

# Barriers to Conducting Research from Professors' Perspectives at Zanjan University of Medical Sciences in 2022

Bahare Nazemi Salman<sup>id</sup><sup>a</sup>, Seyede Solmaz Taheri<sup>id</sup><sup>b</sup>, Behsan Asgharnegad<sup>id</sup><sup>c</sup>

<sup>a</sup>Associate Professor, Dept. of Pediatric Dentistry, Dental School, Zanjan University of Medical sciences, Zanjan, Iran.

<sup>b</sup>PhD of Biostatistics, Dept. of Biostatistics, School of Allied Medical Sciences, Shahid Beheshti University of Medical Sciences, Tehran, Iran.

<sup>c</sup>Dentistry Student, Dental School, Zanjan University of Medical sciences, Zanjan, Iran.

Correspondence to Bahare Nazemi Salman (Email: [dr.b.nazemi@gmail.com](mailto:dr.b.nazemi@gmail.com)).

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## Abstract

**Objectives** Research activities are one of the main factors of knowledge production. The present study was conducted with the aim of investigating the barriers to research from Zanjan University of Medical Sciences academic staff ' point of view in 2022.

**Methods** In the form of a cross-sectional descriptive study, a two-part questionnaire (the first part containing general questions and the second part containing 22 questions in the field of research barriers) was distributed among 104 people from Zanjan University of Medical Sciences in November 2022. In each faculty, people were randomly selected from the list of professors that was prepared by the education deputy. The data was analyzed using descriptive statistics, chi-square test and Fisher's exact test at  $p < 0.05$ .

**Results** The average age and experience of the participants were  $37.74 \pm 8.56$  and  $7.16 \pm 7.30$ , respectively. 54.8% of the participants were male, 58.7% were committed to service and 78.8% were assistant professors. Lack of materials and equipment that do not exist in Iran and must be purchased in foreign currency, failure to provide suitable funds for researchers, and lack of coordination and cooperation between different faculties of the university to conduct joint research were mentioned by the professors as the most important barriers to research. There was a relationship between the scientific rank of the professors and their opinions about the materials and equipment needed for research ( $p < 0.001$ ). The employment status of the professors was significantly related with their opinions about lack of suitable funds ( $p = 0.025$ ).

**Conclusion** It seems necessary to review the approval process and research budgets, establish communication between different faculties of the university, hold workshops on statistics and research methods, and facilitate the approval process of research projects to remove barriers to research.

**Keywords** Research; Barriers; Academic staffs' perspective

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## Introduction

Research is a coherent and systematic attempt to develop existing knowledge, the ultimate goal of which is to find a way to expand the boundaries of knowledge and open new horizons for future generations.<sup>1</sup> Research is considered a totally necessary and justified activity with positive outcomes because it is the basis of innovation and the predisposing factor for the transformation and evolution of science production devices and tools.<sup>2</sup>

Although investigation in the research sector is considered one of the crucial elements of economic, social, and cultural development in developed countries; in developing countries, research is not conducted at optimal levels, and the human resource, budget, and facilities allocated to it are insignificant.<sup>3,4</sup>

The first step to organizing the society's research affairs is to achieve a true understanding of the capabilities and existing facilities and to recognize the weaknesses and strengths of the research programs. Recognizing the inadequacies and knowing the way of achieving research program goals are among the essential tools that should be provided to the decision-makers, planners, and policymakers in the field of research so that by using them, the necessary decisions can be made in order to achieve the goals, improve the methods, and elevate the efficiency.<sup>5</sup> In order to benefit from human resources in research affairs, existing barriers should be identified and eliminated and the ground should be provided

to realize the maximum productivity of human resources' scientific and research talents.<sup>6</sup>

Universities that have the maximum intellectual and spiritual capacities are regarded as the most important places for the production and transmission of science and knowledge. Therefore, organizing universities' research affairs is one of the most crucial factors affecting society's comprehensive progress.<sup>7,8</sup> Today, the production and publication of science, as one of the most important duties of a scientific unit, account for a major part of each country's scientific rank, and the faculty members as the principal elements and pillars of education and research have a critical responsibility in achieving this important goal.<sup>9</sup> Obviously, faculty members are among the most precious and crucial resources of a university and the most important resources of a country for progress. Therefore, the assessment of research affairs without evaluating the barriers faced by them will not be possible in this pathway.<sup>1</sup> Recognizing the barriers to conducting research can guide planners' decisions; and inattention to this issue culminates in interruptions in performing research and subsequently irreparable losses making the research unsuccessful.

