University English Teachers' Perspectives on Publishing Scientific Papers: Obstacles, Motivations, and Impacts
(Study at the Department of English Language at Hail University 2024-2025)

Omsalma Ibrahim Mohamed Ahmed[1] & Eman Matar M Alshammari[2]

[1] Assisstant Professor, English Department, University of Hail, Saudi Arabia

[2] Assisstant Professor, English Department, University of Hail, Saudi Arabia

Correspondence: Omsalma Ibrahim Mohamed Ahmed, Department of English University of Hail, Saudi Arabia.

Abstract

The significance of publishing scientific papers has risen markedly among university instructors in recent years. This research aims to analyze the perspectives of English department members at the University of Hail regarding the publication of scientific research, concentrating on the obstacles and problems they encounter, their purposes and motivations for publishing, and the impacts of their published work on their professional growth and teaching methods. The implications of this study are to encourage English university teachers at the University of Hail to create an educational environment that has a balance between quality and reasonable expectations, ensuring research output maintains high academic standards, and also to improve the culture of paper publications at the English department. The study was designed to investigate prior claims and accomplish the following goals: 1. To determine the obstacles faced by English university members in the department of English regarding paper publication. 2. To discover why English teachers at the University of Hail are motivated to publish scientific papers. 3. Establishing an approach to enhancing institutional support and nurturing a thriving research environment. The researchers applied a descriptive research methodology, and they gathered data through interviews with English department members at different academic ranks. The collected data were subsequently thematically analyzed to identify the problems faced by teachers, their motivations, and the effects of their publications on their professional trajectories. Findings reveal that English teachers in the department encounter significant challenges in publishing their research. All English teachers are motivated to publish scientific papers because this helps them achieve their goals in promotion and renewing their contracts. Many participants agreed that publishing papers is a challenge for their department, and they decided it would help them achieve their ambitions. The result also shows that paper publications have an impact on increasing job opportunities, improving teaching methodologies, and professional recognition.

Keywords: obstacles of publishing papers, motivations of publishing papers, impacts of publishing papers

1. Introduction

This study stems from the growing pressure on university faculty, particularly English language instructors, to publish research papers despite facing significant barriers. Publishing scientific papers is no longer an optional endeavor but a fundamental requirement for career progression, contract renewals, and professional recognition. However, many instructors at university struggle with overwhelming workloads, limited institutional support, and financial constraints, making it increasingly difficult to meet these expectations. The impact of these challenges extends beyond the faculty members themselves. When educators are unable to conduct and publish research effectively, it also affects their teaching. Publishing papers plays a vital role in keeping instructors updated with the latest developments in their field, allowing them to bring fresh insights into the classroom. If faculty members struggle to publish, students ultimately miss out on being exposed to cutting-edge knowledge and critical academic discussions. This study sheds light on these pressing issues and serves as a call to action. If meaningful reforms are not implemented soon, universities risk discouraging valuable research, limiting faculty career growth, and weakening their academic reputation on a global scale.

As Taylor (1994) noted, the origins of action research can be traced back to Kurt Lewin's work in the 1940s. Lewin posited that social scientists could analyze phenomena by manipulating them and observing the subsequent effects. He argued that the most effective way to gain an understanding of a process was to implement change and then monitor the resulting shifts and new dynamics. Academic research is critical to university instructors' professional activities, as they are expected to contribute to their field's body of knowledge while managing their teaching, research, and administrative obligations. Publishing research articles is closely associated with career advancement, tenure security, and acknowledgment in their professions, making it a vital aspect of academic life. Nevertheless, university faculty members often encounter significant obstacles that impede their engagement in this process, such as time limitations, insufficient institutional backing, and the stress stemming from the pervasive "publish or perish" mentality. This study, which relies on the valuable

insights of the academic community, explores English university teachers' views on publishing scientific papers, aiming to deepen their understanding of the hurdles they face, the motivators for their publishing efforts, and the perceived consequences of their published work. By examining these aspects, the research aspires to offer insights that could facilitate the development of more effective support systems and policies within academic institutions, ultimately promoting a more inclusive and nurturing atmosphere for university faculty members. As part of the educational community, the audience fosters this nurturing atmosphere, thereby contributing to university faculty members' well-being and professional growth.

