

An Investigation of Doctoral Students' Publication Experiences in a 'Publish or No Degree' Context

Ahmad Fawzi Shamsi

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
in
English Language Teaching

Eastern Mediterranean University
July 2022
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Prof. Dr. Ali Hakan Ulusoy
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy in English Language Teaching.

Prof. Dr. Javanshir Shibliyev
Chair, Department of Foreign Language
Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Doctor of Philosophy in English Language Teaching.

Prof. Dr. Ülker Vancı Osam
Supervisor

Examining Committee

1. Prof. Dr. Şefika Mertkan

2. Prof. Dr. Zühal Okan

3. Prof. Dr. Ülker Vancı Osam

4. Prof. Dr. Hacer Hande Uysal

5. Assoc. Prof. Dr. Nur Yiğitoğlu Aptoula

ABSTRACT

The number of publications as research outputs has ever since become a critical factor in individuals' and institutions' performance measures as well as ranking the universities, leading to the flourish of an extensive number of journals publishing several issues annually. The blooming of publication has made many universities worldwide adopt the 'publish or no degree' policy in their doctoral programs, in which the PhD students are demanded to publish one article or more as a requirement for graduation. In spite of its importance in preparing doctoral students as researchers, the 'publish or no degree' policy has been reported in several studies as an additional source of 'pains' for the doctoral students in their highly challenging endeavor. To this end, the present study aims to investigate the perceptions of stakeholders about the 'publish or no degree' policy as a requirement for doctoral students' graduation, then the challenges encountered by the doctoral students in writing for publication process, and finally the support they receive and/or need in writing for publication process in the context of an EMI (English as a medium of instruction) university in North Cyprus. The study adopted a sequential mixed method in which the data was triangulated from different participants using different research tools. Data analysis indicated that all participants were in favor of the 'publication condition' for graduation. However, this condition created a number of challenges faced by the doctoral students: article-related and non-article-related challenges. Article-related challenges were mainly linguistic and genre-related challenges. Although some doctoral students admitted that they received sufficient support throughout their Ph.D. study including the article-writing period, many participants emphasized a shortage in the support provided by their supervisors, faculty, and the university. Furthermore, the findings revealed that there

is an urgent need for further support to enhance their publication literacy, such as creating research groups among the doctoral students, and immersing publication in the taught courses. It was also highlighted strongly that making changes in the university's by-laws by expanding the number of acceptable indexes would open more publication channels and thus the waiting for publication status would be shortened.

Keywords: article publication, doctoral students, novice authors, publication challenges, publish or no degree

ÖZ

Bilimsel araştırma ürünleri olan akademik yayınlar, bireylerin ve kurumların performans değerlendirmelerinde ve üniversitelerin sıralamasında önemli bir etken haline gelmiştir. Dünyada bilinen belli başlı birçok üniversitenin doktora programlarındaki öğrencilerden mezuniyet şartı olarak bir veya daha fazla makale yayınlamalarının talep edildiği ‘yayın yoksa mezuniyet de yok’ politikası sayesinde, hem akademik dergilerin hem de o dergilerde yer alan yayınların sayısında önemli bir artış olmuştur. Yayın koşulunun bir yandan doktora öğrencilerini araştırmacı rollerine hazırlamada gerçekten önemli bir etkiye sahipken, aynı zamanda doktora öğrencileri için zorlu, zaman zaman da acı verici bir deneyime dönüştüğü pek çok çalışmada rapor edilmiştir. Bu çalışma Kuzey Kıbrıs’ta yer alan ve eğitim dili İngilizce olan bir üniversitede doktora programı öğrencilerinin, tez danışmanlarının ve üniversitenin üst düzey yöneticilerinin, doktora programından mezun olabilmek için yayın koşulu politikasına nasıl baktıkları, yayın yapma sürecinde doktora öğrencilerinin yüz yüze kaldıkları ve zorlandıkları konuların neler olduğu ve makale yayını gerçekleştirme sürecinde kimden nasıl destek aldıkları konusundaki düşünce, görüş ve önerilerini irdelemeyi amaçlamaktadır. ‘Sıralı karma araştırma’ yönteminin benimsendiği bu çalışmada, veri üçgenlemesini sağlamak amacıyla, farklı katılımcılar ve farklı veri toplama araçları kullanılmıştır. Elde edilen verinin analizi, tüm katılımcıların üniversitenin uyguladığı ‘doktora programından mezun olmak için makale yayınlama’ koşulunu desteklediklerini göstermiştir. Bununla birlikte, bu durumun doktora öğrencileri için ‘makale ile ilgili zorluklar ve makale ile ilgili olmayan zorluklar’ diye sınıflandırılabilir bir dizi zorluk oluşturduğu ortaya konmuştur. Aldıkları ya da gereksinim duydukları destek konusunda ise, bazı doktora öğrencileri makale yazma

dönemini de içeren doktora çalışmaları boyunca yeterli destek aldıklarını kabul etseler de, birçok doktora öğrencisi gerek tez danışmanları, gerekse diğer öğretim üyeleri ve üniversite tarafından sağlanan desteğin yetersizliğini vurgulamıştır. Yayın yapma pratiğini geliştirmek için doktora öğrencileri arasında araştırma grupları oluşturmak ve doktora programındaki derslerde öğrencilerin yayın yapma deneyimlerini artıracak çalışmalarda bulunmak gibi desteklere acil ihtiyaç olduğu ortaya konmuştur. Ayrıca, üniversite mevzuatında belirtilen mevcut endekslere ek olarak yeni endekslerin eklenmesinin, yayın bekleme süresini kısaltacak önemli bir katkı olacağı vurgulanmıştır.

Anahtar Kelimeler: makale yayını, doktora öğrencileri, deneyimsiz makale yazarları, yayın yapma zorlukları, mezuniyet için makale koşulu

DEDICATION

This book is, firstly, dedicated to Allah, who has granted me the power to accomplish
my Ph.D.

It is said that ‘there is a great woman behind every successful man’. However, there
were two women behind this success:

my beloved mother

Aisha Sahar Dabbagh

and my love and life-long companion, my wife

Nour Tarabelsi.

ACKNOWLEDGEMENT

I would like to record my gratitude to my supervisor Prof. Dr. Ülker Vancı Osam for her supervision, guidance, and advice. Her diligent support from the first day of my Ph.D. has definitely had the major effect in reaching this level in my life. Her support has not only directed me to the right way in my study, but it has also affected my perspective towards life as a teacher and a human being.

I would also like to acknowledge the members of my Thesis Monitor Committee Prof. Dr. Şefika Mertkan and Assoc. Prof. Dr. Nur Yiğitoğlu Aptoula for their advice, encouragement, and academic support. Your critical eye on my work has definitely taken my work for the better.

My gratitude also goes to my great family. My wife, Nour Tarabelsi, has always been the place I reside to cure my pains in my Ph.D. journey. Especial thanks go to my distinguished children: Abdulrahman and Aisha. Your presence in my life has always energized me to do the best.