The results of Ghasemi et al.'s study to investigate research barriers in 18 dental schools across Iran indicated that dental professors stated the lack of mastery of the English language and time restrictions as important barriers to conducting research.<sup>10</sup> According to the results of Srinivasan et al.'s study in South Indian universities, the lack of time and

motive is among the most important barriers to conducting research by dental professors.<sup>11</sup> In a similar study in Turkey, Ayca et al. also showed that performing statistical analysis, finding new ideas, and writing in English were among the most significant barriers to conducting research among researchers in the field of endodontics.<sup>12</sup> In a similar study on medical students in Turkey, Mokresh et al. (2024) reported that the lack of funds, time, proper guidance, laboratory, and facilities were among the most important research barriers.<sup>13</sup> Given that research barriers are different depending on the target community, university facilities, fields of study, and different periods of time; it is necessary to conduct research in this field in a broad spectrum of relevant communities.

A country's research abilities are nowadays regarded among the indices of development, and the amount of investment in the research sector and the number of experts in this regard are considered the important factors of development. Developing countries have also found out that to achieve progress and solve social, health, and economic problems, there is no way for them except for investing and using research findings.<sup>14,15</sup>

The present research aimed to investigate the attitudes of professors at Zanjan University of Medical Sciences toward the barriers of conducting research in 2022.

## Methods

The current research was a cross-sectional, descriptive study using a questionnaire; evaluated and approved at ethics committee, Zanjan University of Medical Sciences (ZUMS.REC.1395.313). The questionnaire contained two parts, including general information and questions to assess research barriers. In the first section, questions about age (by years), gender, work experience, academic degree (Ph.D.), being a specialist (holding a specialist degree in any of the fields of medicine, dentistry, pharmacy, etc. after obtaining a general doctorate), employment status (contractual, permanent-trial, permanent-definite, committed-to-service), and academic rank (assistant professor, associate professor, professor) were asked.

After assessing the validity and reliability, the final questionnaire consisting of 22 questions was physically distributed among the professors by the researcher. From the second week of November 2022, the researcher visited the Education Department of Zanjan University of Medical Sciences in person and selected the intended professors for the research after preparing a list of professors randomly based on the sample size of each faculty. Each faculty was considered a category and sampling was carried out using the stratified random method.

The required minimum sample size was calculated using Cochran's formula  $n = \frac{z^2 p(1-p)}{d^2}$ .<sup>16</sup> Considering the maximum value for  $(p-1)p$ , i.e.,  $p = 0.5$ , the confidence factor

of 95%, and the error of 1%, the minimum sample size was determined to be 96 people. Considering the 10% dropout, 106 questionnaires were distributed. The total number of faculty members in Zanjan and Abhar faculties of medical sciences was 319, which were 10, 43, 172, 23, 32, and 39 people in Abhar Faculty of Nursing and Midwifery, Zanjan Faculty of Nursing and Midwifery, and medical, paramedical, pharmacy, and dentistry faculties, respectively. According to the number of individuals in each faculty with an equal ratio of about  $\frac{1}{3}$  (one-third), the sample size of each faculty was determined, which were 3, 13, 55, 7, 10, and 12 people, respectively. In each faculty, the intended number of samples was randomly selected from the list prepared by the university education sector and the questionnaire was distributed among them.

After visiting the professors' offices in person and explaining the research objectives, they were asked to complete the questionnaire. The professors were assured that personal information would not be considered at all and that the results of the questionnaires would be provided as a final summary. The professors were asked to complete the questionnaire on the same day and during their breaks, if possible. At the end of the day (between 2:00 and 4:00 p.m.), the researcher visited the professors again to collect the completed questionnaires. Most of the professors completed the questionnaire in the early hours or on the same day. Some professors asked the researcher to visit to take the questionnaire at the time they had set. The questionnaire completion process was extended to the third week of November for only 27 questionnaires (25%).