2. Literature Review

This section provides an overview of the existing research on publishing scientific papers in territory-level education and focuses on university teachers' experiences and challenges. Key topics to be explored include:

Academic publishing at territory levels Education is essential for researchers to publish new knowledge and to establish their renown within their fields. Publishing papers is also crucial to university teachers for career advancement. The section will overview existing research on academic publishing in territory-level education and focus on university teachers' experiences and challenges. Key topics to be explored include:

2.1 Obstacles to Academic Publishing for English University Teachers

University teachers face several obstacles and problems with their ability to publish. Despite its importance, university teachers face several challenges that hinder their ability to publish papers.

2.1.1 Time Constraints

Sword (2017) states that many responsibilities, such as teaching, grading, and administrative duties, often affect university teachers. All these responsibilities can leave little time for research and writing. The lack of time can prevent teachers from publishing papers.

2.1.2 Institutional Pressure

Müller, R., & de Rijcke, S. (2017) University teachers face much pressure to publish papers regularly. Sometimes, it may lead to concentration on quantity, not quality. This "publish or perish" culture can be stressful and may result in lower-quality work less likely to be accepted by reputable journals.

2.1.3 Peer Review Challenges

Ware, M. (2008). Peer review, a crucial part of academic publishing, is considered time-consuming and challenging. Depending on reviewers' feedback, each manuscript may have multiple rounds of revisions. Reviewer feedback sometimes results in delayed publication or discourages the researcher. Additionally, biased or overly critical reviews can sometimes hinder the publication process.

2.1.4 Writing and Language Barriers

Flowerdew, J. (2001). Non-native speakers find it difficult to write papers that meet the high standards of academic journals because they require proficiency in academic writing. So, language is a crucial barrier university teachers face when publishing papers.

2.1.5 Navigating Journal Selection

Walters, W. H. (2017) Selecting the right journal to submit to is a deciding strategy that can influence the likelihood of acceptance. Many factors, like the journal's scope and impact factor, must coordinate with the paper's content. The miscoordination can cause many problems, such as rejection, resubmission to other journals, or even delay in publishing papers.

2.1.6 Lack of Research Funding

Publishing papers can be costly, so most teachers face problems with having funds for the documents they want to publish. The institutions have conditions for research funding.

Bland, C. J. et al. (2005). Publishing papers in highly refereed journals can be costly for university teachers. Many universities pay staff members for research funding. Financial support becomes difficult, particularly in fields requiring lab work. Limited funding can restrict access to necessary resources such as databases, specialized software, and equipment, which are crucial for producing publishable work.

Motivations for Publishing Among English University Teachers

English teachers have different motivations for publishing. University teachers' motivations play a critical role in professional and personal development. Publishing papers is considered a path to participation in the academic community.

2.2.1. Career Advancement

Mamiseishvili, K., & Rosser, V. J. (2011) Career advancement is the most critical motivation for university teachers to publish papers. Most academic institutions use published papers as a criterion for promotion and salary increases. Teachers who publish in global and reputable journals have priority in higher academic positions.

2.2.2 Contribution to Knowledge

Creswell, J. W. (2014). University teachers are motivated by the ambition to contribute to their field of study. Publishing papers allows teachers to participate in their field of research and share their findings and theories with their academic field and beyond.

2.2.3 Personal and Professional Recognition

Abramo et al. (2010) published a paper with high-reputational journals that significantly recognizes university teachers within their institutions and academic community. This recognition can help university teachers to have invitations to speak at conferences and on research collaboration projects.

Impact of Academic Publications on English Teachers

Publishing scientific papers impacts teachers' personal and professional development and lives. The impact is seen in their careers, reputations, and the educational community.