TABLE OF CONTENTS

ABSTRACT	iii
ÖZ	v
DEDICATION.....	vii
ACKNOWLEDGEMENT	viii
LIST OF TABLES.....	xiv
LIST OF FIGURES	xv
1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Motivation of the Study	7
1.3 Statement of the Problem.....	9
1.4 Purpose of the Study.....	12
1.5 Significance of the Study	13
1.6 Definitions of Key Terms	15
1.7 Summary	16
2 REVIEW OF LITERATURE.....	17
2.1 Knowledge Construction and Dissemination in Doctoral Studies from a Neoliberal Perspective.....	17
2.1.1 ‘Publish or no Degree’ Policy in Doctoral Programs	20
2.2 Challenges in Writing for Publication (WFP).....	22
2.2.1 Article-Related Challenges.....	23
2.2.2 Non-Article-Related Challenges.....	28
2.3 Support Needed in Writing for Publication (WFP)	31
2.4 Related Studies on Publication by Doctoral Students	33

2.5 Summary	36
3 METHODOLOGY	37
3.1 Research Design	37
3.1.1 Stage One: Qualitative Research	38
3.1.2 Stage Two: Quantitative Research.....	40
3.1.3 Stage Three: Qualitative Research.....	40
3.2 Setting	42
3.3 Participants.....	46
3.3.1 Doctoral Students as Participants	46
3.3.1.1 Doctoral Students as Participants at Stage One (Interviews)	47
3.3.1.2 Doctoral Students as Participants at Stage Two (Questionnaire)	49
3.3.1.3 Doctoral Students as Participants at Stage Three (Focus Group Discussion).....	52
3.3.2 Supervisors as Participants	52
3.3.3 Policymakers as Participants	53
3.4 Data Collection Tools	54
3.4.1 Interviews with Doctoral Students.....	54
3.4.2 The Questionnaire	55
3.4.3 Focus Group Discussion.....	56
3.4.4 Interviews with Supervisors	56
3.4.5 Interviews with Policymakers.....	57
3.5 Data Collection Procedures.....	58
3.6 Data Analysis Procedures	62
3.7 Ethical Considerations	63
3.8 Issues Related To Trustworthiness, Reliability, and Validity.....	64

3.8.1 Trustworthiness.....	64
3.8.2 Reliability	66
3.8.3 Validity	67
3.9 Role of the Researcher	68
3.10 Summary	68
4 RESULTS AND FINDINGS	69
4.1 Article Publication Requirement	69
4.1.1 Article Publication Requirement from the Perspective of Doctoral Students	70
4.1.2 Article Publication Requirement from the Perspective of Supervisors	77
4.1.3 Article Publication Requirement from the Perspective of Policymakers...	83
4.2 Challenges Encountered by Doctoral Students in Publication.....	88
4.2.1 Article Publication Challenges from the Perspective of Doctoral Students	88
4.2.1.1 Article-Related Challenges	89
4.2.1.1.1 Genre-Related Challenges.....	89
4.2.1.1.2 English Language-Related Challenges	95
4.2.1.2 Non-Article-Related Challenges.....	99
4.2.1.2.1 Support-Related Challenges	99
4.2.1.2.2 Journal-Related Challenges.....	105
4.2.2 Article Publication Challenges from the Perspective of Supervisors	109
4.2.3 Article Publication Challenges from the Perspective of Policymakers ...	111
4.3 Current and Needed Support for Article Publication	114
4.3.1 Article Publication Support from the Perspective of Doctoral Students..	114
4.3.1.1 Supervisor Support	114

4.3.1.2 Instructors Support.....	121
4.3.1.3 University Support.....	124
4.3.1.4 Peers Support.....	128
4.3.2 Article Publication Support from the Perspective of Supervisors	130
4.3.3 Article Publication Support from the Perspective of Policymakers	135
4.4 Summary	139
5 DISCUSSION AND CONCLUSION.....	140
5.1 Discussion	140
5.1.1 Discussion of the Results of Research Question #1: Perceptions of Stakeholders about the Article Publication Requirement	140
5.1.2 Discussion of the Results of Research Question #2: Article Publication Challenges	143
5.1.3 Discussion of the Results of Research Question #3: Article Publication Received/Needed Support.....	151
5.2 Implications and Recommendations.....	154
5.3 Limitations and Delimitations of the Study	164
5.4 Suggestions for Further Studies	166
REFERENCES	168
APPENDICES	188
Appendix A: Doctoral Students' Interview Questions	189
Appendix B: Questionnaire	191
Appendix C: Focus Group Discussion Questions	198
Appendix D: Interview Questions of Supervisor '1'	200
Appendix E: Interview Questions of Policymakers	203
Appendix F: Interview with a Ph.D. Student (Abed).....	206

Appendix G: Interview with the IGSR Director	215
Appendix H: Interview with Supervisor 2.....	236
Appendix I: Ethical Committee Approval.....	248

LIST OF TABLES

Table 1: Demographic Information on the Interview Participants at Stage One	47
Table 2: The Distribution of the Questionnaire Participants According to Their Programs	50
Table 3: English Proficiency Courses Attended by Participants Prior to Ph.D. Programs	51
Table 4: Participants in the Focus Group Discussion	52
Table 5: Demographic Background of Supervisors.....	53
Table 6: Level of Article Writing Difficulty	94
Table 7: Types of Challenges	98
Table 8: Supervisor Support.....	118
Table 9: Instructors Support	122
Table 10: University Support	126
Table 11: Peers Support	129

LIST OF FIGURES

Figure 1: Sequential Mixed-Method Model of the Study	38
--	----

Chapter 1

INTRODUCTION

This introductory chapter starts with an explanation of the background of the study, which is followed by the statement of the problem. Then, the aim of the study and research questions are presented. Later, the significance of the study is explained, and the key terms are defined.

1.1 Background of the Study

Since the last decade of the 20th century, the world has witnessed new orientations towards higher education. Its role has changed from a tool for equipping the learners with the knowledge to an essential aspect of the so-called ‘knowledge economy’ whereby the postgraduate students have become the promising hope for developing scientific and technical innovators (Nerad, 2010). The research of the postgraduate students has become a milestone for making innovative changes to the workplace and hence attracting investments in the national and international economy alike. This change in the role of graduate studies has necessitated critical amendments in their essence to include more productive graduates, and more universities have started offering master’s and doctoral programs to prepare the candidates for the market. In this way, the doctoral graduates are equipped with high skills that assist them in producing distinct research and creative ideas to immerse in the market.

Nevertheless, the growing number of doctoral graduates has consequently led to an increase in the supply and a decrease in demand. This has made the universities

increase their graduation criteria by adding more requirements to graduation in order to nominate the elite. Among these requirements are publishing articles in journals in prestigious indexes, preparing distinctive dissertations, and mastering English as it is the main research language. This has shifted the competition among universities to produce unique concepts published in prestigious journals. The publication issue has ever since become a critical factor in ranking the universities, and it has flourished with an extensive number of journals publishing several issues annually. This has been accompanied by institutions specialized in ranking universities based on the work they publish and its originality. The blooming of publication has made many universities worldwide adopt the ‘publish or no degree’ policy in their doctoral programs, in which the Ph.D. students should publish one article or more as a requirement for graduation. This, on the one hand, helps the universities in increasing their ranking (Kamler, 2008), and, on the other hand, assists in preparing the doctoral students for the research community, which has become an essential aspect of the economic cycle (Powell, 2004).

In spite of its importance in preparing doctoral students as researchers, the ‘publish or no degree’ policy has turned out to be a nightmare for them. Several studies have reported the pains encountered by doctoral students in getting their articles published as a condition for graduation (e.g., Li, 2016; Robins & Kanowski, 2008). Having produced a dissertation with totally different characteristics from those of an article with respect to length, target audience, intensity, etc., doctoral students find themselves under the pressure of revising their dissertation into a publishable article although they may lack prior experience in publication, even in local journals, making article publication a substantial obstacle (Aitchison et al., 2010; Bailey, 2017; Habibie & Hyland; 2019; Maher et al., 2014; Murray & Metheny, 2002). The aforementioned

toughness of the article publication has been sourced from different factors which have been handled by studies in the related studies.

Since article publication has been reported as a very challenging task for novice authors (e.g., Aitchison et al., 2010; Bailey, 2017; Habibie & Hyland, 2019; Maher et al., 2014; Murray & Metheny, 2002), the publication experience of the doctoral students (as novice authors) needs to be sharpened. Earning the expertise in writing quality articles necessitates learning an extensive number of skills by authors to increase their publication chances. This field is called ‘Writing for Publication’ (WFP), which is defined by Hyland (2016b) as “learning to write for a professional peer audience, the process by which novices are socialized into the academic community” (p. 61). Socialization in the publication field entails linguistic knowledge and genre knowledge (Xu, 2019).

