

PROBLEMS AND SOLUTIONS OF ACADEMICIANS IN THE FACULTY OF EDUCATION WHEN THEY DO SCIENTIFIC RESEARCH*

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Abstract

The aim of this research is to identify the problems faced by the academicians in the educational faculty while they are engaged in scientific research and to propose solutions. The research was conducted in April, 2017 with 8 academicians working at the Faculty of Education at Bozok University. Phenomenology was used in qualitative research methods in the research. In-depth interviews were held with the participants. The questions in the semi-structured interview form prepared by the researchers were directed to the participants. Meetings with participants were held in the rooms of the researchers. The calls made were recorded on the voice recorder. The calls recorded on the voice recorder are written on the computer. In the analysis of the data, the thematic analysis method was used. As a result of the research, the problems faced by academicians working in the faculty of education during scientific research are mentioned. The results are as follows: negative attitudes of school administrators and teachers, insincerity of participants, bureaucracy, and excess course load. Suggestions have been made regarding the subject.

Keywords: Education, academician, research, problem, suggestion.

EĞİTİM FAKÜLTESİNDEKİ AKADEMİSYENLERİN BİLİMSEL ARAŞTIRMA YAPARKEN KARŞILAŞTIKLARI SORUNLAR VE ÇÖZÜM ÖNERİLERİ

Özet

Bu araştırmanın amacı eğitim fakültesindeki akademisyenlerin bilimsel araştırma yaparken karşılaştıkları sorunların belirlenmesi ve çözüm önerilerinin sunulmasıdır. Araştırma 2017 yılı nisan ayında, Bozok Üniversitesi Eğitim Fakültesinde görev yapan 8 akademisyen ile gerçekleştirilmiştir. Araştırmada nitel araştırma yöntemlerinden fenomenoloji (olgubilim) kullanılmıştır. Katılımcılarla konu ile ilgili olarak derinlemesine görüşmeler yapılmıştır. Araştırmacılar tarafından hazırlanan yarı yapılandırılmış görüşme formunda yer alan sorular katılımcılara yöneltilmiştir. Katılımcılarla görüşmeler, araştırmacıların odalarında gerçekleştirilmiştir. Yapılan görüşmeler ses kayıt cihazına kaydedilmiştir. Ses kayıt cihazına kaydedilen görüşmeler bilgisayarda yazılı hale getirilmiştir. Verilerin analizinde tematik analiz yöntemi kullanılmıştır. Araştırma sonucunda eğitim fakültesinde görev yapan akademisyenlerin bilimsel araştırma yaparken karşılaştıkları sorunlar belirtilmiştir. Bu sorunlar; okul yönetiminin ve öğretmenlerin olumsuz tutumları, katılımcıların ciddiyetsizliği, bürokrasi ve aşırı ders yüküdür. Konu ile ilgili olarak önerilerde bulunulmuştur.

Anahtar Kelimeler: Eğitim, akademisyen, araştırma, sorun, öneri.

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1.1 INTRODUCTION

Education faculties are institutions that train teachers of the future. The locomotives of these institutions are undoubtedly teaching members. Teaching members in the faculty of education are required to conduct scientific research in accordance with their duties and academic careers. These scientific researches contribute not only to their professional development but also to their superior titles.

The focus of the strategies developed to achieve organizational goals in today's world is knowledge. The dramatic paradigm shift that took place in the last century has shifted the view of knowledge, as well as the center of every phenomenon. Parallel to this change, discourse and naming have also changed. Both academicians are at the center of the academic education of managers who will use information as well as making raw information available to organizations. Universities produce science and technology and grow individuals who will produce and apply it. It raises international scientists, engineers, lawyers, doctors, other professionals and produces the majority of advanced technology. To fulfill this role successfully, they need to influence the workforce at high quality, ensure sustainability and provide a supportive working environment (Göksel & Tomruk, 2016, p. 317). Positive attitudes towards the work and the institution can lead to positive results both in terms of the individual and the institution. It is very important for the academicians who are responsible for raising the human power that the country needs, to work with the qualified academicians tomorrow so that they can work peacefully and efficiently in the institution where they work. For this reason, the academic career attitude of academics may be important for career development. Career development is the programs, actions and activities that are carried out to achieve an individual's career goals during the working life. Supporting the career development of the employees of the university institution can provide a positive career attitude and also ensure that their internal relations are positive (Baran & Paliç, 2011, p. 1485).

