

## Faculty Members' Views on Academic Activities

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### Abstract

*Problem Statement:* Providing an integrated viewpoint to academic activities related to instruction, research, community service, and administration and determining academicians' views on these academic activities will contribute to the development and improvement of the profession of academicians.

*Purpose of Study:* The purpose of this study is to examine academicians' views on academic activities in terms of various variables.

*Method:* The study was conducted with the use of singular and relational survey methods, and the study group included 124 faculty members teaching at a university in Eskişehir in the academic year 2008-2009. The

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research data were collected via a 38-item “Questionnaire for Determining Views on Academic Activities” developed by the researchers.

*Findings and Results:* As a result of the analysis of the data obtained regarding faculty members’ views on academic activities, it was revealed that faculty members had mostly positive views about research activities and about instruction, community service, and administrative duties, respectively. In this study, faculty members’ views on academic activities were examined with respect to independent variables such as gender, faculty, teaching experience, the number of national and international articles published, and weekly course-hours. The views were found to differ only with respect to the number of the articles published and faculties.

*Conclusions and Recommendations:* When the results obtained within the scope of the present study are taken into general consideration, it is possible to say that academicians are inclined to research and that they consider research and instruction as academic activities that complement each other. In this context, quantitative or qualitative studies conducted with faculty members and instructors from different regions in Turkey will provide different classifications of academic activities and contribute to the related literature.

*Keywords:* Academician, academic activities, faculty member

Universities are important institutions that increase individuals’ level of knowledge and the developmental level of societies, and academicians are dominant in number and play a key role in universities carrying out this mission (Erdem, Erendağ Sümer, Aktaş Alan, & Gül Baser, 2011). Globalization has led to transformations in the research and teaching activities of academicians as in many other areas. However, emerging countries like Turkey have also adopted innovations in information and communication technology to meet global standards in the academic track.

The academic activities that academicians are expected to carry out can be generally categorized as instruction, research, administration, and community service (Hattie & Marsh, 2002). Boyer (1990) suggests that academicians carry out four activities:

1. *Discovery of information:* This activity is aligned with research activity and is the most familiar element in the academic world. Discovery of information is considered crucial because, along with research, it can be considered the core of higher education.
2. *Integration:* Integration means making interdisciplinary connections. In other words, in a broader context, integration activity includes taking advantage of various disciplines and collecting informative data in order to discover the different points of view.

3. *Application*: Discovery of information and integration activities reflects the questioning and synthesis of academic life. The third activity, application, includes the application of academic information in real problem situations.
4. *Instruction*: One of the academic activities that academicians are expected to undertake is instruction. An academician should have comprehensive knowledge and intellectual background in the topic that he/she teaches.

The duties and responsibilities of academicians are in fact parallel to the personal, instructional, field-related, and institutional development areas in which they need professional development (Moses, 1988; Ramsden, 1992). The dimension of instructional development includes application and instruction activities regarding the development of academicians' identities as instructors. The dimension of field development primarily covers activities regarding the development of academicians' identities as researchers. The dimension of personality development includes activities like seminars, conferences, and individual counseling carried out in a particular discipline in instructional, personal, and institutional areas regarding the personality development of academicians both in and outside of the academic environment. As for the dimension of institutional development, academicians should regard themselves as a part of their institution, adopt the institutional culture, and become aware of the institutional functions (Kabakci & Odabasi, 2008).

In a study conducted on academicians by Mooney (1991), when responding to a question related to their most important personal goals, 58% listed research, 98% listed instruction, 43% community service, 29% administration, and 80% cooperation with other academicians. Since instructional and research activities are among those carried out most by academicians, they are the most-discussed activities in related literature. The basic purpose of instructional activities is to help train students to take an active role in educational activities and think critically and creatively (Boyer, 1990). In this respect, it could be stated that an instructional activity is carried out to guide students in effective learning during the structuring of information by students and to contribute to the moral and intellectual development of students (Verburgh, Elen, & Lindblom-Ylänne, 2007). In addition Kızıltepe (2010) stated from a different viewpoint that academicians have the opinion that major purpose of universities should be to promote "active citizenry" among their students.

Kember (1997), as a result of synthesizing the studies on academicians' perceptions and beliefs regarding instruction, put forward five perceptual categories. These categories were importing information, transmitting structured knowledge, student-teacher interaction/apprenticeship, facilitating understanding, and conceptual change/intellectual development.

In a study conducted by Akerlind (2004), four different views were found regarding academicians' views on instructional experiences. According to these views, instruction is related to:

- teachers' transmission of information,
- teacher-student relations,

- student engagement, and
- student learning.

In a study carried out with 28 academicians, Akerlind (2004) concluded that most of the academicians supported the view that “instruction is related to teachers’ transmission of information” and adopted a teacher-centered approach. Another study conducted by Akerlind (2003) revealed that professional development of academicians as instructors could be determined by their self-confidence within the instructional process and by improvement of their skills and knowledge and their proficiency in determining learning outcomes.

Examining the developmental phase of academicians as instructors, McKenzie (2003) determined that academicians experienced four phases of change and development regarding instructional experience. These phases were development in the subject field, development in instructional strategies, relating instruction to students’ learning, and student-centered instruction. Similar to the study by McKenzie (2003), Akerlind’s (2007) study put forward five areas of change and development. These areas were developing field knowledge, gaining applied instructional experience, developing instructional strategies, determining the effectiveness of instructional strategies in becoming an effective instructor, and investigating the effectiveness of instructional environments that could support student learning.