Within the WFP literature, linguistic challenges were perhaps the most studied issue (Duszak & Lewkowicz, 2008; Hanauer & Englander, 2011; Perez-Llantada, 2014), especially from the perspective of native vs. non-native speakers. In Hyland (2012), the linguistic competence is mentioned as the main challenge for nonnative English-speaking authors because of the fact that the language of publication in internationally recognized journals is English. The enlarging scope of articles published in English puts more pressure on non-native English-speaking authors too (Shivdko & Atkinson, 2019) since they need to master composing articles in a language other than their mother tongue (Hyland, 2019; Lillis & Curry, 2013).

Other studies in the literature confirm the language challenge of the nonnative speakers of English in their publication (Duszak & Lewkowicz, 2008; Kourilová, 1998;

Hanauer & Englander, 2011; Perez-Llantada, 2014). Allison et al. (1998) pointed out that academic writing is a challenge both for native and non-native speakers of English, with more difficulties for the latter compared to the former, and while native speakers experience challenges in writing at the paragraph level, non-native speakers observe challenges at the sentence and paragraph levels. In another study (Xu, 2019), publication challenges for native speakers (NSs) are reported to derive from the lack of necessary research skills rather than the linguistic competency and that the over-focus on the linguistic side of the publication process impedes the studies on the genre knowledge (p. 123). Contrarily, all novice authors, be it native and non-native speakers of English, need to improve their genre knowledge to become more efficient writers and increase their publication chances.

Genre knowledge refers to the “rhetorical move structures, patterns in lexico-grammatical features, hedges and boosters, patterns of citation use, and variations across genres and situations” (Xu, 2019, p. 124). It is also referred to as the “rules of the game” (Gosden, 1992, p. 133) in writing for publication, which includes familiarity with the journals and their scopes, reviewing the literature to find a gap for the study, and knowing the publishable research. Obviously, this necessitates a deeper investigation and analysis of good publication samples to raise the candidate authors’ consciousness and awareness. The genre knowledge is at the essence of the skills needed by Ph.D. candidates, both native and nonnative speakers of English (Habibie, 2016; Shvidko & Atkinson, 2019).

This variety of competencies, linguistic and genre-related, has led to a blurry view of the authors’ needs. Consequently, the Writing for Publication (WFP) curricula designers have been unable to design academic writing materials that can improve the

novice authors' both linguistic and genre-related needs, based on their varying levels. For instance, while novice native authors need support mostly in the genre techniques, their nonnative peers need support not only in the genre techniques but also in the English language. Designing a 'one size fits all curriculum' for writing for publication decreases the efficacy of such curricula.

Apart from the linguistic and genre-related challenges that novice authors most frequently confront in WFP, other challenges are reported in the related literature. One of those challenges is the absence of support for novice authors in their environment. Kim and Karau (2009), for example, highlighted faculty support as the only significant environmental predictor of research productivity. Another important factor is the support and feedback of the supervisor. Odena and Burgess (2017) examined 30 doctoral students' learning experience of academic writing (in terms of research) and counted supervisors' feedback (specifically, its absence or quality) as an important factor among other challenges faced by the students. The role of the supervisor tends to be an essential as their direct feedback sharpens the academic performance of the supervisees, thus improving their genre knowledge at the thesis and article levels alike. Moreover, supervisors can represent a good model for their supervisees to follow for their saturation in the research community. Nevertheless, the support provided by supervisors varies considerably, and there is a disparity between the efforts of the supervisor and the supervisee's expectations in terms of received support (Bills, 2004).

Another factor mentioned by Odena and Burgess (2017) and also reported in earlier studies (e.g., Paltridge & Woodrow, 2012), is the doctoral students' self-organization, involving their resilience, motivation, and time management skills, which necessitates advanced planning of the multi-responsibilities bestowed upon doctoral students. A

study conducted by Li (2016) about the challenges of Chinese doctoral students in the ‘publish or no degree’ context highlighted the need for training the doctoral students prior to demanding a full publication from them. The findings indicated that the students, as novice authors, need to be trained by their supervisors in shaping their first article and gradually they would be in the position to produce their own articles.

The factors mentioned play a role in increasing or decreasing the publication output at the doctoral level and students’ burnout, which may eventuate in dropping the doctoral study (Kehm, 2004). In order to help them cope with the challenges they encounter, increased support seems to be essential. One such type of support is peer-feedback the role of which has been confirmed in studies on the improvement of the pedagogical and strategic skills (e.g., Lee & Boud, 2003; Page-Adams et al., 1995). In the latter study, it was reported that the conversations, suggestions, and collaboration led to a noticeable improvement in the publication output of the doctoral students who were involved in a peer-feedback research group (with an average of 3.8 articles per year), compared to that of other doctoral students who did not participate in the peer-feedback groups (with the average 0.29).

The aforementioned challenges of article publication for novice authors serve as a fundamental obstacle to their immersion in the research community. The doctoral students need to gain a wide experience in the genre knowledge to be able to compose a publishable article in a highly ranked journal. The learning of these techniques necessitates preparation for the authors to know the game rules to master figuring an interesting gap to target in the research, designing an appropriate methodology, collecting and analyzing the data, and concluding interesting results. Furthermore, the nonnative English-speaking authors are required to demonstrate a satisfying capability

of the English language to put all the previous techniques in a reader-friendly article, linguistically speaking.

1.2 Motivation of the Study

While applying for a Ph.D. program, I opted for a highly ranked university that can rehabilitate my knowledge and sharpen my research skills to fit the growing needs of the education market. I, therefore, chose Eastern Mediterranean University since it has a high rank, being the first in North Cyprus, the second in Turkey, among the 251-300 best young universities in the world, and among the 501-600 best universities in the world (See: <https://www.emu.edu.tr/en/news/news/emu-is-among-the-worlds-top-600-universities/1206/pid/3782>). These rankings prove the important position of EMU nationally, regionally, and internationally.

Joining the Ph.D. program at such a prestigious university in 2017, I have noticed that the main concern for many of the students has been the article publication as a requirement for graduation. The publication must be in a journal indexed in an SCI-e, SSCI, or AHCI, as described in the by-laws of the university (http://mevzuat.emu.edu.tr/5-4-2-Rules-Postgraduate_ed_n_exams.htm). The essence of the challenge sources from the fact that the doctoral students are novice authors with no previous experience in publication, and the requirement forces them to rocket from their no experience base to expertise throughout their years of study.

Realizing this challenge has evoked my interest in getting deeper and knowing more about what is waiting for me in the future. After viewing the statistics from the Institute of Graduate Studies and Research (IGSR), I found out that there were 425 doctoral students who finished their course phase and started with their dissertations and

articles. Among them, there were 60 doctoral students classified under the ‘waiting for publication’ status, which represented around 15% of the total number of students. Reaching this status means that the candidates had been doctoral students for more than six years. It also indicated that they had finished their dissertation research and were waiting for the publication of their article to graduate. Being a Ph.D. candidate in the English Language Teaching program, I was concerned about this issue, especially when I learned that some of my senior colleagues had been in the program for around ten years without graduating.