The questionnaire used in this research was initially designed after reviewing the questionnaires of Ashrafi-Rizi H et al.<sup>17</sup> and Ghafarzadeh et al.<sup>18</sup>, which had been developed to investigate research barriers. After evaluating the questions of the existing questionnaires and also considering some other cases that might be effective in the research process, a researcher-made questionnaire consisting of 32 questions was obtained. Then, in order to assess the validity of the obtained questionnaire, the researcher first distributed the questionnaires among five professors through a convenience method. The professors were asked to express their opinions on each question. The options available in the validation part of the questionnaire involved "the question is completely appropriate, the question is somewhat appropriate, the presence or absence of the question does not matter, the question is not appropriate for research, and the question is not appropriate for research at all." Finally, after examining the professors' opinions on each question, six questions (with a content validity ratio [CVR] less than 0.55) were removed from the questions, and the validity was obtained to be 0.67 for the questionnaire using the  $CVR = \frac{n_e - N/2}{N/2}$  formula.<sup>19</sup> In this formula,  $N$  denotes the total number of experts and  $n_e$

denotes the number of professors who chose the necessary option and voted the question to remain in the questionnaire. Then, a 26-question questionnaire was distributed among 15 professors to assess its reliability through a convenience method. After collecting the questionnaires, an identification code was allocated to each questionnaire and the reliability of the questions was calculated using Cronbach's alpha. After removing four other questions (in order to increase the reliability using the "Cronbach's alpha if item deleted" option)<sup>20</sup>, a questionnaire with a reliability of 0.89 was finally obtained, which is in the acceptable range (between 0.70 and 0.95).<sup>21</sup>

According to the project objectives, the questionnaire contained 22 questions, which were answered based on a five-point Likert scale (1 = completely disagree, 2 = disagree, 3 = no idea, 4 = agree, and 5 = completely agree). The questions were related to research barriers in the fields of research information, equipment, facilities, time, and

administrative processes in research affairs, and also the rules and terms of research projects. According to the type of questions and the research objective, there was no total score in this questionnaire.

The information obtained from the questionnaires was analyzed using descriptive statistics, one-way analysis of variance (ANOVA), and Fisher's exact test by SPSS software version 22.

## Results

The participants' mean age and work experience were  $37.74 \pm 8.56$  and  $7.16 \pm 7.30$ , respectively. Among the 104 participants, 57 (54.8%) were male, 54 (51.9%) had a Ph.D., 61 (58.7%) were committed-to-service professors, and 82 (78.8%) were assistant professors (Table 1).

**Table 1-** Number and percentage of participants in terms of gender, academic degree, employment status and academic rank

variable	categories	number (percentage)
gender	Female	47 (45.2)
	Male	57 (54.8)
Scientific degree	Ph.D	54 (51.9)
	Specialist (with a certificate of specialization in any of the fields of medicine, dentistry, pharmacy, etc. after obtaining a general doctorate)	50 (48.1)
Employment Status	contractually	24 (23.1)
	official-experimental	7 (6.7)
	official-certain	12 (11.5)
	Committed to service	61 (58.7)
Academic ranking	Assistant Professor	82 (78.8)
	Associate Professor	17 (16.3)
	Professor	3 (2.9)

The number and percentage of responses to each question of the questionnaire are summarized in Table 2 in the research barriers section. Based on the results, it could be observed that the questions concerning the lack of materials and equipment in Iran that must be purchased in foreign currency and not providing adequate economic status for researchers were two important research barriers from the professors' perspectives accounting for the highest percentage of the "completely agree" and "agree" options. The next more crucial barriers based on the most responses to the "agree" option included the lack of coordination and cooperation between various faculties of the university to conduct joint research, researchers' insufficient knowledge of statistics and related interpretations, prolonged process of approving

research plans, administrative barriers and problems in the research and healthcare system, and unknown and low value of research activities compared to educational activities (Table 2). The relationship between the two cases that had the highest effect on the process of conducting research from the professors' perspectives was investigated separately and using Fisher's exact test via the professors' characteristics, such as gender, academic degree, employment status, and academic rank.

**Table 2-** Frequency distribution of the number and percentage of answers to the question options related to research obstacles