There are quite a number of studies on academicians’ views on instructional activities in several dimensions, such as learning facilitation and knowledge transmission (Norton, Richardson, Hartley, Newstead, & Mayes, 2005), academicians’ views on instructional experiences (Akerlind, 2004), academicians’ beliefs about teaching and learning (Samuelowicz & Bain, 2001), and academicians’ ways of understanding teaching (Wood, 2000). As results of these studies, almost all academicians (98%) considered research as a critical goal (Mooney, 1991). Most of the academicians supported the view that “instruction is related to teachers’ transmission of information” and adopted a teacher-centered approach (Akerlind, 2004). Five areas of change and development for academicians are field knowledge, gaining applied instructional experience, developing instructional strategies, determining the effectiveness of instructional strategies, and investigating the effectiveness of instructional environments’ phases of change and development regarding instructional development (McKenzie, 2003; Akerlind, 2007). However, despite the growing interest in academicians’ views on research activities, the number of related studies is relatively limited (Harrison & McKeon, 2010; Pham, Bruce, & Stoodley, 2005; Bruce, Pham, & Stoodley, 2004). In addition, other studies have investigated academicians’ views on research (Kiley & Mullins, 2005; Meyer, Shanahan, & Laugksch, 2005; Bills, 2004).

Discovery and integration, which are academic activities discussed by Boyer (1990), reflect the researcher dimension of an academician. In this respect, for academicians, discovery, one of activities of the researcher dimension, can be defined as the dependency of an academician on research, interrogation, and information.

According to Bowen (1987), research reflects the irrepressible need of human beings to confront the unknown and is tied inextricably to the freedom to think freshly. For academicians, the dimension of integration could be defined as an integrated and disciplined research process that provokes new investigations.

Reviewing the literature on academicians' views on carrying out research and becoming a researcher, Akerlind (2008) concluded that research is an academic necessity; that academicians prove themselves in the field via research; that they realize themselves; and that they hold the belief that research leads to beneficial changes for the society. Another study conducted by Akerlind (2007) revealed that professional development of academicians as researchers could be determined via an increase in four categories—being self-assured, being well-known, being more productive, and being sophisticated in the field. According to the results of studies on research activities, it can be said that performing research is an academic necessity and is related to the qualifications of academicians such as being self-assured, being well-known, being more productive, and being sophisticated in the field.

Through community service, another academic activity, academicians help with the development of the society. Regarding these activities, academicians ask themselves the question of "How could information be used for the benefit of the society?" (Boyer, 1990). Within the scope of this activity, academicians could contribute to the development of society by using media tools such as radio and television programs and newspaper and journal articles. In addition, with university-industry-government co-operation (Odabaşı & Odabaşı, 2007), academicians could contribute to public and industrial development. In other words, it is possible to claim that training people and conducting projects based on university-industry-government co-operation is a community service that can help develop society.

Many academicians take part in academic life via administrative activities at various levels as well as via research and community service activities. Within the scope of administrative activity, academicians could have various administrative duties such as serving as rector, vice-rector, dean, deputy dean, director, deputy director, head of department, or co-head of department.

Higher education becomes more global every day with new opportunities to study abroad and increases in international academic mobility (Cunningham et al., 1997). Thus, new terms like "accreditation" and "quality management" have emerged in higher education (Odabaşı, Fırat, İzmirli, Çankaya, & Mısırlı, 2010). Students in the European Union (EU) countries can complete part of their higher education programs in universities in other EU countries with "student mobility" programs. They can also attend distance education programs in other EU countries' universities with "program mobility" programs (YOK, 2007). As a result of these changes, the need for administration and organization in higher education has come into prominence.

When the literature on academic activities is reviewed, it is seen that there are a number of studies under the heading of research-teaching nexus. The relationship between academicians' research productivity and instructional achievement is one of

the most frequently investigated subjects in the context of the research-teaching nexus. When studies conducted on the relationship between research and instruction are examined in detail, it is seen that there are three different types of relationship: positive relationship, negative relationship, and zero-relationship (Prosser, Martin, Trigwell, & Ramsden, 2008; Zaman, 2004; Hattie & Marsh, 2002; Braxton, 1996).

The high values of the variables of research and instruction, or the low values of both, show that there is a positive relationship between them. The reasons for the positive relationship between research productivity and instructional achievement could be that academicians give their students the most up-to-date information (Prosser, et al., 2008; Hattie & Marsh, 1996); that they criticize the course content considering the scientific research methods; and that they contribute to student learning. Therefore, thanks to their successful research careers, the self-confidence levels of academicians increase, and so does their instructional performance. In addition, in-class discussions and student projects could help produce new ideas for new research (Zaman, 2004). It is stated that for academicians, similar proficiencies exist on the basis of research and instructional activities.

The fact that the level of one of the variables of research and instruction is high and that of the other is low reveals a negative relationship between them. The reasons for the negative relationship between research productivity and instructional achievement could be the fact that academicians do not have enough time and energy for either research or instruction (Zaman, 2004; Hattie & Marsh, 1996) and that they value scientific research more than instruction (Deem & Lucas, 2007; Bates & Frohlich, 2000; Boyer, 1990). In addition, it is stated that in order to be successful in instructional activities, academicians should have social skills; that in order to be successful in research activities, they should have intellectual skills; and that these different skills could lead to a negative relationship (Zaman, 2004; Hattie & Marsh, 1996).