Furthermore, the ‘waiting for publication’ status varied from one program to another. The results show that In other words, there was a significant difference in the percentage of ‘waiting for publication’ among the departments. While there were programs that had no ‘waiting for publication’ students (e.g., Applied Mathematics and Computer Sciences, Business Administration, Chemistry, Mathematics, and Physics) and other ones with a very low percentage of waiting for publication (e.g., Tourism Management 2.3%, and Computer Engineering 6.6%), there were programs that had a high percentage of students falling in this status (e.g., Educational Sciences 50%, English Language Teaching 28.12%, Architecture 25%, Industrial Engineering 18.75%, Economics 16.66%, and Civil Engineering 16.12%). Furthermore, some programs had a percentage less than the general average (e.g., Communication and Media Studies 12%, International Relations 13.33%, Finance 13.79%, and Mechanical Engineering 14.28%).

These statistics reveal that some students may have to spend more time in their studies compared to their peers in other programs. This gives the doctoral students at EMU a sense of concern about the time they may need till they get their articles published.

Hence, the ‘publish or no degree’ policy seems to be more severe with some programs than others, which indicates that the policy of article publication in the required indexes (e.g., SCI, SSCI, AHCI) may not fit all students. To exemplify, a Ph.D. student in the English Language Teaching program is likely to have a chance of around 28.12% to spend more time in the study due to the publication requirement compared to 0% for a Ph.D. student in Physics or Chemistry programs.

These statistics first made me rather worried, especially when thinking that I, as a Ph.D. student, would be unfairly disadvantaged by belonging to a department with high a percentage of waiting for publication. However, this also motivated me to contact my senior Ph.D. students in my department as well as the other departments to ask about the challenges they faced in their publication journey and the strategies they used to cope with delays in getting published. Furthermore, I started looking for the support sources offered by our university to use them in improving my research knowledge as well as academic writing skills. In fact, the good access offered by the university was the turning point for deciding on the topic of this study since I had a wide range of articles open from the university’s access. Hence, my decision along with my supervisor was to further the search I started about the challenges encountered by Ph.D. students and the support needed to mitigate those challenges.

1.3 Statement of the Problem

Since publication challenge has been the main motive behind this study, there was a need for reviewing the recent literature to find any studies that tackled this issue and concluded some results that may be beneficial in my case. Nevertheless, the studies found were scarce, and this was also reported in Peacock’s study (2017), which declared that there is “a lack of critical research” in the Ph.D. publication field.

Furthermore, a review of recent studies about research in the Middle East, Asia, and Africa (the regions from which the majority of the university's students come) shows that the research in these regions is far behind that of the western world (Ahmed, 2020; Lages et al., 2014). In fact, EMU is a major source of doctoral graduates (from Turkey, Iran, the Arab World, and Africa) for the Middle East due to its high ranking. Having a high percentage of 'waiting for publication' in some programs, which may even lead to dismissing students, represents an obstacle that may affect the regional economy. Doctoral graduates are needed to conduct professional studies and equip the market with the latest research to make the economy cope with international developments.

With a shortage in filling this gap, the regional market may not be up-to-date with the latest developments in the other parts of the world, which in turn puts sticks in the regional economy cycle. Although there are a handful of studies that dealt with the research challenges in the Middle East (Ahmed, 2020; Amour 2012; Lages et al., 2014), these remain general since they do not tackle it from the doctoral programs' point of view. Also, they only examine the Middle Eastern international students in western universities rather than in Middle Eastern ones. To the best of our knowledge, there are no studies that investigate the publication challenges for the Middle Eastern and African doctoral students in a Middle Eastern context. From this perspective, this study aims to fill this gap by investigating the perceptions about the encountered challenges and needed support in getting published as a graduation requirement from the doctoral students' point of view.

Although these several studies have examined the publication challenges for authors and their consequences in the recent literature (e.g., Flowerdew, 2008; Hyland, 2016a; Lillis & Curry, 2013; Li, 2016; Mason, 2018; Merga, 2020; Robins & Kanowski,

2008), they remain insufficient. First of all, the current studies examine the linguistic challenges of article publication from the native vs. nonnative perspective (Habibie & Hyland, 2019). Furthermore, the related literature views the challenges of article publication for novice authors, being doctoral students or not. Although novice authors face several challenges, they remain tougher for the doctoral students since it may restrict or even deprive them of graduation, especially if the requirement restricts the publication to certain prestigious indexes (e.g., ISI, SCI-e, SSCI, and Scopus).

Moreover, the current studies about publication for doctoral students are either qualitative ones (e.g., Li, 2016; Langum & Sullivan, 2017; Merga, 2020), which can't be generalized to other contexts, or monotonous since they target one type of stakeholders, such as doctoral students (e.g., Langum & Sullivan, 2017; Lei, 2021; Odena & Burgess, 2017). In spite of their role in filling main gaps in the literature, there is, to the best of our knowledge, no study that examines the article publication among the doctoral students in a 'publish or no degree' community in terms of perceptions, challenges, and support, taking into consideration the variation in the research methods and participants. Enlarging the scope by varying the participant types and research tools is definitely a valued addition to the studies in the related literature since the different perspectives enable the researchers in viewing the publication concept with a full image taking into consideration all the opinions of the related stakeholders.

One more essential gap this study targets is the policy makers' perceptions about the article publication requirement. The current studies in the related literature declare that studies about the perceptions of policymakers on the publication requirement are scarce (Lei, 2019; Lon et al, 2019). Despite their essential role in hardening or easing

the publication for the doctoral students, the policymakers have not been included in many studies, which precludes the related literature from a crucial perspective that may enlarge the publication insight. Including the perceptions of the administrators in charge at EMU widens the understanding of the rationale behind the publication requirement from a new perspective.

1.4 Purpose of the Study

Based on the discussion above, the present study has a three-fold aim to clarify the article publication journey of nonnative doctoral students who are enrolled in a university that requires publication as a requirement for graduation from a wider perspective. More specifically, the study aims to investigate the perceptions of stakeholders (i.e., doctoral students, supervisors, and policymakers) about the ‘publish or no degree’ policy as a requirement for doctoral students’ graduation, then the challenges encountered by the doctoral students in writing for publication process, and finally the support they receive and/or need in writing for publication process in the context of Eastern Mediterranean University (EMU) in Famagusta, North Cyprus.

To this end, this study addresses the following research questions:

1. What are the perceptions about the publication requirement from the perspective of:
 - i. doctoral students,
 - ii. supervisors, and
 - iii. policymakers?
2. What are the challenges that doctoral students confront in the writing for publication process and the sources of these challenges from the perspective of:

- i. doctoral students,
 - ii. supervisors, and
 - iii. policymakers?
3. What is the support received/needed by the doctoral students in the writing for publication process from the perspective of:
- i. doctoral students,
 - ii. supervisors, and
 - iii. policymakers?

1.5 Significance of the Study

Writing for Publication is a remarkable genre of academic writing. It has been flourishing in parallel with the increasing number of universities worldwide including the countries that do not speak English as a first language and that have adopted English as a medium of instruction in their graduate programs. Many of these programs have a ‘publish or no degree’ policy requiring doctoral students to publish at least one article in a journal covered by a prestigious index as a condition for graduation. This requirement of publication to own the doctoral degree is viewed as a crucial step in equipping the current doctoral students to be future researchers. Despite its importance in preparing the doctoral students for the research community, this policy adds extra pressure on the doctoral candidates as all their future may be stuck in this condition, delaying their graduation and even leading some of them to drop their studies.

Because of the importance of this matter, and despite the existence of a great deal of number published studies on it, there still seems to be a need for more studies conducted in different contexts to elaborate more on the pains of publication in a ‘publish or no degree’ community in order to give a clearer view of the applicability

of this condition for graduation for nonnative English-speaking novice authors. The present study, thus, is expected to contribute to the related literature with the research questions it targets. This contribution will be mainly in a number of gaps that have not been fulfilled yet.