2.3.1. Career Advancement and Professional Development

O'Meara, K. (2011). Career advancement is a crucial factor for university teachers. Most academic institutions consider published papers as a tool for promotion or salary increases. Teachers who are active in publishing papers have the priority of being promoted to higher academic ranks as associate professors or full professors. Also, it helps them in their field and their contributions toward it.

2.3.2 Enhancement of Teaching and Curriculum Development

Healey, M. (2005). Researching and publishing can significantly enhance a university teacher's teaching. Teachers can bring the latest knowledge and developments into the classroom by staying at the forefront of their field. Engaging with cutting-edge research helps keep course content relevant and exciting, benefiting students' learning experiences. It also allows teachers to have updated knowledge about the field they are engaged in.

2.3.3 Increased Professional Recognition and Reputation

Abramo, et al. (2010). Publication of papers in high-impact journals can significantly enhance a university teacher's professional reputation. Recognized contributions to the academic community can give college teachers invitations to speak at conferences, collaborate on research projects, and participate in professional organizations or editorial boards. This recognition extends beyond their institution, contributing to their standing in the global academic community.

2.3.4 Increased Research Funding Opportunities

Stephan, P. E. (2012). A strong publication record is often essential for securing research funding. Funding agencies and grant committees frequently seek evidence of a researcher's productivity and impact, typically demonstrated through publications' history. Obtaining research funding allows university teachers to continue their research, support graduate students, and contribute further to their field.
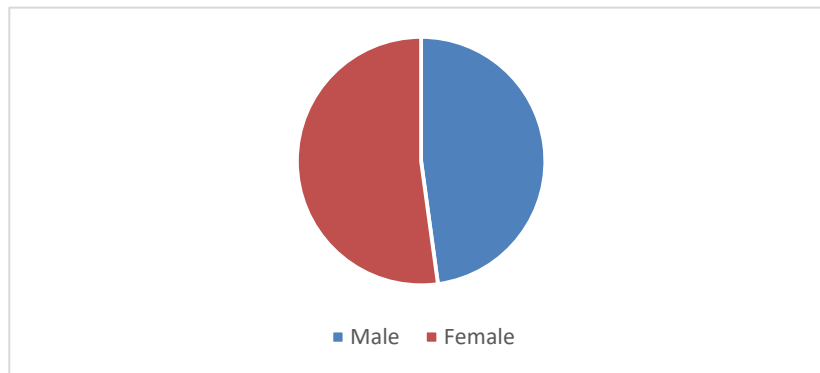
3. Methodology

This research study has adopted the descriptive analytical-qualitative method. The researcher used an interview for data collection. The interview is designed for teachers teaching the English language at the University of Hail. A total of (23) teachers at different academic ranks participated in the study from both male and female sections. The methodology of this study focuses on exploring university teachers' perspectives to catch their experiences in publishing scientific papers. The teachers who participated in the study were of different academic ranks (lecturer, assistant professor, associate professor, and professor). The researchers used qualitative data collection methods, qualitative interviews, to gather comprehensive data from university teachers across various disciplines and career stages. The interviews were conducted according to the participants' free time. The interview was about 30-45 minutes. The interviewers were asked open-ended questions covering various aspects of their experiences with publishing, including motivations, challenges, and the impact of their works. The participants' private information was respected, and they were withdrawn from the research. The data collected from the interviews were analyzed using thematic analysis, a method for identifying, analyzing, and reporting within the data. As thematic analysis is practical for its flexibility and ease, it suited the nature of the current qualitatively driven study since it focused on the content of a participant's, the 'what' rather than 'how' it is told (Willig & Rogers, 2017). According to Braun and Clarke (2006), "Through its theoretical freedom, thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex, account of data" (p. 5).