Regarding the research-teaching nexus, academicians, especially those who hold managerial positions, are of the opinion that there is a positive relationship between these two variables (Brew, 1999; Jenkins, Blackman, Lindsay, & Paton-Saltzberg, 1998; Brew & Boud, 1995; Neumann, 1993). In addition, some of the studies reported in related literature show that there is a low level of relationship or no relationship between the research productivity of academicians and their instructional achievement (Hattie & Marsh, 2002, Hattie & Marsh, 1996; Allen, 1996, Braxton, 1996; Feldman, 1987). In research that differed from other studies, it was concluded that academicians who had a good level of understanding of the field subject were also good at research and instruction. However, in the study, no significant relationship was found between scientific research and instruction (Prosser, Martin, Trigwell, Ramsden, & Lueckenhausen, 2005).

Although the literature covers much work on university teaching (Akerlind, 2004; Akerlind, 2008), university research seems to be a neglected issue all around the world. In emerging countries, especially, where the emphasis is on teaching, due to the high population of students, the researcher side of faculty is perceived as almost non-existent. However, within the new regulation of the Higher Education Council

(YOK) of Turkey, "Regulation Academic Evaluation and Quality Improvement in Institutions of Higher Education" (2005), higher education faculty are reminded of, or rather alerted to, the importance of research. The new regulation requires the faculty to publish their research to be promoted in academic rank. This initiative is believed to trigger the research capacity of universities, thus bringing equilibrium to teaching-research issues in the higher education system of the country.

When studies on the profession of academicians in related literature are taken into consideration, it is seen that each of these studies focused on a certain dimension of academic activities gathered under the headings of instruction, research, community service, and administration. In addition, there are studies that focus particularly on the relationship between research and instructional activities, yet the number of studies concentrating on all these activity areas is limited. Determining academicians' views on these activities by providing an integrative viewpoint to the academic activities within the scope of the profession of academicians will constitute the basis of the development of the profession of academicians. Therefore, the purpose of the present study is to examine the views of faculty members about academic activities in terms of various variables. In line with this purpose, the present study seeks answers to the following questions:

1. What are the views of faculty members on the activities regarding research, instruction, community service, and administration?
2. Do faculty members' views on research, instruction, community service, and administration differ with respect to:
  - gender
  - faculty
  - teaching experience
  - the number of nationally published articles
  - the number of internationally published articles, and
  - weekly course-hours
3. What are the faculty members' views on the dimension of research-instruction relationship?

## Method

### *Research Model*

In this study, which aims at determining the views of faculty members about academic activities, singular and relational survey methods were used. The singular survey model was applied to reveal personal information about the faculty members, while the relational survey model was applied to describe the views of faculty members about academic activities in terms of various variables. According to Balcı (2007), in survey models the existing situation is presented as it is. Relational survey

models aim at determining the degree or existence of change between two or more variables, while the purpose of singular survey models is to analyze the type or amount of each variable (Creswell, 1994).

#### *Study Group*

The study group included a total of 124 faculty members teaching at a public university in Eskişehir, Turkey in the academic year of 2008-2009. Among all the faculty members participating in the study, 56.2% were male, 86.3% were married, 46.8% were aged between 36 and 45, 39.5% were teaching in the Faculty of Science and Literature, 57.3% were assistant professors, and 46% had teaching experience of between 11 and 20 years. In addition, of all the faculty members participating in the study, 56.5% had one to five nationally published articles, and 54.8% had one to five internationally published articles, and 38.7% taught 21 to 30 course-hours per week.

#### *Data Collection Tool*

In line with the purpose of the study, considering the activities academicians carry out in their professional lives, the "Questionnaire for Determining the Views on Academic Activities" was developed by the researchers. The first part of the questionnaire was about personal information, and the second part included statements regarding research, instruction, community service, administration, and research-instruction relationship. For the purpose of determining the rate of academicians' agreement with the statements in the questionnaire, the items in the questionnaire were arranged in a way that each item included five options.

While developing the questionnaire, first of all, the related literature was reviewed and an item-pool of 63 items was formed. In this way, the questionnaire items were prepared as a draft. In order to reveal the face and content validity of the draft questionnaire, seven experts were asked for their views on it. In line with the feedback obtained from the expert views, the necessary corrections were made, and the questionnaire was finalized. The final version of the questionnaire included a total of 38 items: 12 items for the dimension of research, seven for instruction, nine for community service, six for administration, and four for the dimension of research-instruction relationship. For reliability analysis, Cronbach's alpha coefficients were calculated for four dimensions. Cronbach's alpha coefficient values were .852, .785, .727, and .562 for research, instruction, community service, and administration, respectively.

#### *Data Collection Process and Data Analysis*

Taking the necessary permissions, the researchers applied the questionnaire from June 1 to June 30, 2009. For the analysis of the research data, descriptive statistics were applied. T-test was run for paired comparisons. For the comparison of more than two groups, variance analysis was applied, and in cases of differences between groups to discover the source of variance the Tukey test was run. For the interpretation of means for descriptive statistics, the formula of  $(n-1)/n$  was used, and as a result, the range was found: 0.8: 1-1.80 was interpreted as "totally disagree"; 1.81-2.60 as "disagree"; 2.61-3.40 as "partly agree"; 3.41-4.20 as "agree"; and 4.21-5.00 was interpreted as "totally agree."



## Results

### *Views on the Dimensions of Academic Activities*

Academic activities are handled in four dimensions (research, instruction, community service, and administration) in literature. Therefore, in this study, the academicians were asked for their views on those four dimensions. The means and standard deviations are presented in Table 1 below.