The first contribution of the study is the research methodology adopted. As it is stated earlier, a large proportion of the studies in the publication challenge for the doctoral students is qualitative, leaving the results subject to contextual effects. This study, therefore, is the first one among others, to the best of our knowledge, that handles the publication condition in a ‘publish or no degree’ using a mixed-method research design, in which a questionnaire was designed from scratch to view the perceptions of a bigger quantity of doctoral students. This questionnaire can be adopted or adapted as a tool by future studies for investigating the publication challenges and support needs of doctoral students in similar other contexts.

Furthermore, the triangulation of the research tools (e.g., interviews, questionnaire and group discussion) can give a comprehensive view of doctoral students’ writing for publication experiences based on their several demographic backgrounds such as age, gender, program, previous experience, and others. Expanding the research scope to supervisors and policymakers (in addition to doctoral students) may also be considered a contribution to the studies in the related literature, which usually tackle the publication from one program’s perspective using one research tool. In fact, varying the research tools in the study is an added value since it shows to which extent different participants agree on the challenges reported in the recent literature, as well as the interview phase. This can assist in generalizing the results to other contexts instead of keeping them subject to the research context conditions.

Another significance of this study is the justification and clarification of the challenges the doctoral students face and the support they need and/or receive in getting their articles published. Since the ‘publish or no degree’ is increasing worldwide, the findings obtained in this study may be considered relevant to other contexts where the same or similar publication policy is in practice.

Last but not the least, the triangulation achieved in this study is expected to form a full image of the publication issue from a number of perspectives, rather than one perspective (i.e., doctoral students). The other studies tackle the publication issue from a single perspective (usually students), which in turn makes the study subject to the participants’ other conditions and restricts viewing the full image of the problem. Hence, this may have an outstanding effect on enriching the related literature of a study that handles the same problem from different perspectives instead of merely viewing it from the doctoral students’ point of view.

1.6 Definitions of Key Terms

English as the Medium of Instruction (EMI): It refers to “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (Dearden, 2014). The university where the research was conducted is an EMI university.

Publish or no Degree: It refers to an increasingly adopted policy, in which universities require Ph.D. students to publish articles from their dissertations as a condition for their graduation (Li, 2016).

Policymakers: It refers to the administrative authorities at universities that are in charge of taking decisions related to the article publication and graduation of the doctoral students..

1.7 Summary

This chapter introduced the essence of this study by first presenting the background of the study. Then, it showed the problem statement that evoked the researcher to conduct the research. After that, the chapter clarified the aim of the study and the research questions. Lastly, the significance of the study was discussed, and the key terms were defined.

Chapter 2

REVIEW OF LITERATURE

This chapter first presents the studies in the related literature about article publication. It starts with a presentation of the publication of Ph.D. students from the neoliberal perspective. Then, it introduces the Writing for Publication (WFP) genre with its challenges. Then it clarifies the support needed as reported in the recent studies. Finally, the chapter presents several studies conducted about article publication by doctoral students and concludes with a summary.

2.1 Knowledge Construction and Dissemination in Doctoral Studies from a Neoliberal Perspective

The concept of free competition in the global market has reached the education field and changed the way education, educators, and learners were regarded. Teachers and students have become the human capital that promote the product, i.e., education (Saunders & Ramirez, 2017). This change has led to a re-conceptualization of the outcomes of the educational process since the aim has become to increase the number of graduates and make more profits, which has made education part of the economic process. This emergence of neoliberalism in higher education has remarkably changed the universities' concept of performance, where the focus turned from the educational endeavor for well-being education (Deasy & Mannix-McNamara, 2017) to the interest in achieving more article publication and citations (Liefner, 2003). Consequently, higher education institutions have become in a race against the time to publish more articles in peer-reviewed journals covered by prestigious indexes as it has become a

critical criterion for their international rank. In this respect, students have been regarded as customers instead of learners (Desierto & de Maio, 2020). The students have turned from individuals that should be educated to have a pedagogical value to article producers who help in increasing the ranking of the university. Despite the importance of publication skills given to the doctoral students in improving their research competency, which is an essential aspect of their future career, the implementation of neoliberal education has caused severe consequences. The expanding demand for research has mainly fallen on the shoulders of the faculty members and doctoral students as a vital component of their duties, and more universities are adopting policies that require publication from these two groups. For the faculty members, there is a growing trend for adopting the so-called ‘publish or perish’ policy (Parchomovsky, 2000), which adds troublesome burdens to their educational, administrative, and personal duties. On the other hand, doctoral students have experienced tougher challenges as they are novice authors with almost no previous experience in research. Furthermore, more universities have started setting publication as a critical requirement for their graduation, under the names of ‘Publish or no Degree’ (e.g., Li, 2016), ‘Ph.D. by Publication’ (e.g., Robins & Kanowski, 2008), and ‘Thesis by Publication’ (Merga, Mason & Morris, 2020).

With this amount of focus on publication in the academia, mastering publication has become a very critical issue for novice authors since it needs extensive practice through working on articles, attending conferences, and taking part in the publishing community activities, such as meeting with other researchers, attending webinars, and reading articles/books. This process gradually adds to the researchers’ experience till they gain expertise. Furthermore, the diligent use of English as the language of academia has led to an increased need for learning article publication genres in the

English language. Lillis and Curry (2013) stated that academic writing for publication has been a global phenomenon among the research communities, being in English-speaking or non-English speaking countries, with around “5.5 million scholars, 2.000 publishers, and 17.500 research/higher education institutions” (p. 1). The adoption of the English Medium of Instruction (EMI) policy by a big proportion of universities worldwide has consequently made English the language of science, academic research, and dissemination. The aforementioned statistics about the extensive use of English as a medium for publication necessitate learning the academic writing skills in the English language to immerse in the research community and even receive promotion. This dominance of the English language places it at the top of the priorities for the universities that adopt EMI policy (Zhu, 2004).

The publication productivity of the aforementioned bodies, therefore, has become a crucial gap to target in the related literature, and this widespread trend has been examined by several studies that tackled various aspects, such as challenges encountered (e.g., Cho, 2004; Fazel, 2019; Flowerdew, 1999; Misak, Marusic & Marusic, 2005), and support needed (e.g., Cuthbert & Spark, 2008; Murray & Metheny, 2002).

Since doctoral students are novice authors with almost no previous research expertise, the universities’ ‘publish or no degree’ policy, which is an obvious consequence of the neoliberal policy in education, has put a lot of pain on the doctoral students, who would encounter several challenges in their publication journey to fulfill the graduation requirement. Any lack in the needed research skills may consequently lead to a delay in the graduation of the doctoral students.

2.1.1 ‘Publish or No Degree’ Policy in Doctoral Programs

Since the last few years of the 20th century, the world has witnessed new orientations towards higher education, i.e., neoliberalism. Its role has changed from a tool for equipping the learners with the knowledge to an essential aspect of the so-called ‘knowledge economy’ whereby the postgraduate students have become the promising hope for developing scientific and technical innovators (Nerad, 2010). Research of the postgraduate students has become a milestone for making innovative changes to the workplace and hence attracting investments in the national and international economy alike. This change in the role of graduate studies has necessitated critical amendments in their essence to include more productive graduates, and more universities have started offering master's and doctoral programs to prepare the candidates for the market. In this way, doctoral graduates are equipped with high skills that assist them in producing distinct research and creative ideas to immerse themselves in the market.

Nevertheless, the growing number of doctoral graduates has consequently led to an increase in the supply and a decrease in demand. This has made the universities increase their graduation criteria by adding more requirements to graduation in order to nominate the elite and graduate them. Among these requirements is publishing articles in high-quality journals. This has shifted the competition among universities to produce unique concepts published in prestigious journals. The publication issue has ever since become a critical factor in ranking the universities, and it has flourished with an extensive number of journals publishing several issues annually. This has been accompanied by institutions specialized in ranking universities based on the work they publish and its originality. The blooming of publication has made many universities worldwide adopt the ‘publish or no degree’ policy in their doctoral programs, in which the Ph.D. students should publish one article or more as a requirement for graduation,

which, on the one hand, helps the universities in increasing their ranking (Kamler, 2008). On the other hand, it assists in preparing the doctoral students for the research community, which has become an essential aspect of the economic cycle (Powell, 2004).