4. Results and Discussion

Based on the findings and the analysis of university teachers' perspectives on publishing scientific papers, several key findings emerge:
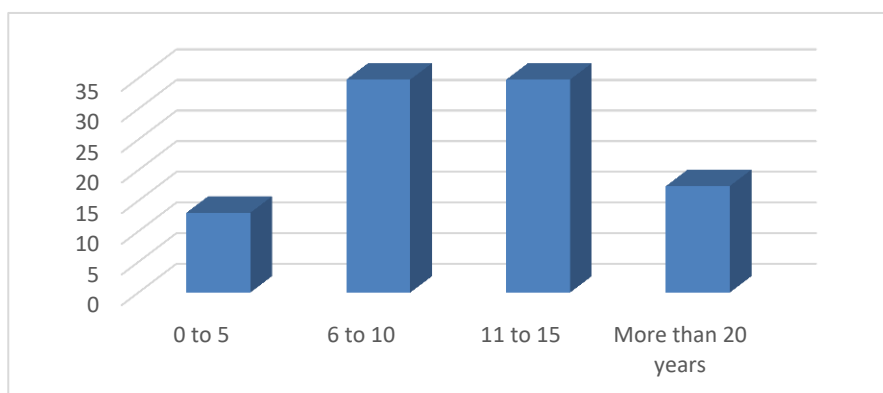
Gender	Frequencies	Percentages
Male	**11**	47.83
Female	**12**	52.17
Total	**23**	**100**

The table above shows that most of the incarcerated population consists of females, accounting for 52.17%, while males constitute 47.83%. The following figure visually represents these proportions.
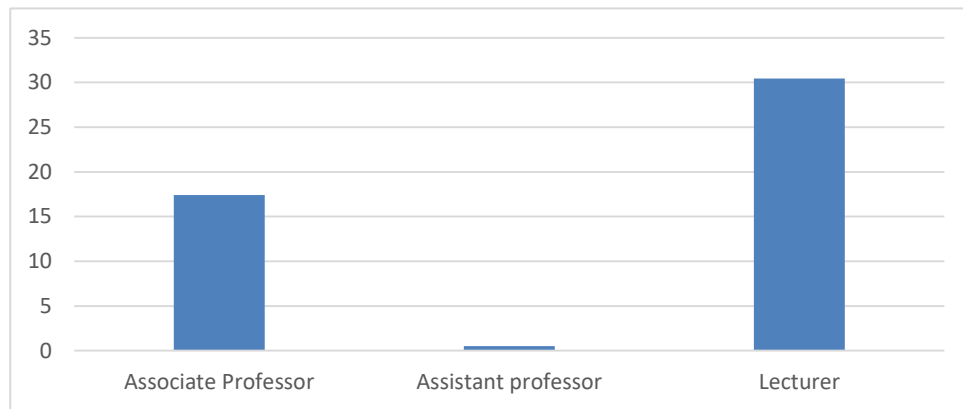
Years of experience	Frequencies	Percentages
0 to 5	3	13.04
6 to 10	8	34.78
11 to 15	8	34.78
More than 20 years	4	17.39
Total	23	100

The results above indicate that most of the research participants (sample members) had work experience between 6 to 10 years and 11 to 15 years, with each category accounting for 34.78% of the sample. Subsequently, those with more than 20 years of experience represented 17.39% of the sample. Finally, 0 to 5 years of experience comprised 13.04% of the sample. The following figure illustrates these proportions:
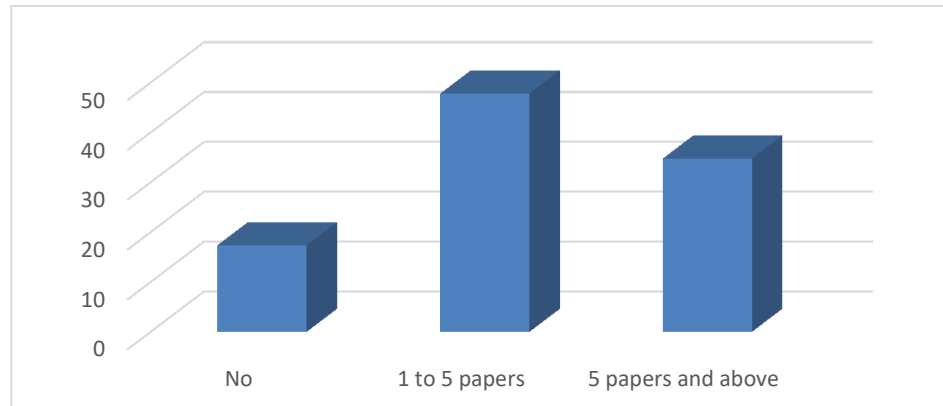