Question number	The statement mentioned in the questionnaire	Completely disagree	Disagree	No idea	Agree	Completely agree
1	Lack of sufficient knowledge of researchers about research knowledge and methodology	5 (4.8) *	39 (37.5)	8 (7.7)	39 (37.5)	11 (10.6)
2	Lack of sufficient knowledge of the researchers about the knowledge of statistics and related interpretations	9 (8.7)	22 (21.2)	2 (1.9)	60 (57.7)	11 (10.6)
3	Lack of access to experienced consultants and their proper cooperation	5 (4.8)	31 (29.8)	24 (23.1)	29 (27.9)	15 (14.4)
4	Lack of proper training in research method training workshops	11 (10.6)	26 (25.0)	22 (21.2)	33 (31.7)	12 (11.5)
5	Lack of sufficient knowledge of the researchers about observing the principles and standards of medical ethics	13 (12.5)	50 (48.1)	15 (14.4)	18 (17.3)	6 (5.8)
6	Obstacles and administrative problems in the research and health care system	5 (4.8)	15 (14.4)	7 (6.7)	54 (51.9)	23 (22.1)
7	The length of the approval process of research projects	8 (7.7)	11 (10.6)	5 (4.8)	57 (54.8)	21 (20.2)
8	Lack of coordination and cooperation between different groups of the school to do intergroup work	0 (0.0)	22 (21.2)	17 (16.3)	40 (38.5)	25 (24.0)
9	Lack of coordination and cooperation between different faculties of the university to conduct joint research	0 (0.0)	12 (11.5)	4 (3.8)	62 (59.6)	26 (25.0)
10	Lack of coordination and cooperation between universities and different organizations to conduct joint research	0 (0.0)	6 (5.8)	31 (29.8)	51 (49.0)	16 (15.4)
11	Not having enough equipment and equipped research laboratories	0 (0.0)	17 (16.3)	13 (12.5)	38 (36.5)	36 (34.6)
12	Materials and equipment that do not exist in Iran and must be purchased in foreign currency	3 (2.9)	18 (17.3)	14 (13.5)	34 (32.7)	35 (33.7)
13	Little access to current scientific publications	10 (9.6)	68 (65.4)	6 (5.8)	20 (19.2)	0 (0.0)
14	The lack of a comprehensive information bank of the researches that have been done or are being implemented inside the country	0 (0.0)	38 (36.5)	30 (28.8)	20 (19.2)	16 (15.4)
15	Lack of library facilities and suitable equipment in this department	4 (3.8)	46 (44.2)	9 (8.7)	37 (35.6)	6 (5.8)
16	Conditions and changes that are considered for conducting research after its approval	5 (4.8)	24 (23.1)	39 (37.5)	30 (28.8)	6 (5.8)
17	Lack of researchers' time due to educational and executive jobs in a non-research environment	0 (0.0)	31 (29.8)	11 (10.6)	45 (43.3)	17 (16.3)
18	Failure to provide suitable economic conditions for researchers	0 (0.0)	3 (2.9)	15 (14.4)	51 (49.0)	35 (33.7)
19	Uncertainty and low value of the value of research activity against education activity	2 (1.9)	14 (13.5)	16 (15.4)	54 (51.0)	19 (18.3)
20	Absence of laws and legal procedures to respect the material and moral rights of the partners involved in the project	3 (2.9)	21 (20.2)	40 (38.5)	23 (22.1)	15 (14.4)
21	Simplicity in the power of research to solve health-medical problems of society and scientific problems	3 (2.9)	8 (7.7)	27 (26.0)	45 (43.3)	21 (20.2)
22	The habit of eliminating problems instead of solving them slows down the research	4 (3.8)	0 (0.0)	39 (37.5)	40 (38.5)	16 (15.4)

\*: number (percentage)

As shown by the results of Table 3, it is evident that there was a significant relationship between professors' responses to question 2 (researchers' insufficient knowledge of statistics and related interpretations) and their employment status ( $p=0.046$ ) and academic rank ( $p=0.018$ ). Also, there was a relationship between professors' responses to question 3 (no access to experienced counselors and their proper cooperation) and their employment status ( $p=0.021$ ). Moreover, there was a relationship between professors'

responses to question 12 (lack of materials and equipment in Iran that must be purchased in foreign currency) and their academic rank ( $p<0.001$ ). There was also a relationship between professors' employment status and their responses to question 18 (not providing adequate economic status for researchers) ( $p=0.025$ ).

More details of the responses to the questions in the cases that were significant are summarized in Table 4. According to the results of this table, most of the permanent and contractual

professors had agreed that researchers' insufficient knowledge of statistics and related interpretations is among research barriers. Furthermore, assistant professors and associate professors had agreed with these research barriers more than others. On the other hand, most of the committed-to-service professors had mentioned that lack of access to experienced counselors and their proper cooperation is among the important research barriers. Most of the professors who agreed that the lack of materials and equipment in Iran

that must be purchased in foreign currency was one of the crucial research barriers were assistant professors, while most of those who disagreed with this opinion were associate professors. Most of the professors who agreed that not providing adequate economic status for researchers was one of the crucial research barriers were committed-to-service professors, while most of those who disagreed with this opinion were permanent-definite professors (Table 4).