**Table 1**

*Means and Standard Deviations for the Dimensions of Academic Activities and the Items Included in These Dimensions*

		$\bar{X}$	Sd
<b>Research</b>		<b>4.16</b>	<b>.544</b>
1	Research helps academicians learn current information in their own field.	4.57	.767
2	Research requires innovation.	4.60	.764
3	Research helps academicians feel satisfied with their jobs.	4.35	.818
4	Research increases students' interest in the academician.	3.81	1.072
5	Research requires academicians to become social.	3.29	1.095
6	Research requires group work.	4.06	.990
7	Research increases the prestige of academicians.	4.10	.882
8	Research requires being an entrepreneur.	4.15	.813
9	Research requires creative thinking skills.	4.40	.763
10	Research requires effective communication skills.	3.71	.969
11	Research requires being self-disciplined.	4.53	.748
12	Research increases the self confidence of academicians.	4.40	.815
<b>Instruction</b>		<b>3.81</b>	<b>.648</b>
13	Instruction increases an academician's field knowledge.	4.05	.891
14	Instruction requires being self-disciplined.	4.01	.950
15	Instruction requires academicians to become social.	3.71	.952
16	Instruction helps academicians feel satisfied with their jobs.	3.63	1.000
17	Instruction requires dedication to work.	3.83	1.026
18	Instruction helps academicians and students to learn together.	3.74	1.035
19	Instruction requires being creative.	3.72	1.000

Table 1 continue.

	$\bar{X}$	Sd
<b>Community Service</b>	<b>3.72</b>	<b>.512</b>
20 Community services help academicians determine their real-life problems.	3.81	.934
21 Community services increase the prestige of academicians in front of community.	3.96	.914
22 Community services are considered by academicians as important.	2.81	1.039
23 Community services help community to be aware of scientific developments.	3.81	.840
24 Community services help academicians integrate themselves into the society.	3.87	.883
25 Community services help the society give value to scientific activities.	3.73	.875
26 Community services help academicians become aware of the current social needs.	3.87	.786
27 Academicians contribute to industrial development via various projects within the scope of university-industry-government cooperation.	4.03	.995
28 Academicians use media (newspapers, TV, Internet) to inform community.	3.53	.941
<b>Administration</b>	<b>3.01</b>	<b>.630</b>
29 Administration hinders academicians' contributions to their own fields.	2.15	1.052
30 Administration increases the prestige of academicians in front of community.	2.94	1.238
31 Administration increases communications among academicians.	3.38	1.130
32 Academicians' administration at universities contributes to the scientific and academic development of universities.	3.80	1.059
33 Administration help. academicians to work collaboratively on joint projects.	2.72	1.130
34 Administration increases communications with students.	3.06	1.132

As can be seen in Table 1, academicians reported their views on the items for the dimensions of research, instruction, and community service as "I agree" (3.41-4.20) and on the items for the dimension of administration as "I partly agree" (2.61-3.40).

#### *Examination of Views on Academic Activities in Terms of Demographic Background*

In line with the purpose of the study, first, the analyses conducted on the independent variables (gender, faculty, teaching experience, the number of nationally published articles, the number of internationally published articles, weekly course-hours) and the academicians' means for the dimensions were taken

into consideration. Following this, whether there was a significant difference between the scores of each item for the dimensions and the independent variables of the study was examined. The analyses conducted and the results obtained are discussed below.

*Views on academic activities in terms of gender*

In order to see whether the academicians' views on the dimensions of research, instruction, community service, and administration differed with respect to their gender, independent samples t-test was applied. According to the results of the analysis, it was found that in terms of the academicians' gender, there was no significant difference regarding the dimensions of research ( $t(120) = -1.489$ ,  $p > .05$ ), instruction ( $t(120) = -1.189$ ,  $p > .05$ ), community service ( $t(120) = -.744$ ,  $p > .05$ ) and administration ( $t(120) = -1.741$ ,  $p > .05$ ). In other words, the academicians' views on the dimensions of the profession of academicians were similar in terms of their gender.

*Views on academic activities in terms of faculty*

In order to see whether the academicians' views on the dimensions of research, instruction, community service, and administration differed with respect to the faculties they are teaching at, one-way ANOVA was conducted. Regarding the groups that revealed a difference, Tukey multiple comparison test was run to determine which groups caused the difference. The results obtained are presented in Table 2.

**Table 2**

*Variance Analysis Regarding Whether the Academicians' Views on the Dimensions for Academic Activities Differed with Respect to their Faculties*

Variable	Source of Variance	Sum of Squares	df	Mean Square	F	p*	Sources of Difference
Research	Between groups	1.427	3	.476	1.629	.186	
	Within groups	35.037	120	.292			
	Total	36.464	123				
Instruction	Between groups	2.143	3	.714	1.732	.164	
	Within groups	49.504	120	.413			
	Total	51.648	123				
Community service	Between groups	1.391	3	.464	1.799	.151	
	Within groups	30.912	120	.258			
	Total	32.302	123				
Administration	Between groups	3.327	3	1.109	2.927	.037*	
	Within groups	45.468	120	.379			2-1
	Total	48.795	123				

\* $p < .05$ ; \*\* 1: Education Faculty, 2: Science-Literature Faculty, 3: Faculty of Economics and Administrative Sciences, 4: Faculty of Engineering and Architecture

As a result of the analysis, no significant difference was found regarding the dimensions of research ( $F(3, 120)=1.629, p>.05$ ), instruction ( $F(3, 120)=1.732, p>.05$ ) and community service ( $F(3, 120)= 1.799, p>.05$ ) in terms of the academicians' faculties. However, there was a significant difference between their views on the dimension of administration and their faculty ( $F(3, 120)=2.927, p<.05$ ). Regarding the dimension of administration, the academicians who were teaching at the Faculty of Science and Literature ( $\bar{X}=3.16$ ) reported more positive views than those teaching at the Faculty of Education ( $\bar{X}=2.68$ ).