Academic rank	Frequencies	Percentages
Associate Professor	4	17.39
Assistant professor	12	52.18
Lecturer	7	30.43
Total	23	100

The table above shows that 47.83% of the research participants held the academic rank of Assistant Professor, followed by lecturers at 30.43% and Associate Professors at 17.39%. The following figure visually represents this distribution.
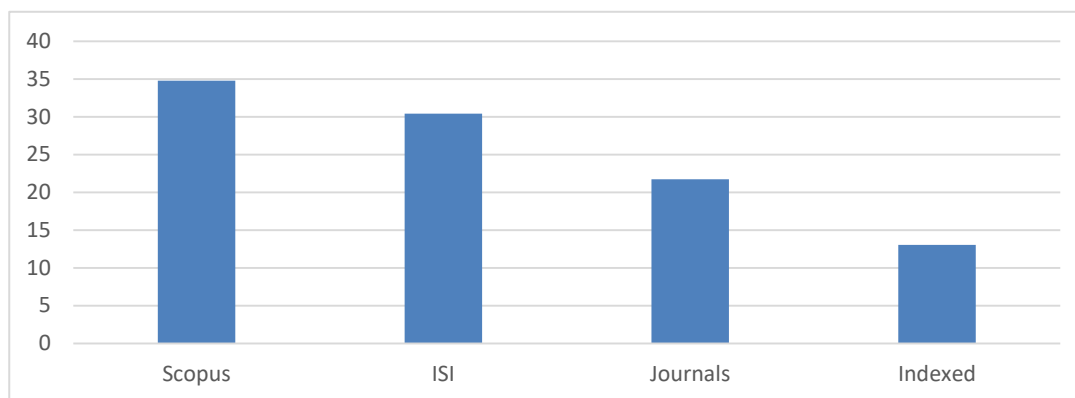
Number of published scientific papers	Frequencies	Percentages
None	4	17.39
1to 5 papers	11	47.83
Five papers and above	8	34.78
Total	23	100

The table above presents the distribution and frequencies of the sample population based on the number of research papers published. Most participants had published between one and five papers (47.83%), followed by those who had published five or more documents (34.78%). Approximately four individuals had not published papers, accounting for 17.39% of the sample. The following figure visually represents this distribution:

Types of journals you target	Frequencies	Percentages
Scopus	8	34.78
ISI	7	30.43
Journals	5	21.74
Indexed	3	13.04
Total	23	100

The table above illustrates the distribution and frequencies of the sample population based on the target journals for the participants' research publications. Most participants aimed to publish in Scopus-indexed journals (34.78%), followed by ISI-indexed journals (30.43%) and general journals (21.74%). Finally, those targeting indexed journals generally accounted for 13.04% of the sample. The following figure visually represents this distribution.

Question 1: What are the main challenges in publishing your research?

The responses highlighted challenges related to time constraints and resources, such as the difficulty of finding suitable journals for publication and the long process involved in acceptance and publishing. High publication fees were also mentioned as a significant concern. Some responses pointed to a lack of experience and the complexity of tailoring research to meet journal standards.

Question 2: How do teaching and administrative duties impact your publishing efforts?

Most responses indicated that teaching and administrative tasks consume significant time, limiting research and publication opportunities. Issues related to time management and the pressure from extensive duties were underscored. However, some mentioned that these responsibilities could improve research skills if not overwhelming.

Question 3: Do you feel your institution adequately recognizes and rewards publishing?