Despite the scarce sources about doctoral programs by publication (Peacock, 2017), the available studies in the recent literature suggest several challenges encountering doctoral students in publishing their articles. Vance et al. (2013) consider that doctoral students basically lack experience in conceptualizing and organizing a well-read article that may be published in journals since they are usually novice authors and have almost no previous experience in article publication. One more challenge encountered by Ph.D. students in publishing their article is the fact that requiring publication as a condition for graduation leads to making the graduation decision subject to an external agent, i.e., the journal editors (Barbero, 2008). The long period needed for the peer-reviewed process leads to an increase in the doctoral program's period.

In spite of its importance in preparing doctoral students as researchers, the 'publish or no degree' policy, to which universities are committed, seems to turn out to be a nightmare for doctoral students. Several studies have reported the pains encountered by doctoral students in getting their articles published as a condition for graduation (e.g., Li, 2016; Robins & Kanowski, 2008). Having produced a dissertation with totally different characteristics from those of an article in terms of length, target audience, intensity, etc., doctoral students find themselves under the pressure of revising their dissertation into a publishable article despite the fact that they may lack prior experience in publication, even in local journals, making article publication a substantial obstacle (Aitchison et al., 2010; Bailey, 2017; Habibie & Hyland; 2019;

Maier et al., 2014; Murray & Metheny, 2002). The aforementioned toughness of the article publication has been sourced from different factors which have been handled by studies in the related studies. Within the Writing for Publication WFP literature, linguistic challenges were perhaps the most studied issue (Duszak & Lewkowicz, 2008; Hanauer & Englander, 2011; Perez-Llantada, 2014), especially from the perspective of native vs. non-native speakers.

2.2 Challenges in Writing for Publication (WFP)

Writing for Publication (WFP), as defined by Hyland (2016a), is “learning to write for a professional peer audience, the process by which novices are socialized into the academic community” (p. 61). It needs a thorough knowledge of the publication genre along with research skills and techniques to enable the researchers to have their articles published in internationally recognized journals, get an international reputation, and receive more citations for their work (Moreno et al., 2012). Recently, there has been an increasing interest in WFP in terms of challenges. The pressures on the researchers have resulted in many challenges encountered throughout the publication journey of the authors. For instance, Mu (2020) reported several sources of challenges encountered by Chinese authors in publishing their articles in English. This includes English language problems, finding appropriate journals, finding tempting gaps to target, eliciting original results, communication with reviewers, lack of research resources and funding, and lack of publication training (Mu, 2020). The sources of challenges seem to be varied, and there might be many different aspects that should be handled in order to mitigate the publication process for the authors. The challenges may be internal or external ones. The former refers to the challenges related to the construction of the article (article-related challenges), such as the content and the English language, and the latter challenges (external) refer to the non-article-related

challenges, such as the journal's policy and requirements and the support provided by the university.

2.2.1 Article-Related Challenges

According to Xu (2019), there are two main fields in which the authors need to socialize themselves to master article writing for publication: linguistic knowledge and genre knowledge. Xu (2019) defines the linguistic approach in WFP as “the tendency among some multilingual novice writers who attach more importance to developing language competence than other things in their process of learning the language to write for publication” (p. 118). Linguistic knowledge, Hyland (2012) believes, is the main challenge for nonnative authors since the language of publication, in internationally recognized journals, is English. Nonnative speakers of English, who learned English at schools rather than in their daily life believe that they encounter more challenges than native authors as they need to write in a language other than their L1 (Hyland, 2019; Xu, 2019). The linguistic knowledge, then, focuses on the language skills needed by the writers, who are mainly nonnative speakers of English. Implementing the linguistic knowledge in the WFP curricula, in this way, may assist nonnative speakers rather than their native peers. Nevertheless, native speakers believe that writing for publication WFP is more related to the publication genre rather than the language acquisition (Xu, 2019).

As the requirement of publishing an article in an internationally recognized journal means that the candidates should publish in English (Hyland, 2012), language represents one of the challenges for nonnative English-speaking authors. The challenge arises when the authors need to express their ideas in English. The language challenges source from the way the authors acquired/learned the language and the level they have in the language that enables them to express their ideas in their related fields.

The native vs. nonnative dichotomy has been among the most critical challenges in the WFP field. Some authors believe that native authors are advantaged with the language skill they acquired in their childhood (Maher et al., 2014). The studies even consider that non-native speakers have to do extra work to publish their articles compared to native authors. The language challenge for nonnative speakers is proven in many studies in the literature (Duszak & Lewkowicz, 2008; Flowerdew, 1999; Hanauer & Englander, 2011; Kourilová, 1998; Perez-Llantada, 2014). Hyland (2019) considers that nonnative speakers are disadvantaged in terms of English language in publication since nonnative speakers learn the language rather than acquire it in their childhood (p. 19). Furthermore, the peer review process also has a bias against nonnative speakers (Hyland, 2019, p. 27). In one study conducted by Fazel (2019), a participant stated that she was asked to get her work proofread by a native speaker although she was a native speaker herself, which inclines that the culture among the reviewers is stigmatizing any linguistic weakness to be a nonnative work that should be improved by a native speaker.

Ahmed (2020) considered that plagiarism is a key issue for many researchers who may not be exposed to sufficient knowledge about avoiding it. In other words, researchers may not know the difference between citing others' work and copying it. Ahmed (2020) also reported that nonnative researchers, from the Middle East and Asia in his study, are four times more subject to plagiarism compared to their native peers. This is due to the lack of research integrity in the educational programs in their countries or lack of self-confidence (Click, 2012).

Nonnative speakers consider that they have more challenges than their native peers. They are novice authors who need a lot of experience to learn the WFP genre. This

includes learning how to find the appropriate articles, detect a gap, choose a suitable methodology, and lead the research to find publishable results; the language challenge adds more pain to the nonnative authors as they have to master the language to get their work published. This requires them to master not only the grammar and vocabulary of the language but also know the culture in order to maintain the appropriateness of the use of every word in its place. In short, writing in the English language is definitely a challenge for nonnative speaking authors; even native speakers report facing similar problems in academic writing, as it is a skill to be learned rather than acquired in their childhood.

On the other hand, some authors believe that the field of academic writing gave an eye to nonnative speakers compared to native ones, who were ignored in the studies about the challenges they face in publishing their articles (Hyland, 2019). Some authors believe that native-speakerism has no direct effect on writing for publication (Habibie, 2019; Hyland, 2015; Trady, 2009). Native speakers may be advantaged to be better than nonnative speakers at the sentence and grammatical level. This, however, does not make their inner-circled citizenship a “safe haven”, which counts as a credit for swiftly publishing articles (Habibie, 2019, p. 39). Rather, the publication is mastered by improving the genre competence (Habibie, 2019, p. 41). Depicting nonnative speakers as victims who are disprivileged for their linguistic knowledge is an exaggeration since the firm conditions for publication represent a sword “hung over the heads of academics globally irrespective of their native language or nationality” (Habibie, 2019). Therefore, the linguistic knowledge issues, Hyland (2009) believes, have been thoroughly studied unlike the other approach (genre knowledge), which is a milestone for novice authors, being native or nonnative speakers of English (p. 86). Ferguson et al. (2011) consider that academic writing is not “part of the native

speaker's inheritance" (p. 42). This means that although native speakers acquire the English language, they suffer in academic writing as the nonnative speakers do because Hyland (2019) considers that "academic English is no one's first language" (p. 19). Furthermore, there is proof in the literature that native speakers suffer in publishing their articles (Casanave & Vandrick, 2003).