*Views on academic activities in terms of the teaching experience*

In order to find out whether the academicians' views on the dimensions of research, instruction, community service, and administration differed with respect to their teaching experience, one-way ANOVA was applied. The results of the analysis revealed that in terms of the academicians' teaching experience, there was no significant difference regarding the dimensions of research ( $F(3, 112)=.436, p>.05$ ), instruction ( $F(3, 112)=.104, p>.05$ ), community service ( $F(3, 112)=.108, p>.05$ ), and administration ( $F(3, 112)= .019, p>.05$ ). In other words, the academicians' views on the dimensions of academic activities did not differ with respect to their teaching experience.

For the purpose of revealing whether the academicians' views on the items for all the dimensions differed depending on their teaching experience, one-way ANOVA was conducted. In addition, Tukey multiple comparison test was applied to see which groups caused the difference. Academicians with a teaching experience of 21-30 years ( $\bar{X}=4.58$ ) reported more positive views on the item of "research requires group work" than those with a teaching experience of 11-20 years ( $\bar{X}=3.81$ ).

*Views on academic activities in terms of the number of nationally-published articles*

In order to reveal whether the academicians' views on the dimensions of research, instruction, community service, and administration differed with respect to the number of nationally published articles, one-way ANOVA was run. The results of the analysis revealed that with respect to the number of nationally published articles, no significant difference was found regarding the dimensions of research ( $F(3, 120)=.738, p>.05$ ), instruction ( $F(3, 120)=.296, p>.05$ ), community service ( $F(3, 120)=.137, p>.05$ ), and administration ( $F(3, 120)=.577, p>.05$ ). In other words, the academicians' views on the dimensions of academic activities were similar in terms of the number of their nationally published articles.

For the purpose of finding out whether the academicians' views on the items for the dimensions differed with respect to the number of their nationally published articles, one-way ANOVA was applied. Moreover, Tukey multiple comparison test was used to see which groups caused the difference. It was found that the academicians with six to 10 nationally published articles reported more positive views on the item of "Research helps academicians learn current information in their

own field" and on the item of "Research requires academicians to become social" than those with no nationally published articles.

*Views on academic activities in terms of the number of internationally published articles*

In order to reveal whether the academicians' views on the dimensions of research, instruction, community service, and administration differed with respect to the number of internationally published articles, one-way ANOVA was applied. The results obtained are presented in Table 3 below.

**Table 3**

*Variance Analysis Regarding Whether the Academicians' Views on the Items for the Dimensions of Academic Activities Differed with Respect to the Number of Their Internationally Published Articles*

Variable	Source of Variance	Sum of Squares	df	Mean Square	F	p	Source of Difference
Research	Between groups	3.633	3	1.211	4.426	.005*	
	Within groups	32.831	120	.274			3-1, 4-1
	Total	36.464	123				
Instruction	Between groups	1.067	3	.356	.844	.473	
	Within groups	50.581	120	.422			
	Total	51.648	123				
Community service	Between groups	3.987	3	1.329	5.632	.001*	
	Within groups	28.315	120	.236			4-1, 4-2
	Total	32.302	123				
Administration	Between groups	2.159	3	.720	1.852	.142	
	Within groups	46.636	120	.389			
	Total	48.795	123				

\*p<.05, \*\* 1: 0 article, 2: 1-5 articles, 3: 6-10 articles, 4: 11 articles or more

As a result of the analysis, there was a significant difference regarding the academicians' views on the dimensions of research ( $F(3, 120)=4.426$ ,  $p<.05$ ) and community service ( $F(3, 120)=5.632$ ,  $p<.05$ ) and the number of their internationally published articles. In addition, the academicians with six to 10 internationally published articles ( $\bar{X} = 4.40$ ) reported more positive views on the dimension of research than those with no internationally published articles ( $\bar{X} = 3.88$ ). Moreover, regarding the dimension of research, a significant difference was found between the

academicians with 11 or more internationally published articles ( $\bar{X} = 4.37$ ) and those with no internationally published articles ( $\bar{X} = 3.88$ ). In terms of the dimension of community service, the academicians with 11 or more internationally published articles ( $\bar{X} = 4.07$ ) reported more positive views than those with no internationally published articles ( $\bar{X} = 3.44$ ) and than those with one to five internationally published articles ( $\bar{X} = 3.64$ ).

In order to reveal whether the academicians' views on all the dimensions differed with respect to the number of their internationally published articles, one-way ANOVA was conducted. In addition, for the purpose of determining which groups caused the difference, the Tukey multiple comparison test was run.

The results of the analysis revealed that the academicians with one to five internationally published articles reported more positive views on the third and 20<sup>th</sup> items than those with no internationally published articles. In addition, regarding the third, fourth, 20<sup>th</sup>, 26<sup>th</sup>, and 27<sup>th</sup> items, there was a significant difference between the views of the academicians with six to 10 internationally published articles and the views of those with no internationally published articles. The academicians with 11 or more internationally published articles reported more positive views on the third, sixth, 20<sup>th</sup>, 24<sup>th</sup>, 25<sup>th</sup>, 26<sup>th</sup>, 27<sup>th</sup>, and 32<sup>nd</sup> items than those with no internationally published articles. Furthermore, regarding the fourth and 27<sup>th</sup> items, there was a significant difference between the views of the academicians with six to 10 internationally published articles and the views of those with one to five internationally published articles. In terms of the 24<sup>th</sup>, 25<sup>th</sup>, 26<sup>th</sup>, and 27<sup>th</sup> items, there was a significant difference in favor of the academicians with 11 or more internationally published articles when compared with the academicians with one to five internationally published articles.