Most responses confirmed that institutions encourage and support publishing, but there is variability in recognition and rewards, especially across different academic ranks. Some noted that humanities research does not receive the same appreciation as scientific research, while others pointed out that master's holders often do not receive sufficient recognition.

Question 4: What motivates you to publish?

The responses indicated that motivations include academic promotion, enhancing one's CV, and contributing to educational knowledge. Some respondents mentioned intrinsic motivations, such as the desire for personal satisfaction and sharing knowledge with peers.

Question 5: How do these motivations align with your career goals?

Responses showed that publishing is crucial in achieving career goals, such as developing academic and teaching skills. While some stated that their motivations align closely with their career objectives, others noted that alignment depends on the availability of time and resources.

Question 6: Do you feel pressure to publish, and how does it influence your work?

The responses illustrate that publishing is a requirement and a deeply integrated part of academic career advancement. It is essential in personal and professional development, enhancing teaching abilities, and securing promotions. The feedback underscores the importance of aligning institutional policies with academic goals to foster an environment that encourages and supports research efforts.

Question 7: How have your publications impacted your career teaching?

The feedback demonstrated that research publications broaden academic perspectives and enhance teaching skills. Responses highlighted improvements in course content, enriched classroom discussions, and the ability to integrate current research into lessons. Some respondents noted that publications help update their knowledge and connect their research to teaching.

Question 8: What improvements could your institution make to support publishing better?

Participants called for increased financial support and reduced administrative burdens. Suggestions included creating in-house journals, offering training workshops, and providing additional funding for publishing in high-impact journals. There were also calls to recognize research efforts and provide material and moral incentives.

Question 9: What advice would you give to early-career academics on publishing?

Advice included working diligently, managing time effectively, starting with conference papers or shorter articles, and prioritizing quality over quantity. Respondents encouraged continuous publishing and collaboration with colleagues for shared learning experiences.

Question 10: Any final thoughts or additional points you'd like to share?

The responses varied from gratitude and well-wishes to comments on the importance of technological support and reducing teaching loads for research participants. Some academics highlighted that publishing is now an ongoing academic duty, while others

called for more consideration and support for researchers.

1. To determine the obstacles faced by English university members in the department of English regarding paper publication:

The study reveals several key obstacles that hinder English university teachers from publishing research papers:

- Time Constraints: Teachers are overwhelmed by teaching, grading, and administrative duties, leaving limited time for research and writing.

- Institutional Pressure: The "publish or perish" culture compels teachers to publish frequently, often at the expense of quality.

- Peer Review Process: The review process is time-consuming, with multiple revisions and sometimes discouraging reviewer feedback.

- Language and Writing Barriers: Non-native English speakers struggle to meet high academic writing standards required by journals.

- Journal Selection Difficulties: Teachers face challenges in selecting suitable journals that align with their research scope and quality.

- Lack of Funding: Many teachers encounter financial difficulties related to publication fees and insufficient research funding from the institution.

2. To discover why English teachers at the University of Hail are motivated to publish scientific papers: The research identifies both extrinsic and intrinsic motivations for publishing:

- Career Advancement: Promotion and academic rank progression (e.g., to assistant or associate professor) depend heavily on publication records.

- Professional Recognition: Publishing in reputable journals leads to recognition within the academic community, including opportunities for speaking engagements and research collaborations.

- Contribution to Knowledge: Teachers feel motivated to contribute to their field by sharing their research findings and insights.

- Enhanced Curriculum and Teaching: Publishing helps teachers stay current, which improves their teaching methods and course content.

- Personal Satisfaction: Some teachers are intrinsically motivated by the satisfaction of academic achievement and knowledge dissemination.

3. To establish an approach to enhancing institutional support and nurturing a thriving research environment: The study offers several recommendations for improving institutional support:

- Increase Financial Support: Allocate more funding for publication fees and research resources.

- Reduce Administrative Load: Minimize teachers' administrative responsibilities to allow more time for research.