Academician is a profession that constantly needs to be able to renew itself, so it is not limited to specific working hours and affects almost all of life. Preparing for lessons to be given, following scientific studies, contributing to scientific development, books, articles and so on. Conferences and presentations in the symposium always require effort and efficiency. So the responsibility of the academics profession is very high. Being able to fulfill this responsibility requires self-sacrifice, discipline, hard work and, most importantly, a love for the profession (Yılmaz & Özdemir, 2012, p. 51). Universities are considered as the top institutions in educational organizations and have a very important place in social structure. The academic career attitudes of the academicians working at these institutions, both in terms of their own development and in terms of their development, are important (Baran & Paliç, 2011, p. 1486). Difficulties encountered in universities due to working conditions, lack of physical facilities, student density, lack of time for scientific and professional studies due to overloading of courses, lack of tools, equipment and documents necessary for scientific studies, acquisition of international scientific publications and participation in scientific conferences, some subjective obstacles and the lack of adequate financial means, as well as difficulties in providing qualified personnel as a result of the decrease in attractiveness of academicians as a result of management style, conflict, change in business environment, failure to provide professional development and moral values can't be improved. In this direction, there are a number of problem areas in academic life (Göksel & Tomruk, 2016, p. 317).

There is a scientific research task among the duties of academicians. Article 22, titled "Duties of Instructional Members", in Higher Education Law No. 2547 (1981, p. 5361) "In higher education institutions, scientific researches and publications should be done". As can be seen in the related law,

the academic research of academicians is stated in the law. In addition to this, article 22 of the Higher Education Law No. 2547 (1981, p. 5362) entitled "Examination for Associate Professorship" b. Article 2 of the "Interuniversity Board to take into account the characteristics of each science discipline to be specified in the framework of the regulations issued by the Council of Higher Education in accordance with the requirements of the original scientific publications and studies" is the provision. In addition, Article 26 (2), titled "Promotion and Appointment to Professorship" of Higher Education Law No. 2547 (1981, p. 5362), states that "after having received the title of associate professor, it is necessary to have made original publications or studies in the related scientific field." As stated in the relevant law, academics have the obligation to carry out scientific research in career advancement.

The aim of this research is to identify the problems faced by academicians in the general education faculty of the faculty and to suggest solutions for them. Aytaç, Aytaç, Fırat, Bayram & Keser (2001); Baran & Paliç (2011); Erdem (2008); Göksel & Tomruk (2016); Hackett & Lent (1992); Hall (1994); Karaman & Altunoğlu (2007); Lambert & Lambert (1993); Lent, Brown & Hackett (1996); Yılmaz & Özdemir (2012) conducted various researches. When the investigations are examined, it is generally seen that extensive researches have been done. The academicians who work at the faculty of education train their future teachers. Academics working in the faculty of education, which play a major role in shaping the future, need to undertake scientific research to raise their academic titles. In the studies conducted, it is important to determine what kinds of problems the academicians in the education faculty meet and to contribute to reducing their workload. It is thought that this research will give the administrators of the Ministry of National Education, school administrators and teachers an idea about the subject. It was assumed that the academicians in the participating education faculty responded sincerely and sincerely to the interview questions. This research is limited to 8 academicians working at Bozok University Faculty of Education in April 2017.

2. METHOD

2.1. Research Model

The research was carried out by means of phenomenology from qualitative research methods. The case focuses on phenomena in which we are aware of science, but we do not have an in-depth and detailed understanding. Phenomenology is a suitable research for studies that are not completely alien to us at the same time, but which aim to investigate phenomena that we can't fully grasp (Yıldırım & Şimşek, 2006, p. 72). The case is a methodological, rigorous and in-depth picture and description of how scientists have experienced phenomena (Patton, 2014, p. 104; Gliner, Morgan & Leech, 2015, p. 97; Fraenkel, Wallen & Hyun, 2011, p. 432). Another definition of phenomenology is that a phenomenon is defined in terms of the experience of individuals or a certain group (Christensen, Johnson & Turner, 2015, p. 408).

