other organizations have failed to take effective steps to overcome obstacles.^[10] Cook ambiguity is known in the scope of duties of directors and, subsequently the ambiguity in determining the effectiveness of the test criteria, including barriers to the development activities in the field of research is.^[11] Edward`s results showed that enjoy working in a dynamic group, engaging in teamwork, and having the sensation of evaluated cause to increasing the motivation of research. Cohen and Janine have showed that a significant percentage of faculty member on education and, most faculty members in developing countries do not have enough time to do research.^[13] the main obstacles for doing research work are individual characteristics and features of careers.^[14] Non-academic staff at the University of Medical Sciences, Ahvaz, can go to an online management system of modernization and administrative reform then enter the number of its employees as the national number as login and the identity number as password, and can load paper, thesis or research project and waiting for the result of the judgment to be passed through the same system. In case of acceptance, can earn and use points toward the annual assessment scores. Moreover, if they could publish their articles in reputable domestic and foreign publications they can also enjoy both materially and spiritually benefits. Therefore, typically the faculty and student associate with research. However the annual evaluation score have affected by the impact of research activities in recognition of difficulties of

organizations and with regard to research activities of the non-academic staff. This study was conducted to assess employees' personal obstacles.

METHODOLOGY

This study was a cross - sectional study which has done on October 1393 for the purpose of investigation of difficulties of 713 subjects of the non-academic staff out of 2735 members formal contractual, University of Medical Sciences and Health Services, Ahvaz Jondishapour, who have at least Diploma degree, This particular problem has been writing about personal barriers and especially difficulties in writing essays. The sampling has done random cluster, and standard questionnaires had used for gathering data, which had prepared by reputable sources and also had been designed by Likert`s scale. Data collection had consisted of two questionnaires, a demographic and a self-administered questionnaire. Data were collected through a questionnaire that Sereshti and colleagues in their research in 2003^[15] during their research, the validity of the questionnaire had evaluated by using measure instructors 'and experts assessed. And the validity of its content has been approved. Its reliability had obtained using Cronbach's alpha coefficient of 84%. And finally the reliability and validity of the questionnaire was evaluated. To analyze the data, descriptive statistics, frequency, mode, mean and standard deviation were used in the statistical software SPSS21. The questionnaire included personal information of variables such as age, gender, work experience, educational background, occupational category, employment status, place of employment, organizational position and the number of articles published by the non-academic staff of Ahvaz Jundishapour University of Medical. Another questionnaire was self-administered questionnaire. The questionnaire had included 17 questions with 5 multiple choice by Likert (5-1 points) that Reluctance to investigate the non-academic staff to carry out especially in research and writing in Persian and Latin. And consist of completely agree (5 points), agree (4 points), no idea (3 points), disagree (2points) and completely disagree (1points). The reluctance scores were calculated as the sum of Likert for all 17- question in questionnaire. At the end of the questionnaire, suggestions and strategies had asked from the perspective of the non-academic staff of Ahvaz Jundishapour University of Medical. In this paper, a study of individual barriers which had their origin on administrative problems and tensions, conflicts and social and environmental personal problems which denied relaxation and concentration from researcher that is required for research. Such as lack of time and be busy, lack of motivation, lack of interest in the study and have both family and social

responsibilities and so forth. According to the views of non- faculty staff as described and sorted in Table (1).

RESULTS

Total of 713 non- faculty employees have participated in the survey questionnaire. The participants were categorized I some groups: 385 (54%) in the field of administrative and financial , 179 (25%) of those in the field of health and medical, 107 (15%) in the field of educational – cultural , 21 (3%) work in the field of information technology , and 21 (3%) in other categories include technical - engineering , social and employment services. The total staff of 335 people which have participated (47 %) were official, 271 were (38%) treaty, and 107 (15%) were contracted. The 421 (59 %) were males, and 292 (41%) were female. years average job in the study population was 10.8 ± 5 , With a minimum of one year and a maximum of 29 years. Education background of 57 employees were(8%) Diploma , 136 (19%)Associate`s degree, 392 (55 %) license , 128 (18%) MA\MS, and more And higher were reported .The most important barriers to research in terms of average scores were: Lack of enough time and too busy ; 2905 points, family responsibilities ;2890 points, not enough points for job promotion ;2886 points , not fluent in English to use the academic resources; 2878 points, are social responsibilities; 2873 points and unfamiliarity with statistical principles; 2866 points. The findings also have showed that the lowest barriers in terms of research points was inability to use the computer ; 1655 points, not interested towards research ; 1771 points, And incapable of writing a paper ; 1947 points.