Native speakers believe that there is another dimension in the WFP field, i.e. genre knowledge, which is not restricted to the language competency; it rather extends to include "rhetorical move structures, patterns in lexico-grammatical features, hedges and boosters, patterns of citation use, and variations across genres and situations" (Xu, 2019, p. 124). Composing an article needs experience in academic language, terminology, gap detection, conclusion formation, and many other skills. This knowledge, however, is a gap among novice authors, being native or nonnative. As stated earlier, genre knowledge is a more inclusive approach that tackles publication skills from the academic perspective, in terms of WFP skills and techniques. This, of course, includes both the native and nonnative speakers of English. The genre knowledge distinguishes two types of authors. Those who master article publication are experts while the ones with no previous experience are 'novice' authors. The challenge in the genre-knowledge issue, Hyland (2019) believes, is in this area rather than the English language, and the more experienced the authors are, the fewer the challenges they will encounter. The findings of Mungra and Webber (2010) also support this claim as 56% of the participants reported that the reason for rejecting their articles was the content of the study.

To gain more experience, authors are supposed to immerse themselves in the research community and familiarize themselves with the publication tactics. Unfamiliarity with

the journals and their scopes, reviewing the literature to find a gap for the study, and knowing the publishable research are the challenges called the “rules of the game” by Gosden (1992, p. 133), and they are more problematic than the language challenges (Wood et al., 2001). Hence, measurement here is not the linguistic ability of the author. Rather, it is the expertise gained from immersing in the research community and taking part in its activities, such as attending conferences, being involved in discussions, reading articles, being updated about the latest studies in the research area of the author, and most importantly working on articles for publication, whether solely or in cooperation with other authors. Furthermore, Coniam (2012) considers that language is not the main factor for rejection; rather, it is the content and methodology of the research that may cause it. Hyland (2019) also believes that the issue in writing for publication is the “register rather than the language” (p. 27). Thus, mastering the language as a native or nonnative speaker is not the case here. Rather, there is a ‘register’ that both should learn in order to have a suitable language that can make the publication process easier.

A study conducted by Mu (2020) reported that there are some parts of the article that are more problematic than others for authors. The article is composed of several sections that are more or less the same in the format of all the journals: abstract, introduction, literature review, research methodology, data analysis, discussion, conclusion, and references. The journals may differ in the length of each part, or some journals even integrate two sections into one (e.g., introduction and literature review). Nevertheless, several studies have shown that the discussion section is the most challenging part to compose (Flowerdew, 1999; Gea-Valor et al., 2014; Mu, 2020). In this part of the article, the authors should highlight the major results and correlate them with the ones in the related literature to highlight the distinctive findings elicited from

the study and disclose their originality. In this way, the journals will be tempted to publish the work of the authors. Unfortunately, this is not easily proceeded, and the authors need a wide experience to compose the discussion part.

One more part of the article that has been reported to be challenging is the introduction section (Flowerdew, 1999; Mu, 2020). In this section, the authors need to have the skill for getting the readers hooked and convenience them with the importance of this study. This may include starting with a narrative, reporting a study, or even using an opposite idea to shock the readers later and convince them of the importance of the study. Mastering the introduction composition is a skill that needs extensive reading and practice to gain styles that may fit the article and attract the editors, reviewers, and readers.

In short, genre knowledge requires experience in the content area to find a clear gap to target, choose a convenient research method, and compose a reader-friendly article. This needs experience in publication, which may be gained from practicing publication, coauthoring with other experienced authors, attending conferences, reading articles and books, and many other skills that can increase the content knowledge skills of the authors.

2.2.2 Non-Article-Related Challenges

Although the article is the essence of the research work and having a well-composed article with original findings that contribute to the literature represents the main criteria for admission in elite international journals (Hyland, 2015), there are other aspects that have a critical role in guaranteeing the publication decision by the journals. In other words, since the publication challenges are not related to the article only, language-wise or content-wise, the recent literature has highlighted several other external

sources of challenges that may restrict the publication of the authors (e.g., Canagarajah, 1996; Cargill & O'Connor, 2009; Flowerdew, 2015; Hyland, 2007; Mu, 2020).

The non-article-related challenges include, but are not restricted to, journals, lack of training, lack of funding, and lack of support. Communication with journals represents the main problem for authors, which includes communicating with the reviewers in response to their revision and the long time needed for getting a response, being positive or negative. Mu (2020) found that the authors find it difficult to respond to the changes suggested in the reviewers' responses. This is because amendments required are often presented in the form of suggestions rather than direct orders (Hyland, 2012). Hence, novice authors may consider these comments as optional ones in their revision, which may lead to rejection. Understanding the rules of the game in corresponding to the reviewers represents a critical point of the publication success, and any error may lead to rejection. Mu (2020) considers that accepting criticism on articles reflects an open-minded state of the author, which is a sign of expertise.

Lack of funding may be also another source of challenge for authors, especially those from developing countries (Canagarajah, 1996). When authors do not receive enough financial support to conduct their research, they may not reach original findings that can fill gaps in the related literature and consequently get accepted. Furthermore, many authors are not able to access studies published in their related areas due to the lack of funding of their institutions (Canagarajah, 1996). In other words, there is limited access to databases, such as Scopus, as the institutions in the developing countries are unable to pay subscriptions to get access to their authors. Being unable to access the latest studies in the literature deprives the authors of finding the latest studies published

in their area and the suggestions given at the end of those studies to be targeted in future research. Although there is a growing trend of publishing articles in open-access journals, the closed-access journals are still privileged for having state-of-the-art studies, and not having access to those articles represents the main challenge for authors (Li, 2013).

Working in the research field requires continuous training in research since the research field is continuously updated with new tools, techniques, and even methods. The lack of training about research or the content of the authors' research areas may result in a shortage in accomplishing research (Mu, 2020). Usually, authors, especially the novice ones, need support in academic writing (Li, 2013). In other words, authors may not be accurately familiar with the article sections and the registers, hedges, and phrases that are needed in order to improve the quality of their work and present their results in a well-written article.

One study which included research predictability problems in Africa and the Middle East was conducted by Lages et al. (2015). The results showed that researchers in both areas basically suffer from data-related issues as well as the law of interest of reviewers. The authors claim that editors have low interest in publishing articles sourced from the stated areas, which is due to the limited knowledge of the editors about the regions, as reported in the study.

The two aforementioned challenges lead to two different dichotomies when viewing the challenges for novice authors in article publication (Native vs. Nonnative Speakers and Novice vs. Expert Authors). The first dichotomy is the claim of nonnative speakers for having more difficulties than natives while their native peers believe that language

acquisition has no direct role in enhancing the publication chances. Rather, it is the experience they can get in the genre of writing for publication, which includes techniques they need to use to find a gap in the literature, compose an article, and get publishable results. The second dichotomy is more concerned with the WFP as a genre. As it was stated earlier, publishing an article in a high-quality journal requires genre knowledge that includes the publications skills, such as detecting a clear gap in the literature to target in the article, having experience with convenient research methodologies, analyzing data, and finding remarkable conclusions that may lead to having the article published. Furthermore, the author needs to have a sufficient level of linguistic competence to compose an article.

To put it in a nutshell, there are many external factors directly related to the article writing but have an influence on the publication process. If these factors are not taken into consideration, the authors may encounter challenges that may prevent them from publishing their articles in prestigious journals.