**Table 3-** Examining the relationship between answers to questions and gender, academic degree, employment status and academic rank of professors

Question number	The statement mentioned in the questionnaire	Gender	Scientific degree	Employment status	Science ranking
1	Lack of sufficient knowledge of researchers about research knowledge and methodology	0.412*	0.325	0.071	0.769
2	Lack of sufficient knowledge of the researchers about the knowledge of statistics and related interpretations	0.325	0.419	0.046	0.018
3	Lack of access to experienced consultants and their proper cooperation	0.085	0.265	0.021	0.089
4	Lack of proper training in research method training workshops	0.380	0.132	0.421	0.310
5	Lack of sufficient knowledge of the researchers about observing the principles and standards of medical ethics	0.231	0.196	0.183	0.591
6	Obstacles and administrative problems in the research and health care system	0.426	0.380	0.113	0.284
7	The length of the approval process of research projects	0.090	0.243	0.093	0.347
8	Lack of coordination and cooperation between different groups of the school to do intergroup work	0.330	0.471	0.189	0.106
9	Lack of coordination and cooperation between different faculties of the university to conduct joint research	0.417	0.090	0.157	0.315
10	Lack of coordination and cooperation between universities and different organizations to conduct joint research	0.374	0.330	0.380	0.149
11	Not having enough equipment and equipped research laboratories	0.291	0.276	0.231	0.186
12	Materials and equipment that do not exist in Iran and must be purchased in foreign currency	0.962	0.167	0.783	0.001
13	Little access to current scientific publications	0.221	0.374	0.426	0.067
14	The lack of a comprehensive information bank of the researches that have been done or are being implemented inside the country	0.186	0.291	0.090	0.218
15	Lack of library facilities and suitable equipment in this department	0.074	0.221	0.274	0.607
16	Conditions and changes that are considered for conducting research after its approval	0.213	0.186	0.427	0.179
17	Lack of researchers' time due to educational and executive jobs in a non-research environment	0.274	0.117	0.113	0.420
18	Failure to provide suitable economic conditions for researchers	0.413	0.594	0.025	0.316
19	Uncertainty and low value of the value of research activity against education activity	0.609	0.421	0.157	0.097
20	Absence of laws and legal procedures to respect the material and moral rights of the partners involved in the project	0.183	0.213	0.495	0.184
21	Simplicity in the power of research to solve health-medical problems of society and scientific problems	0.113	0.279	0.571	0.609
22	The habit of eliminating problems instead of solving them slows down the research	0.289	0.183	0.270	0.703

\* p-value of Fisher Exact Test

**Table 4-** Examining the relationship between answers to question 2 and employment status and academic rank, question 3 and employment status, question 12 and professors' academic rank, question 18 and employment status

	Variable	Categories	Completely disagree	Disagree	No idea	Agree	Completely agree	p-value
		contractually	0 (0.0)	3 (33.3)	0 (0.0)	17 (28.3)	4 (36.3)	
Question 2	Employment Status	official-experimental	0 (0.0)	0 (0.0)	2 (100.0)	3 (5.0)	2 (18.1)	0.046
		official-certain	2 (22.2)	4 (66.7)	0 (0.0)	1 (6.1)	5 (45.4)	
		Committed to service	7 (77.7)	15 (0)	0 (0.0)	39 (66.0)	0 (0.0)	
Question 2	Science ranking	Assistant Professor	5 (55.5)	19 (86.3)	2 (100.0)	52 (86.6)	6 (54.5)	0.018
		Associate Professor	3 (33.3)	3 (13.6)	0 (0.0)	6 (10.0)	5 (45.4)	
		Professor	1 (11.1)	0 (0.0)	0 (0.0)	2 (3.3)	0 (0.0)	
Question 3	Employment Status	contractually	2 (40.0)	4 (12.9)	12 (50.0)	5 (17.2)	1 (6.6)	
		official-experimental	(0.0)0	0 (0.0)	7 (29.1)	0 (0.0)	0 (0.0)	0.021
		official-certain	(0.0)0	5 (16.1)	0 (0.0)	5 (17.2)	2 (13.3)	
		Committed to service	3 (60.0)	22 (70.9)	5 (20.8)	19 (65.5)	12 (80.0)	
Question 12	Science ranking	Assistant Professor	1 (33.3)	17 (94.4)	7(50.0)	25 (73.5)	34 (97.1)	<0.001
		Associate Professor	2 (66.7)	0 (0.0)	5 (35.7)	9 (26.5)	1 (2.9)	
		Professor	0 (0.0)	1 (5.6)	2 (14.3)	0 (0.0)	0 (0.0)	
Question 18	Employment Status	contractually	0 (0.0)	1 (33.3)	4 (26.7)	12 (23.5)	7 (20.0)	
		official-experimental	0 (0.0)	0 (0.0)	2 (13.3)	3 (9.5)	2 (5.7)	0.025
		official-certain	0 (0.0)	2 (66.7)	3 (20.0)	1 (2.0)	6 (17.1)	
		Committed to service	0 (0.0)	0 (0.0)	6 (40.0)	35 (68.6)	20 (57.1)	

