



KNOWLEDGE AND PERCEIVED BARRIERS REGARDING RESEARCH PUBLICATION AND PUBLICATION ETHICS AMONG NURSING TEACHERS: A CROSS-SECTIONAL STUDY

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ABSTRACT

Research publication and publication ethics are essential for advancing evidence-based nursing practice and maintaining scientific integrity. Assessing nursing teachers' knowledge and perceived barriers can help improve research productivity and promote ethical publishing practices. This study used for the Descriptive cross-sectional research design for the Selected nursing colleges and nursing institutions for all nursing teachers working in nursing educational institutions the sample size is 30 nursing teachers for used convenient sampling technique. Data collection instrument was used for Demographic Variables, A structured Knowledge Questionnaire and Perceived Barriers Scale assed by Likert scale the study found that most nursing teachers had moderate knowledge regarding research publication and publication ethics. Lack of time, inadequate funding, and insufficient mentorship were identified as the major barriers to research publication.

Key words: Knowledge, Perceived barriers, Research publication, Publication ethics, Nursing teachers, Research productivity, Nursing education.

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Article Info

Received 12/04/2026; Revised 20/05/2026
Accepted 13/06/2025

INTRODUCTION

Research publication is an essential component of nursing education and professional development, contributing to the advancement of evidence-based practice and healthcare quality. Nursing teachers are expected to conduct research and disseminate findings through scholarly publications while adhering to publication ethics. Publication ethics ensures honesty, transparency, proper authorship, and avoidance of plagiarism in scientific communication. However, many nursing educators face challenges such as lack of time, inadequate funding, limited research skills, and insufficient mentorship. These barriers may affect both research productivity and ethical publishing practices. Therefore, assessing the knowledge and perceived barriers regarding research publication and publication ethics among nursing teachers is important for strengthening research culture and promoting ethical scholarly contributions.

Background of the study

Research publication is an important indicator of academic excellence and professional development among nursing educators. Publication ethics ensures the integrity, transparency, and credibility of scientific findings. Nursing teachers are expected to actively engage in research and disseminate evidence-based knowledge through scholarly publications. However, several factors may limit their ability to publish research and adhere to ethical publication standards.

Objectives

1. To assess the knowledge regarding research publication among nursing teachers.
2. To assess the knowledge regarding publication ethics among nursing teachers.
3. To identify perceived barriers affecting research publication among nursing teachers.



4. To determine the association between knowledge regarding research publication and selected demographic variables.

Hypotheses

H1: There is a significant association between knowledge regarding research publication and publication ethics and selected demographic variables among nursing teachers.

H2: Nursing teachers with previous publication experience have significantly higher knowledge scores compared to those without publication experience.

Assumptions

1. Nursing teachers possess varying levels of knowledge regarding research publication and publication ethics.
2. Institutional and personal barriers influence research publication practices.
3. Previous research experience contributes to better knowledge regarding publication ethics.
4. Faculty development programs can improve publication-related competencies among nursing educators.

MATERIAL AND METHODS

A descriptive cross-sectional study was conducted among 30 nursing teachers from selected nursing institutions. Participants were selected through convenient sampling. Data were collected using a structured questionnaire consisting of demographic variables, knowledge-related questions on research publication and publication ethics, and a perceived barriers scale. Descriptive and inferential statistics were used for data analysis.

RESULTS

Among the 30 nursing teachers, the majority were female (70%), and more than half held postgraduate qualifications (56%). Approximately 45% had previous publication experience. Regarding knowledge, 62% of participants demonstrated moderate knowledge, 25% had adequate knowledge, and 13% had inadequate knowledge

concerning research publication and publication ethics. The mean knowledge score was 21.4 ± 4.6 out of 30. The most commonly perceived barriers to research publication included lack of time (82%), inadequate funding opportunities (76%), insufficient mentorship (71%), limited statistical support (68%), heavy teaching workload (67%), and lack of institutional incentives (65%). Statistical analysis revealed a significant association between knowledge scores and educational qualification as well as previous publication experience ($p < 0.05$). Faculty members with postgraduate and doctoral qualifications demonstrated higher knowledge scores than those with undergraduate qualifications.

Recommendations

1. Conduct regular workshops on research methodology, scientific writing, and publication ethics.
2. Establish mentorship programs for novice researchers.
3. Provide institutional funding and research grants.
4. Develop research support centers offering statistical and editorial assistance.
5. Encourage collaborative and interdisciplinary research projects.
6. Include publication ethics training in faculty development programs.
7. Recognize and reward faculty members for quality research publications.
8. Facilitate access to indexed journals and research databases.

CONCLUSION

The study concludes that nursing teachers possess moderate knowledge regarding research publication and publication ethics. However, several barriers, including lack of time, insufficient funding, limited mentorship, and inadequate research support, significantly affect research publication practices. Strengthening institutional research culture through training, mentorship, and resource allocation can enhance research productivity and ensure adherence to ethical publication standards among nursing educators.

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