2.2. Participants

Appropriate sampling method was used in the selection of the participants (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2012, p. 92). The appropriate sampling method gives speed and practicality to the research (Yıldırım & Şimşek, 2006, p. 113). The participants of the research consist of 8 academicians who work at Bozok University Faculty of Education. The demographic characteristics of the academicians working in the participatory education faculties are given in Table 1.

Table 1: Demographic Characteristics Of Participatory Education Faculty Academics

Frequency	f
Degree	
Prof. Dr.	1
Assoc. Prof. Dr.	2
Asst. Prof. Dr.	5
Department	
Educational Sciences	1
Primary Education	7
Gender	
Woman	2
Man	6
Total	8

When Table 1 is examined, 1 academician serves as professor, 2 academicians as associate professor, and 5 academicians as assistant professor. 1 academician is in the department of educational sciences and 7 academicians are working in the basic education department. Of the academicians who did not research, 2 were female and 6 were male.

2.3. Data Collection Tool

As a data collection tool, semi-structured interview form developed by researchers was used. The semi-structured interview form approach includes a list of questions or questions to be discussed during the interview (Yıldırım & Şimşek, 2006, p. 122). The semi-structured interview format helps to open the subject with different questions during the course of the speech, to come up with a variety of new ideas and to reach new ideas about the subject (Merriam, 2013, p. 88). The semi-structured interview form is the oral questionnaire (Fraenkel, Wallen & Hyun, 2011, p. 451). In order to form a semi-structured interview form, firstly the field related to the subject was examined. The semi-structured interview form, which was created after the review of the field text, has been presented to a specialist faculty member in the field of classroom teaching, with an expert lecturer on qualitative research methods. After the expert opinions, various corrections, additions and deletions were made in the semi-structured interview form. A semi-structured interview form was prepared as an academic pilot. Pilot study was conducted with an assistant professor working at the faculty of education. Following the pilot application, the final form was given to the semi-structured interview form. The semi-structured interview form consists of two parts. In the first part, there are questions about determining the demographic characteristics of the academicians who work in the faculty of education. In the second part, there are questions to determine the problems faced by academicians working in the faculty of education.

2.4. Collection of Data

The data were collected through a semi-structured interview form prepared by the researchers. The case is the main data collection tool in science research (Yıldırım & Şimşek, 2006, p. 74; Christensen, Johnson & Turner, 2015, p. 409; Gliner, Morgan & Leech, 2015, p. 97). The data were collected in April, 2017. Semi-structured interview forms prepared by the researchers, 8 academicians were applied. The interviews with the academicians were recorded on the voice recorder with permission. The talks were held in the academicians' office. Interviews with each academician lasted approximately 15 minutes. The questions in the semi-structured interview form are first explained briefly to the academics. Then, in turn, the semi-structured interview form asked the interviewed

academics. Explanations were made for questions that academics misunderstand during the talks. The negotiations have been 118 minutes in total.

2.5. Analysis of Data

The case aims to reveal the data analysis, experiences and meanings in scientific researches (Yıldırım & Şimşek, 2006, p. 75). Thematic analysis was used to analyze the data. Once the thematic analysis data are encoded, analytical techniques are used to search for themes and patterns within the data (Glesne, 2012, p. 255). The interviews recorded on the voice recorder were written by the researchers in computer environment. Written opinions have been grouped under certain codes, categories and themes after many readings (Creswell, 2012, p. 243). In the thematic analysis of the data, coding was done by the researcher and by a lecturer specializing in qualitative research methods. The reliability formula developed by Miles & Huberman (2015, p. 64) [Reliability = Number of consensus / (Total consensus union + Number of consensus)] was used for the reliability of the analysis of interview data. As a result of the reliability formula, reliability = .92. This indicates that the coding is reliable. The data are gathered under certain themes and presented to the reader in a way that they can easily understand.