Table 1:Individual barriers to doing research among non-faculty staff of Ahvaz Jundishapour University of medical and health services

N.	Questions	Completely agree	Agree	No idea	Disagree	Completely disagree	Gained Scores by the Likert`s scale (1-5)
		5	4	3	2	1	
1	Lack of time and be too busy	(%44)319	(%38.71)276	(%8.13)58	(%5.05) 36	(%3.37)24	2905
2	Family responsibilities	(%34.78)248	(%45.58)325	(%12.76)91	(%3.93)28	(%2.95)21	2890
3	Not enough points for job promotion	(%37.17)265	(%41.23)294	(%14.31)102	(%3.79)27	(%3.50)25	2886
4	Not enough fluent in	(%36.23)259	(%44.74)319	(%9.12)65	(%5.89)42	(%3.93)28	2878

	English to use foreigners sources						
5	Social responsibilities	(%38.43)274	(41.09)293	(%9.68)69	(%6.59)47	(%4.21)30	2873
6	Unfamiliarity with principles of statistic	(%37.59)268	(40.81)291	(11.22)80	(6.73)48	(%3.65)26	2866
7	Insufficient knowledge in research methodology	(%34.08)243	(%47.21)337	(%7.57)54	(%7.85)56	(%3.23)23	2860
8	Away from academic centers	(%36.47)260	(%42.08)300	(11.08)79	(%6.45)46	(%3.92)28	2857
9	Inability to translate other essays to Persian	(%34.61)246	(%46.56)332	(%6.03)43	(%7.99)57	(%4.9)35	2836
10	Lack of benefit to clients or patients	(%36.89)263	(%41.09)293	(%9.68)69	(%7.15)51	(%5.19)37	2833
11	Lack of sufficient interpersonal skills to perform research	(%34.08)243	(%41.38)295	(%13.88)99	(%6.73)48	(%3.93)28	2816
12	Unawareness of previous topics of research	(%32.92)234	(%46.14)329	(%8.56)61	(%7.71)55	(%344.76	2813
13	Inability to identify areas of research	(%33.10)236	(%43.76)312	(%9.82)70	(%7.43)53	(%5.89)42	2786
14	Not enough motivation	(%31.42)224	(%42.08)300	(%14.02)100	(%9.26)66	(%3.22)23	2775
15	Inability to write essays	(%11.08)79	(%20.48)146	(%17.53)125	(%32.26)230	(%18.65)133	1947
16	Not interested toward research	(%10.10)72	(%15.85)113	(%9.96)71	(%40.53)289	(%23.56)168	1771
17	Inability to use computer	(%8.69)62	(%11.64)83	(%9.68)69	(%43.06)307	(%26.93)192	1655

DISCUSSION

The survey have showed that the majority of non- faculty employees had not any activities such as papers or research projects. Majority of researches which have done by non- faculty staff a likely for the calculation of the annual evaluation or promotional career. That generally they had registered "on the Internet system modernization and change management

Proceedings". According to the teaching staff in 1392 out of 15300 totals non- faculty employees only about 1,500 articles and research projects have recorded in the system, staff training. Although the majority of the employees had a positive attitude towards research, but it should be noted that having a positive attitude does not lead to performance.

Although a positive attitude to research, a prerequisite for doing research, but certainly " not a sufficient condition.^[16] From the point of view of non- faculty staff of Ahvaz Jundishapour University of Medical, individual barriers sorted in (Table 1) the lack of time and too busy (2905 points), family responsibilities (2890 points), Not enough points for job promotion (2886 points), Not fluent in English for academic resources (2878 points), social responsibility (2873 points), Unfamiliarity with statistical principles (2866 points), Insufficient knowledge toward research methodology (2860points), Away from academic centers (2857 points), Inability to translate articles into other languages (2836 points) , Lack of benefit for clients or patients (2833 points), Lack of sufficient interpersonal skills to perform research (2816 points), unawareness of the study subjects (2,813 points), Inability to identify areas of research (2786 points), Not enough motivation (2775 points), Inability to write an essay (1947 points), not interested In a study of individual barriers main obstacle were lack of time and being too towards research (1771 points) and Inability to use the computer (1655 points).