#### *Views on academic activities in terms of weekly course-hours*

In order to reveal whether the academicians' views on the dimensions of research, instruction, community service, and administration differed with respect to their weekly course-hours, one-way ANOVA was run. The results of the analysis revealed that in terms of the academicians' weekly course-hours, there was no significant difference regarding the dimensions of research ( $F(3, 117) = .246, p > .05$ ), instruction ( $F(3, 117) = .839, p > .05$ ), community service ( $F(3, 117) = .192, p > .05$ ), and administration ( $F(3, 117) = .491, p > .05$ ). In other words, the academicians' views on the dimensions of academic activities did not differ with respect to their weekly course-hours.

For the purpose of finding out whether the academicians' views on the items for all the dimensions differed with respect to their weekly course-hours, one-way ANOVA was conducted. In addition, in order to determine which groups caused the difference, Tukey multiple comparison test was run. As a result of the analysis, it was revealed that in terms of the academicians' weekly course-hours, there was a significant difference regarding the items of "research requires creative thinking

skills" ( $F(3, 117)=2.734, p<.05$ ) and "administration hinder academicians' contributions to their own fields" ( $F(3, 117)=3.581, p<.05$ ).

The academicians teaching for 11-20 course-hours on weekly basis ( $\bar{X} = 4.61$ ) reported more positive views on the ninth item than those teaching for 31 course-hours or more on weekly basis ( $\bar{X} = 4.08$ ). In addition, regarding the 29<sup>th</sup> item, a significant difference was found for the academicians teaching 31 course-hours or more on weekly basis ( $\bar{X} = 2.58$ ) and those teaching for one to 10 course-hours on weekly basis ( $\bar{X} = 1.33$ ).

#### *Academicians' Views on the Dimension of Research-Instruction Relationship*

The means and standard deviations regarding the academicians' views on the items for the dimension of research-instruction relationship are examined. The academicians responded to the item of "research increases academicians' success in teaching" as "I totally agree" (4.21-5.00). In addition, the academicians responded to the items of "student projects help produce new thoughts for research" and "in-class discussions help produce new thoughts for research" as "I agree" (3.41-4.20). As for the item of "instruction increases academicians' success in research," the academicians responded as "I partly agree" (2.61-3.40).

### **Discussion and Conclusion**

In context of academic activities, this study was carried out to determine the views of faculty members on academic activities. It was found that the rate of faculty members' agreement with the academic activities was as follows: research, instruction, community service, administration, and research-instruction relationship respectively. This finding differs from Mooney's (1991) finding, especially with respect to the variable of the place of research and instruction among other variables such as instruction, cooperation with other academicians, research, community service, and administration. In addition, the finding that the academicians gave the least importance to the academic activity of administration is striking since it is a common finding of both studies. This similarity and difference could be said to result from the fact that in Turkey, the criteria for the faculty membership give importance to research.

In the study, the first research question was to determine the views of academicians according to the academic activities. According to the results for this question, unlike in the literature, academicians overrated the research activity among other academic activities, and they placed the least importance in administration activity.

Related to the second research question in the study, when the faculty members' views on academic activities were examined with respect to the independent variables of gender, faculty, teaching experience, the number of nationally published articles, the number of internationally published articles, and weekly course-hours, it was seen that there was a significant difference only for the number of

internationally published articles and for faculties. Depending on this, it was revealed that there was a significant difference between the number of faculty members' internationally published articles and their views on the dimensions of research and community service. The academicians with six to 10 internationally published articles and those with 11 or more internationally published articles reported more positive views on the dimension of research than the academicians with no internationally-published articles. Similarly, the faculty members with 11 or more internationally published articles reported more positive views on the dimension of community service than those with no internationally published articles and those with one to five internationally-published articles. Depending on these findings obtained in the present study, it could be stated that the faculty members giving importance to research and community service were more productive in publishing international articles. This finding, at the same time, supports Akerlind's (2007) claim that the professional development of faculty members, as researchers, could be determined by the increase in their high level of productivity.

As for the variable of faculty, the faculty members teaching at the Faculty of Science and Literature reported more positive views on the dimension of administration than those teaching at Education Faculty. Based on this finding, it could be stated that the faculty members teaching at the Faculty of Science and Literature give more importance to administration than those teaching at Education Faculty.

It was also seen that the faculty members reported positive views on the existence of a relationship between research and instruction. This finding supports the findings of other researchers who claim that there is a positive relationship between research and instruction (Brew 1999; Jenkins et al., 1998; Brew & Boud, 1995; Neumann, 1993).

Related to the last research question, when the views of the faculty members about the items for the dimensions of academic activities were examined with respect to independent variables, it was seen that there were strong differences regarding some of the items. When the sub-items for the dimensions of academic activities were taken into consideration, it was seen that female faculty members agreed more with the item of "community services are considered important by academicians" than did male faculty members. In addition, the academicians teaching at the Faculty of Science and Literature and at the Faculty of Engineering and Architecture agreed more with the item of "research increases students' interest in academicians" than the academicians teaching at other faculties. This situation could be said to result from the fact that as required by the field, instructional activities in the Faculty of Science and Literature and in the Faculty of Engineering and Architecture are carried out based on research and laboratory studies.