- Develop Internal Publishing Platforms: Establish in-house journals or university-supported publication platforms.

- Offer Professional Development Workshops: Provide training on academic writing, journal selection, and research methodologies.

- Recognition and Incentives: Create clear promotion criteria and offer both material and moral incentives for research output.

- Foster Collaborative Culture: Encourage collaboration among faculty members to share knowledge and build a supportive research community.

5. Conclusions and Recommendations

This study explores the experiences of English university teachers at the University of Hail in publishing scientific papers, focusing on the challenges they face, their motivations for publishing, and the impact of their research on their careers and teaching. Through interviews with faculty members across different academic ranks, it became clear that while publishing is a crucial part of their professional growth, it is also a process fraught with difficulties. It also underscores the need for more supportive approaches to fostering academic scholarship. Addressing the gaps in the literature and implementing targeted reforms could enhance the ability of university teachers to contribute to their fields of study through meaningful research and publication efforts. Considering the research findings, several recommendations have been proposed to address the challenges and enhance the experience of university teachers in publishing.

One of the most significant findings relates to the obstacles' faculty members encounter. Time constraints, which are considered as a major issue, with many participants struggling to balance teaching, administrative responsibilities, and research. The pressure to publish frequently, often without sufficient institutional support, further complicates their ability to produce high-quality research. Financial barriers also play a role, as many high-impact journals require fees that are difficult to cover without university funding. Additionally,

language challenges make it harder for non-native English speakers to meet the rigorous academic writing standards required by reputable journals. Despite these difficulties, the study found that faculty members are highly motivated to publish. Career advancement and promotion are key driving forces, as publishing is often a requirement for moving up the academic ladder and securing long-term contracts. However, motivations extend beyond professional benefits—many teachers also see publishing to contribute to knowledge, build their reputation, and gain recognition in their academic field. Another crucial finding is the impact of publishing on their careers and teaching practices. Those who actively publish, receive greater professional recognition, increased opportunities for collaboration and conference participation, and better access to research funding. Moreover, many faculty members believe that their research directly benefits their teaching, allowing them to bring the latest insights and developments into the classroom. By staying engaged in academic discussions, they can provide students with a richer and more up-to-date learning experience.

Given these findings, the study highlights the urgent need for universities to do more to support faculty research efforts. This includes reducing administrative burdens, offering financial assistance for publication fees, providing research training programs, and ensuring fair recognition of research contributions. Without these changes, faculty members will continue to face significant challenges that limit their ability to publish, ultimately impacting both their careers and the quality of education they provide.

The following recommendations can be made:

- The university should support publishing papers among teachers at different academic ranks.
- The university should encourage teachers to publish scientific papers in reputable journals, improving its international rank and, eventually, global level.
- Increasing paper publication offers opportunities for international research funding.
- Publishing papers is a method of building strong academic and professional relationships.
- Publishing scientific papers increases the appearance of the researcher officially and in the academic community.
- The university should have criteria for teachers to promote them to higher ranks as associate professors or full professors,

In conclusion, while publishing scientific papers is essential for university teachers, it remains a challenging and often stressful process. By addressing these challenges, universities can create an environment where faculty members can thrive as both educators and researchers, benefiting not just the individuals involved but also the academic community.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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Appendix

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Interview Questions

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Demographic details

- Name: (optional)
- Years of experience:
- Academic rank:
- Number of scientific papers:
- Types of Journals you target:

Obstacles:

- What are the main challenges you face in publishing your research?
- How do teaching and administrative duties impact your publishing efforts?
- What institutional support have you received, and how has it affected your work?
- Do you feel your institution adequately recognizes and rewards publishing?

Motivations

- What motivates you to publish?
- How do these motivations align with your career goals?
- Do you feel pressure to publish, and how does it influence your work?

Impact

- How have your publications impacted your career and teaching?

Suggestions

- What improvements could your institution make to support publishing better?
- What advice would you give to early-career academics on publishing?
- Any additional thoughts or points you'd like to share?