That the results are consistent with Cohen and Janin (2002) and Seresti and colleagues (2011).^[13,15] Due to lack of time and busy jobs for employees after office hour for more overtime costs and having a second job because some employees are not able to provide their material life and also education and employment of some of the staff in higher education and job promotion for higher occupational status were the major individual barriers in the way of research. Other important individual barrier was family responsibilities that may be the case in most of the subjects which was associated with female gender that is the problem of other members who have the responsibility of housekeeping and other related responsibilities. The results of Lloyd (2004) and Bickel`s (2000) studies have shown that one of the reasons for the unsuccessfulness of women in work have been their family responsibilities.^[17,18] While half of the human resources are women who involved in the development of all human societies^[19] Kyvik and Syvin have conducted in their research that there was a relationship between the number of children and production of women`s science, So that having more children will reduce the scientific production of the women. Based on the findings, lack of

participation in the study was because of responsibility for caring of children.^[20] Another individual barriers were not fluent in English for using foreigner resources, and not having enough points to promote job that the conclusion were consistent with previous results.^[21] Many experienced staff was not trained in research during their education, and the opportunity to participate have not provided in in-service training programs. And also a small number of graduates have trained in these fields now. Since the results of this study has also showed that 82 percent of people have felt the need to do research, the need to offer a course on research methods courses will feel in all academic centers, in-service employees, as well as undergraduate courses. Kayani Hrchgany research (1378) and Zynalv et al (1381) have showed the effects of the internal dynamics of the activities of their research. In Hicks (1996) research attitudinal barriers and a major obstacle in the implementation of research activities have expressed from the perspective of nurses.^[11] Bland and Berguist research and individual characteristics were effective such as social and productive work habits.^[19] in the study of Barnett and colleagues (1998), personal motives have had a direct relation with the research activities of faculty members.^[20] Kaplvmaky and Teoman (2003), pointed out that the demotivation of nurses were the major barrier in conducting and applying research activities.^[21] Among the items of individual barriers, personal spirit of the faculty and unwillingness to participate in the research group among one field have posed as the major individual barrier with 873/.This was largely due to the lack of a unsuitable environment in research environments. Specialists in less developed countries are often trying to find something that few others have been involved in the field and become independent. This difficulty have reduced the communication between individuals in the academic area^[22] However, research has shown that in organizations that have more participation and teamwork their number of publications of their faculty members are more as well that deal with individual activities.^[28] Sereshti, Kazemian and Deris, (1389) provoked that in a study entitled " Barriers of the instructors and staff of medical research at Shahrekord University" : The main individual barriers for doing research were lack of motivation in researchers, lack of time and be too busy, overregulated administrative, the incapability of using research`s results and disability to translate of Persian essays in other languages And the most effectiveness barriers were: uninterested toward research, disability to use the computer and not usefulness of research that was consistent with previous results^[15] 283 participants have answered to the question of research tha the main problems which have posed are undue strictness in some internal publications and neglect of some foreign publications for Iranian writers especially after international sanctions against the country, personal influence and

obligatory of writing the name of the executor or co- principal faculty in research projects and essays, lack of cooperation from some organizations and departments, inequality and discrimination between individuals in approving research projects, and Arbitration of essays, prolonged the process of research, some lengthy and unnecessary bureaucracy and administrative that costs a lot of time to produce papers and research projects, the lack authorities to use research`s results, the lack of research culture among some officials, unfamiliarity with this concept to increase employee`s motivation and ineffectiveness of research for appointments and pay the salary and benefits of employees.

The university have offered various courses in order to facilitate research and publishing to eliminate the discrimination between non- faculty staff and faculty on the budget bill and remove relations, make researches effective for the purpose of promoting the non- faculty employees, motivate non- faculty employees with spiritual and material encouragement, more collaboration between faculty and non- faculty staff in scientific production, providing background to change the attitude of the authorities, top and middle managers of the most important subset of employees should create competition between the various units of the University for doing research, identify research priorities to suit the needs of the University as well as community, inform the appropriate on research priorities, instructions , conferences, seminars and workshops, establish advisory committees in different parts of university, administrating research and writing workshops for employees and attention of authorities and their implications decisions on the results of decision making for University.

Limitations of the study

In this study, only individual barriers of non- faculty staff of Ahvaz Jundishapour University of Medical have studied. For further studies it is necessary to clarify other barriers such as: financial, strategic, educational, professional, socio-cultural, organizational management, facilities, scientific, politically and so forth.

CONCLUSION

The results of this research have conducted the necessity of removing barriers by university research authorities. It is also necessary to make arrangements that research methodology train during and after study, and conducting of research should be effective in the promotion of employees.