When the faculty members' views were examined with respect to their teaching experience, it was seen that the faculty members whose teaching experience ranged between 21 and 30 years agreed more with the item of "research requires group work" than those whose teaching experience ranged between 11 and 20 years. This situation could be said to result from the fact that faculty members who are



experienced in terms of their teaching give more importance to cooperation-based studies in scientific research.

When the faculty members' views were examined with respect to the number of their internationally published articles, the strongest difference was found for the item of "research increases students' interest in academicians." Therefore, it was found out that the faculty members who had more internationally published articles were more positive about the opinion that research increases students' interest in academicians. This finding supports Akerlind's (2008) claim that "academicians prove themselves in their fields via research."

When the faculty members' views were examined with respect to their weekly course-hours, it was seen that the faculty members teaching for 31 course-hours or more on a weekly basis reported more positive views on the item of "administration hinders academicians' contributions to their own fields" than those teaching for one to 10 course-hours on a weekly basis. This situation could result from the fact that faculty members teaching for fewer course-hours on a weekly basis generally have fewer administrative duties.

It is hoped that the results of the study, in which we tried to determine the views of academicians according to academic activities, will help other academicians working on similar topics to interpret and evaluate their research at the institutional, regional, or national level, besides making a contribution to the literature. In addition, this study can set the ball rolling for performing studies to determine the performances of academicians on different academic activities across Turkey.

### **Conclusions and Suggestions**

Faculty members' viewpoints regarding the profession of academicians and academic activities, as an up-to-date subject, continue to draw researchers' interest. It is seen that studies in related literature generally focus on the basic academic activities that academicians are required to carry out as well as on the place of these activities in the profession of academicians. In particular for the academic profession, it is possible to say that there are a number of studies on research and instruction. However, it could be stated that in Turkey, there is a limited number of studies on this subject, which is quite important for higher education. Therefore, the results of the present study are thought to be important for the field.

As a result of this study, which examined faculty members' views on academic activities, it was seen that the faculty members reported most positive views on research activities, followed by instruction, community service, research-instruction relationship, and administration, respectively. In other words, within the research limitations, it could be stated that the academicians were inclined to research and that the academic activity that the academicians reported least positive views on was related to administration. When the faculty members' views on academic activities were examined with respect to their demographic backgrounds, the faculty members with more internationally published articles gave more importance to research

activities. In addition, it was revealed that the academicians from the Faculty of Science and Literature gave more importance to administration than those from the Faculty of Education. Furthermore, it was found that the faculty members participating in the present study reported more positive views on the relationship between research and instruction. This situation helps conclude that faculty members agree on the existence of a positive relationship between research and instruction.

When the results obtained within the scope of the present study are taken into general consideration, it is possible to say that academicians are inclined to research and that they consider research and instruction as academic activities that complement each other. This finding obtained as a result of the present study could be regarded as important since it reflects the view points of faculty members in Turkey about academic activities and about the profession of academicians. In this context, quantitative or qualitative studies to be conducted with faculty members and instructors from different regions in Turkey will provide different classifications of academic activities and contribute to the related literature.

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## Öğretim Üyelerinin Akademik Etkinliklere İlişkin Görüşleri

### (Özet)

#### *Problem Durumu*

Akademisyenlik mesleği kapsamındaki öğretim, araştırma, toplum hizmeti ve yönetim başlıkları toplanan akademik etkinliklere bütüncül bir bakış açısı getirerek, akademisyenlerin bu etkinliklere ilişkin görüşlerinin belirlenmesi, akademisyenlik mesleğinin değişim ve gelişimine katkı sağlayacaktır.

#### *Araştırmanın Amacı*

Bu araştırmanın amacı, akademik etkinliklere (öğretim, araştırma, toplum hizmeti ve yönetim) ilişkin öğretim üyelerinin görüşlerinin çeşitli değişkenler açısından incelenmesidir.

#### *Araştırmanın Yöntemi*

Tekil ve ilişkisel tarama modelleri kullanılarak gerçekleştirilen araştırmanın çalışma grubu, 2008-2009 öğretim yılında Eskişehir'deki bir üniversitede görev yapan 124 öğretim üyesinden oluşmaktadır. Araştırma verileri, araştırmacılar tarafından geliştirilen 38 maddelik "Akademik Etkinliklere İlişkin Görüş Belirleme Anketi" ile toplanmıştır.

#### *Araştırmanın Bulguları*

Öğretim üyelerinin akademik etkinliklere ilişkin görüşlerini belirlemek amacıyla gerçekleştirilen bu çalışmada, öğretim üyelerinin akademik etkinliklere katılma derecelerinin araştırma, öğretim, toplum hizmeti, araştırma-öğretim ilişkisi ve idari görevler şeklinde sıralandığı görülmüştür. Akademisyenlerin en az önemsedikleri akademik etkinliğin idari görevler olması bulgusu, alanyazında desteklenen bir bulgu olarak ortaya çıkmıştır.