3. RESULTS

The findings of the research are presented under the themes reached. As a result of thematic analysis, four themes were reached. The themes are: negative attitudes of school administrators and teachers, insincerity of participants, bureaucracy, overload of course. The arrivals are presented in Figure 1.

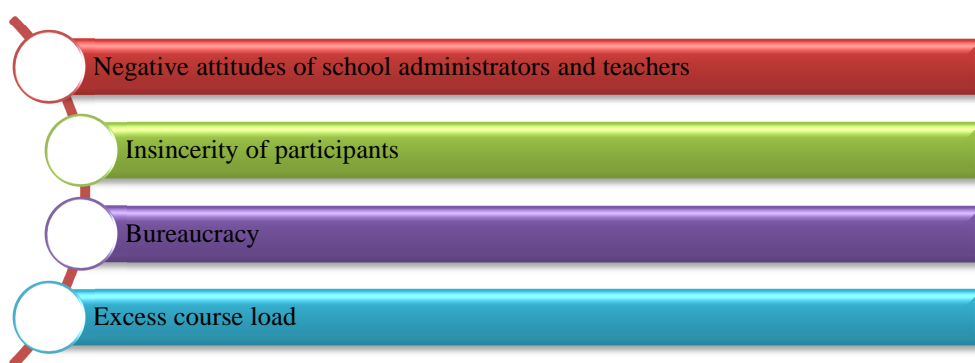


Figure 1: Academicians in the Faculty of Education Compare with Scientific Research

Figure 1. When examined, it is seen that the problems faced by academicians in the education faculty during their scientific research are under the theme of negative attitudes of school administrators and teachers, insincerity of participants, bureaucracy, and overload of course load. Findings are presented under the mentioned themes.

3.1. Theme. Negative Attitudes of School Administrators and Teachers

The first theme reached within the scope of this research, in which the problems encountered by academics in the education faculty during scientific research were examined and proposed for solutions, is "the negative attitudes of school administrators and teachers. The interviewed academicians emphasized the negative attitudes of school administrators and teachers during the research. Regarding the issue, the academics interviewed expressed the following:

"The biggest problem is permission. Especially in the researches we conducted in the schools attached to the Ministry of National Education, the permission issue is distressing. They feel like we're evaluating them in research we do with teachers. There may be troubles with the administration. School principals do not allow us to do research even if we have permission to do research sometimes. This is because parents and children do not want their children to be tested by others (Academician 1). When we work with teachers, teachers do not want to participate in the work by pretending to be intense. Teachers are worried about the result of the work. The teacher is afraid that the work will be the result of the study (Academician 2). Teachers are afraid that they will see reactions from the parents or the administrators (Academician 3). The teacher and the administrator are looking at the scientific research cold. The teacher at lesson does not want students to have scientific research. A legislation that facilitates research on the bureaucracy can be made (Academician 4). Teachers are shy when you go to schools for practice. Some do not want to participate in the research (Academician 6). "

3.2. Theme: Insincerity of Participants

The second theme reached as a result of the research is the "insincerity of participants". The academicians interviewed complain about the participants' frivolous attitudes during the research. Regarding the issue, the academics interviewed expressed the following:

"They act frivolously in our research with our own teacher candidates. Too many surveys, scales, etc. They were squeezed from filling. When we work with teachers, teachers do not want to participate in the work by pretending to be intense. Teachers are worried about the result of the work. The teacher is afraid that the work will be the result of the study (Academician 2). I do not think the teachers respond sincerely in the research. They do not take the investigation seriously. They are afraid that they will see reactions from the rulers or the rulers (Academician 3). I think that teachers sometimes do not answer sincerely. As if the researcher is pretending to be looking for his exploits. In practice, they say they do everything in one piece. Actually, that's not the case. They never give their open sides. They fear that an investigation will be launched as a result of the research (Academy 5). I have difficulty applying to the students. I may need to repeat the directions to the students again. The students are still wrong because they do not listen to the directive. For this reason, I have to cancel some research data (Academician 7). Especially in our research with undergraduate students, students can act frivolously. This situation is causing trouble in terms of the validity and reliability of the research data. Students were squeezed from the questionnaires made during the examinations. These surveys can randomly mark students (Academician 8). "