REFERENCES

1. Farmanbar R, Asgari F. [Survey of negative factors for doing research Faculty Members Point of View of Gilan Medical Sciences University]. Gilan Medical Faculty J, 1384; 54(14): 84-90. (Persian)
2. Miller, L. E.; Sandman, L. R. "Defining scholarship". *Proceeding of the Annual Midwest Research to Practice Conference in Adult Continuing and Community Education*, Milwaukee, Wisconsin., 1994; 201-203 (English)
3. Seiler, R. E.; Pearson, D. A. "Dysfunctional stress among university faculty". *Educational Research Quarterly*, 1995; 9(2): 15-26. (English)
4. Nasrallah, Aziz. "Barriers and incentives to research among faculty librarians ." *Journal of Library and Information Science*, Volume 4 , Number 4 (Winter), 1380; 53-68 . (Persian)
5. Horri, A. *Scientific writing*. Tehran: Secretariat of the Board of Trustees of Public Libraries. 1380; 94-96.(Persian)
6. Bakrany, Feridun, " Attitudes of faculty members about the barriers to progress' 1373; 44-47.(Persian)
7. Ensafi, Sakina, Hossein Gharib) "Iran's Knowledge at the international level, the situation of science in fifteen countries', *Annals of Science, Institute of Scientific Information and Documentation*", available on the website: <http://iranknowledge.irandoc.ac.ir>. 1386, (Persian)
8. Toroghi, J. *Improvement of University Leaders for Future Universities*, Isfahan Press inquiry, 1374; 32-35. (Persian)
9. Saboori, A. *A record of Iran's research in 2005, Rahyafi of spring and summer*, 1385; 37: 48-44. (Persian)
10. Bennis,W. *Changing orgaition* , New York, Mcg raw-Hill, 1999; 17-19. (English)
11. Cook, D. *Research management of what Nature is the concept*. Ohayo state university, 2001; 64-65. (English)
12. Edvard, K. Short steps: *Peer support of scholarly activity*, *Academic medicine*, 2002; 77: 939-944. (English)
13. Cohen M.D. & Jennings, S.G. *Agreement and Reproducibility of subjective method of measuring time Distribution Academic Radiology*, 2002; 9: 1201-1208. (English)
14. Carrion,M & Woods, P & Norman, I. *Barries to Research utilization Among forensic Mental Health Nurses*,*International Journal of Nursing studies*, 2004; 4: 613-619 (English)

15. Sereshty, Kazemian Afsaneh and Fateme Deris, " *Barriers to Research points of views of medical college faculty and staff* ," Strategies for Teaching, 1389; 3(2): 51-57. (Persian)
16. Hicks C. *A study of Nurses attitudes towards research: A factor analytic approach*. J Adv Nurs., 1996; 23-4. (English)
17. Bickel J . *Women in academic medicine* . J.AM.MED Women Assos, 2000; 2: 10-19. (English)
18. Lloyd T, Phillips BR, Aber RC. *Factors that influence doctors' participation in clinical research*. Med Educ., 2004; 38(8): 848-851 (English)
19. Beheshti, Molouk Sadat. *Efforts to increase women 's scientific activities* . Documentation Center of Iran., 79-82 (Persian)
20. Kyvik, Svein., Teigen,Mari., *Child Care, Research Coliaboration,and Gender* (English) Differences in Scientific Productivity. Science, Technology, and Human Vaues, 1996; 21(1): 54-71.(English)
21. Stange Kurt C. *Primary care research . Barriers and opportunities* . Journal of family practice, 1996; 42(2): 192-197. (English)
22. Kiani Harchegany, F; Yarmohammadian MH, "*Factors Affecting the attention of researchers to study*", New Review of research in universities and research centers of Iran, Volume 7, Number 4, Tehran: Center for Information and Documentation Iran., 1378; 88-91. (Persian)
23. Zainalo A. [*Review of research situation in the world and Iran*]. Scientific and Research Journal of Zanjan University of Medical Sciences; 1997; 5(1): 29-33. (Persian)
24. Bergquist, W.; Bland C., "*The vitality of senior faculty members; snow on the roof-fire in the furnace*", ASHE-ERIC Higher Education Report, George Washington University, 1997; 25(7): 1-3. (English)
25. Barnett, R., Carr. P., Boisnier. AD, Ash. A., Friedman. RH., Moskowitz. MA, Szalacha. L., "*Relationships of gender and career motivation to medical faculty members' roduction of academic publications*", Academic Medicine, Vol. 73, No. 2, Abstract in PubMed will retrieve., 1998; 95-97. (English)
26. Kuuppelomaki, M.'; Tuomi, J., "*Finish nurses' View on their Research Activities*", Clinical Nursing, 2003; 12: 589-600. (English)
27. Fatemi, H. *Research and development problems in the Third World*. Publishing Company, 1374; 102-103. (Persian)
28. Crewe, I. Reputation, *Research and Reality: the publication records of UK*. Department of Politic, 1978-1984, Scientometrics, 1988; 14: 3-4., 235-250. (English)