Araştırmada, öğretim üyelerinin akademik etkinliklere ilişkin görüşleri cinsiyet, fakülte, görev süresi, ulusal ve uluslar arası makale sayısı ve haftalık ders saati bağımsız değişkenlerine göre incelendiğinde sadece uluslararası makale sayılarına ve fakültelerine göre anlamlı bir farklılık olduğu belirlenmiştir. Buna göre öğretim üyelerinin uluslararası makale sayıları ile araştırma boyutundaki ve toplum hizmeti boyutundaki görüşleri arasında anlamlı bir farklılık ortaya çıkmıştır. 6-10 ile 11 ve üstü uluslararası makalesi olan öğretim üyeleri, hiç uluslararası makalesi olmayan akademisyenlere göre araştırma boyutunda daha olumlu görüş bildirmişlerdir. Benzer şekilde 11 ve üstü uluslararası makalesi olan öğretim üyeleri hiç uluslararası makalesi olmayan ve 1-5 uluslararası makalesi olan öğretim üyelerine göre toplum hizmeti boyutunda daha olumlu görüş bildirmişlerdir. Araştırmada elde edilen bu

bulgulara göre araştırma ve toplum hizmetine önem veren öğretim üyelerinin uluslararası yayın yapmada daha üretken oldukları söylenebilir. Bu bulgu aynı zamanda öğretim üyelerinin bir araştırmacı olarak gelişimleri daha üretken olmalarındaki artışla belirlenebileceği savını destekler niteliktedir.

Fakülte değişkeni açısından ise Fen-Edebiyat Fakültesi'nde görev yapan öğretim üyelerinin, Eğitim Fakültesi'nde görev yapan öğretim üyelerinden idari görev boyutunda daha olumlu görüş bildirdikleri görülmüştür. Bu bulguya göre Fen-Edebiyat Fakültesi'nde görev yapan öğretim üyelerinin idari görevlere Eğitim Fakültesi'nde görev yapan öğretim üyelerinden daha fazla önem verdikleri söylenebilir.

Öğretim üyelerinin araştırma ve öğretim arasında ilişki olduğuna yönelik olumlu görüş bildirdikleri görülmüştür. Bu bulgu araştırma ve öğretim arasında pozitif bir ilişkinin olduğunu savunan araştırmaları destekler niteliktedir.

Araştırmaya katılan öğretim üyelerinin akademik etkinlik boyutlarına ait maddelere ilişkin görüşleri bağımsız değişkenler açısından incelendiğinde bazı maddelerde güçlü farklılıkların olduğu görülmüştür. Akademik etkinlik boyutlarının alt maddeleri temel alındığında kadın öğretim üyelerinin erkek öğretim üyelerine göre "toplum hizmetleri, akademisyenler tarafından önemli görülmektedir" maddesine daha fazla katıldıkları görülmüştür. Bununla birlikte "araştırma, öğrencinin akademisyene olan ilgisini artırır" maddesine Fen-Edebiyat ve Mühendislik Mimarlık Fakültelerinde görev yapan akademisyenlerin diğer fakültelerdeki akademisyenlere göre daha fazla katıldıkları görülmüştür. Bu durumun alanları gereği Fen-Edebiyat ve Mühendislik Mimarlık fakültelerinde öğretim etkinliklerinin daha çok araştırma ve laboratuvar çalışmalarına dayalı yürütülmesinden kaynaklandığı söylenebilir.

Öğretim üyelerinin görüşleri görev sürelerine göre incelendiğinde görev süresi 21-30 yıl olan öğretim üyelerinin görev süresi 11-20 yıl olanlara göre "araştırma, grup çalışması yapabilmeyi gerektirir" görüşüne daha fazla katıldıkları görülmüştür. Bu durumun görev süresi açısından deneyimli öğretim üyelerinin bilimsel araştırmalarda işbirliğine dayalı çalışmalara daha fazla önem vermelerinden kaynaklandığı şeklinde yorumlanabilir.

Uluslararası makale sayıları açısından öğretim üyelerinin görüşleri incelendiğinde en güçlü farklılığın "araştırma, öğrencinin akademisyene olan ilgisini artırır" maddesinde ortaya çıktığı görülmüştür. Buna göre uluslararası makale sayısı daha fazla olan öğretim üyeleri araştırmanın öğrencinin akademisyene olan ilgisini arttırdığı düşüncesine daha olumlu yaklaştıkları belirlenmiştir. Bu bulgu, "araştırma ile akademisyenler alanda kendilerini kanıtlarlar" savını destekler niteliktedir.

Haftalık ders saatleri açısından öğretim üyelerinin görüşleri incelendiğinde haftada 31 saat ve üstü derse giren öğretim üyelerinin 1-10 saat derse giren öğretim üyelerinden “akademisyenlikte idari görevler, akademisyenlerin alanlarına yapacakları katkıları engellememektedir” maddesine ilişkin daha olumlu görüş bildirdikleri görülmüştür. Bu durum ders saati daha az olan öğretim üyelerinin genelde idari görevi daha az olmasından kaynaklanıyor olabilir.

#### *Araştırma Sonuçları ve Öneriler*

Araştırma kapsamında ulaşılan sonuçlara genel olarak bakıldığında akademisyenlerin araştırma yönelimli, araştırma ve öğretimin birbirini bütünleyen akademik etkinlikler olduğunu savunan bir profil çizdiklerini söylemek mümkündür. Araştırma sonucunda ulaşılan bu profilin Türkiye’deki öğretim üyelerinin akademisyenliğe ve akademik etkinliklere ilişkin bakış açılarını yansıtması noktasında önem taşıdığını söylemek mümkündür. Bundan sonra yapılacak araştırmalarda Türkiye’nin farklı bölgelerindeki öğretim üyeleri ve öğretim elemanları ile yapılabilecek nicel araştırmaların yanı sıra akademik etkinliklere ilişkin farklı sınıflandırmalara ulaşmayı sağlayacak nitel araştırmaların gerçekleştirilmesi alanyazına katkı sağlayacaktır.