3.3. Theme: Bureaucracy

The third theme reached as a result of the research is "bureaucracy". The academicians interviewed stated that bureaucratic procedures extended the research process within this theme. Regarding the issue, the academics interviewed expressed the following:

"I have no trouble with the bureaucracy (Academician 3). I have trouble getting official permission. Labor is a waste of time. Researchers are tired. It adversely affects the bureaucracy (Academician 4). I think the bureaucracy negatively affects the researchers. Bureaucratic leave is a waste of time. This can be further accelerated (Academician 6). We are also suffering from bureaucracy. Bureaucratic processes are extending and slowing down jobs (Academician 8). "

3.4. Theme: Course Overload

The fourth and final theme reached at the end of the research is the "overload of the course". The academicians interviewed emphasized that they could not spend enough time in scientific researches due to the excess of course load within the scope of this theme. Regarding the issue, the academics interviewed expressed the following:

"I have a time nuisance. There is a time management problem. I think that I can't have enough time for scientific research because of course overload (Academician 3). I do not have enough time for scientific research because of the high level of tuition. If the lesson is less, I can spare more time for research (Academician 7)."

4. CONCLUSION AND DISCUSSION

This research, in which the problems faced by the academicians in the education faculty are investigated and proposals for solutions are presented, four achievements have been reached. The results are as follows:

1. Negative attitudes of school administrators and teachers
2. Insincerity of participants
3. Bureaucracy
4. Excess course load

The above conclusions, academicians' scientific research, are affecting in the least negative way. In the Higher Education Law No. 2547 (1981, p. 5361, 5362), scientific research is carried out between the duties of academicians and the conditions for obtaining academic titles. The first conclusion reached within the scope of the research is the negative attitudes of school administrators and teachers. The negative attitudes of school administrators and teachers were emphasized during the researches of academicians. However, researchers are faced with these negative attitudes when they get permission from Provincial National Education Directorates. Yılmaz & Özdemir (2012, p. 51), scholars contribute to scientific development, books, articles and so on. Conferences and presentations at the symposium. It is imperative that the academicians conduct field researches in order to perform these tasks. The second conclusion reached as a result of the research is the insincerity of the participants during the scientific research. Attitudes of research participants are noteworthy during the research. A no significant situation is naturally sickening of the researcher academy. All your effort means to throw away the effort and time. The third conclusion reached as a result of the research is that bureaucratic procedures take too much time. Bureaucratic procedures have reached the end of the research process. The fourth and final result reached as a result of the research is the excess load of the academicians. It has been determined that the academicians can't spend enough time in scientific researches due to the excess of course load. As a result of the research, Göksel & Tomruk (2016, p. 317) stated that academicians can't spend enough time on scientific-occupational studies due to student density and overload of course. It should not be forgotten that all these problems affect academicians' attitudes more or less. As Baran & Paliç (2011, p. 1475) emphasize, it is important to address these problems in career attitudes.

4.1. Recommendations

The following suggestions have been made in the context of the results of the research:

1. A letter to be issued by the Ministry of National Education may be used to inform the administrators and teachers in the schools of their assistance to the academicians. It may be emphasized in this article that the personal information contained in the research will be hidden and will not be shared with anyone.
2. For the acceleration of bureaucratic procedures, bureaucratic procedures can be overcome by a protocol signed between the Ministry of National Education and the Presidency of the Higher Education Council.
3. Another problem that academicians have experienced is that there is an excess of course load. The course load to be given to academicians should not be excessive. As a solution to this situation, the number of academics in universities needs to be increased rapidly.
4. In this research, the problems faced by the academicians in the faculty of education during the scientific research were examined. Future research can be used to examine the views of academics who work in other faculties and colleges. In addition, problems faced by academics in different fields can be examined.

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