\*: Fisher Exact test

## Discussion

According to the findings of the current research, the most important barriers to conducting research from the perspectives of professors at Zanjan University of Medical Sciences were the lack of materials and equipment in Iran that must be purchased in foreign currency and not providing adequate economic status for researchers.

According to Sammie Rad et al.'s research, the lack of a centralized research system to coordinate research activities and the unclear research needs and priorities of the healthcare system were reported as important factors concerning the barriers to implementing scientific research. Also, unfamiliarity with the research method principles, lack of time, and busy schedule were mentioned as other crucial factors impacting the researchers' unwillingness to conduct research.<sup>22</sup> According to Haj Salehi et al.'s study in 2013, lack of time and busy schedule, bothersome administrative regulations, lack of optimal use of research results, and prolonged process of approving research projects were among the most important research barriers. In that study, too much busy schedule was pointed out as the most crucial

factor inhibiting research.<sup>23</sup> The different research years and communities and also differences in the universities can be among the reasons for the probable discrepancies in some results.

In 2013, Ghafarzadeh et al. concluded that the low budget of research projects, the unequal research hours to the teaching hours in the university, the ineffectiveness of research results in the decision-making of managers and planners at the country level, and amateurism in research affairs in Iran were among the most important research barriers in universities.<sup>18</sup> In Karimian et al.'s research in 2008, financial barriers and scientific barriers were the most and the least important cases, respectively, among the research barriers from the faculty members' perspectives.<sup>24</sup> The results of these studies were matched with the current study, emphasizing that the role of financial issues in advancing research goals is very salient. Although the mentioned studies were conducted several years ago, the consistency of their results with the present study denotes the importance of financial affairs in advancing professors' research goals and also emphasizes that financial issues and barriers that are created due to

neglecting them, regardless of the investigated university and city, are considered among important research barriers.

In a study in 2015 in the city of Ardabil, Naghizadeh Baghi et al. indicated that an excessively busy schedule, low salary for research projects, and also the shortage of facilities and equipment required for research were the most crucial barriers to not conducting research projects.<sup>7</sup> In this regard and in line with the results of the current research, in Ashrafi-Rizi H et al.'s study in 2015 in the city of Isfahan, the lack of communication between researchers, the lack of time due to an educational busy schedule, and the lack of specific goals and plans were the most important research barriers from the faculty members' perspectives. From the research experts' perspectives, the lack of specific goals and plans in the research system, not providing adequate economic status, and unfamiliarity with the teamwork culture were mentioned as the principal research barriers.<sup>17</sup> Referring to the lack of salary and required equipment as research barriers in these studies and also in the present study indicates that the financial support and concerns of researchers in the fields of medical and paramedical sciences have not received much attention over the past twenty years, and although universities have attempted to help professors and other researchers by identifying research barriers, these problems still remain.

In 2016, Rashidi et al.'s research compared the perspectives of students and professors about research barriers and mentioned low credits in the research sector as a factor stated by both professors and students regarding barriers to conducting research. The non-cooperation of the administrative structure with the researchers was also one of the next important factors on which professors and students agreed.<sup>25</sup> The results of this research plus the results of Rashidi et al.'s research demonstrated that not only professors but also students point out to the shortage of research funds and facilities as crucial barriers on the way of their research projects.

Based on the results of the previous studies and the professors' perspectives in the present research, it seems that although financial issues have always been identified among

the issues affecting the implementation of research affairs and have constantly been proposed in the past years along with administrative factors and researchers' personal issues, the importance of financial issues and providing research equipment have become more important in conducting research projects in recent years.

## Conclusion

It seems that by allocating foreign currency for providing materials and equipment that do not exist in Iran, providing adequate economic status for researchers, promoting coordination and cooperation between various faculties of the university to conduct joint research, holding educational classes and workshops on statistics and related interpretations at the level of professors, and shortening the process of approving research plans, a considerable part of the research barriers existing from the professors' perspectives will be removed.

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