2.3 Support Needed in Writing for Publication

The increasing demand for research requires continuous support for the authors in order to guarantee the production of unique research. This is because the research field is in an instant development, and researchers should be trained to learn how to use the latest research tools, methods, and techniques to cope with the latest studies and produce state-of-the-art articles that may be published in internationally recognized journals. In specific, the aforementioned training should be offered to novice authors who still have almost no experience in the publication field. Since they are newcomers to the research community, they should be introduced through training sessions,

workshops, conferences, coauthoring with experienced researchers, and many other forms of training.

The training needed by authors varies and includes all the research areas. For instance, the authors need training in the use of academic writing to compose a well-organized article that meets the criteria of highly ranked journals (Langer et al., 2004). Since nonnative authors do not have sufficient experience in academic writing, they need to be trained in the use of appropriate hedges, phrases, and registers that increase the academic level of the manuscript to meet the linguistic criteria of the journals. Furthermore, authors need support at the paragraph level along with the aforementioned sentence level. In other words, the authors need exposition to the appropriate styles and transitions between paragraphs and the structure of each one that assists in presenting each idea in a well-written paragraph.

The importance of linguistic competency is in line with the article format writing. Apart from the language skills needed to make the article elevate to the academic writing quality required by the journals, there is a need for learning the critical skills in the flow of the article that may affect the decision of the journal. Authors need to learn the unspoken skills when composing the article, which include the tone of the manuscript in a way that attracts the reviewers. Furthermore, they need to learn about the important aspects that should be focused on in the abstract, cover letter, and the other parts of the article (Harris, 2004). Researchers in the pure science departments need laboratory training since they conduct their studies in labs and need to learn how to apply the studies (Harris, 2004). Living in this fast-developing world, scientifically and technologically, labs have become in a race against the time to conduct research and make new inventions that have not been done before. This research needs more

researchers in the laboratories, and those researchers need constant training that may enable them to cope with the race and achieve the research goals.

Despite the importance of training in increasing research production, the financial factor remains a critical aspect of affording such training. Busse and August (2020) state that high-income countries' authors are situated at the top list of publications worldwide, and there is a direct relationship between the country's income and its publication rank. This is due to the country's spending on research, which dramatically decreases when a country encounters financial restrictions. Hence, the lack of support for authors leads to a decrease in publication quality and quantity. Authors need support in many different aspects in order to enhance their research skills and increase their chances of publication. Indeed, authors need to be introduced by mentors or experienced research peers to these skills in order to ease their publication.

2.4 Related Studies on Publication by Doctoral Students

A plethora of research has been carried out to address the challenges that doctoral students face in getting published. Many studies emphasize the pressure on doctoral students to revise their dissertation into a publishable article. To exemplify, in Merga et al.'s (2020) study, eliciting an article from the doctoral thesis was reported as a challenging task by the majority of the participants. Also, doctoral students who were requested to publish an article from their theses as a requirement for publication mentioned the difficulty in balancing between completing their theses and composing their articles. What makes this challenge worse was the time pressure the doctoral students had to run against since they needed to graduate and get jobs as soon as possible.

In another study, Bozkurt et al. (2021) inquired about the satisfaction of doctoral students with their programs, and to this end they collected data from 1367 Ph.D. students in 15 different universities. The findings pointed out how lack of experience and lack of awareness about publication plays a vital role in decreasing the publication possibility of doctoral students. In other words, those who had attended and presented at conferences had higher chances of publishing their articles. Furthermore, the study reported that the students in the social science programs were more dissatisfied with the support they received in their publication journey. For them, the current support provided in the form of ‘research methods’ course offered by their departments was not sufficient in their publication journey.

Li (2016) examined the article publication challenges for biomedical engineering students at a Chinese university, which requires students to publish an article in an SCI-indexed journal as a condition for graduation. The study reported that this condition has led ten students to quit their studies after waiting for a long time without getting their articles published. The main challenge encountered by those students was not only their lack of publication experience but was also sourced from the requirement of publishing in SCI-indexed journals, which are known to be strict in selecting articles to publish. The findings highlighted the need for training the doctoral students prior to demanding a full publication solitarily. In other words, it is highlighted that the students –as novice authors- need to be trained by their supervisors in shaping their first article, and gradually, they would be in the position to produce their own articles.

Odena and Burgess (2017) examined 30 doctoral students’ learning experience of academic writing (in terms of research) and reported that the challenges faced by the students were derived from predominantly linguistic challenges, supervisors’

feedback, and self-organization, involving their resilience, motivation, and time management skills, which necessitate advanced planning of the multi-responsibilities bestowed upon doctoral students, a factor which was also reported earlier by Paltridge and Woodrow (2012). Back in 1992, a study conducted by Green, Hutchison, and Sra -in relation to the productivity of doctoral students- concluded that students tended to have poor output in scholarly publications, such as articles, conferences, and book chapters. While improvements in terms of productivity, since then, are expected, the challenges seem to remain. In search of the predictors of research productivity, Kim and Karau (2009), for example, highlighted the lack of faculty support as the significant environmental predictor of poor research productivity. All the mentioned challenges result in a decrease in publication output at the doctoral level (Kamler, 2008) and students' burnout, which may eventuate in dropping the doctoral study (Kehm, 2004).

Some other studies in the related literature pointed out that the above-mentioned publication challenges encountered by doctoral candidates necessitate increased support. One such type of support is peer-feedback, the role of which has been confirmed in studies on the improvement of the pedagogical and strategic skills (e.g., Lee & Boud, 2003; Page-Adams et al., 1995). Page-Adams et al.'s (1995) study, for example, reported that the conversations, suggestions, and collaboration led to a noticeable improvement in the publication output of the doctoral students who were involved in a peer-feedback research group, compared to that of other doctoral students who did not participate in it. The enrolled students could publish an average of 3.8 articles per year while the average was 0.29 for the latter group, revealing the importance of 'guidance' and 'learning from others' (i.e., mentoring).

2.5 Summary

Overall, the studies cited in this chapter emphasized that article publication remains to be a major issue to be addressed with consideration of variable factors and concluded that it can flourish via the receipt of supervisory, institutional, and research societal support, as opposed to a doctoral student's individual effort to develop publication skills. In other words, collaboration predominantly from the supervisors, peer colleagues, and the university as the institution seem to be essential in order to decrease the challenges encountered by doctoral students. The nature, level, and medium of such collaborations, however, are context-specific, involving social and cultural variations. Thus, studies conducted in different research contexts may reveal interesting nuances. Therefore, there is a need for further studies to be conducted in different research contexts to look into the challenges of non-native doctoral students' publication process. This study can be viewed as one such effort.

Chapter 3

METHODOLOGY

This chapter introduces the research design methodology adopted in this study. This is followed by a thorough explanation of the setting and the participants' demographic background. It also provides details on the data collection and analysis procedures, ethical considerations, and issues related to credibility, reliability and validity, along with the role of the researcher.

3.1 Research Design

In order to investigate the challenges, the doctoral students at EMU encountered and the support they received and/or needed in getting published, this study follows a mixed-methods approach in its research design. The mixed-methods research is defined by Creswell et al. (2003) as “the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research” (p. 212). The combination of the two methods effectively focuses on many values. For instance, it enhances the confidence in the results and conclusions of the readers (Coyle & Williams, 2000; O’Cathain, Murphy, & Nicholl, 2010; Tashakkori & Teddlie, 2003), deepens the understanding of the phenomenon being studied (Hurmerinta-Peltomaki & Nummela, 2006), and gets better chances of more citations (Molina-Azorin, 2011). The use of mixed-method research is convenient when one research approach restricts the researcher from examining a phenomenon thoroughly (Cresswell & Cresswell, 2017). Since the study intends to

examine the article publication challenges in a ‘publish or no degree’ community, the qualitative data may not be sufficient for generalizing the results to other similar contexts. Hence, there is a need for embracing mixed methods to combine the views of a wider number of doctoral students.

The mixed-methods research has several types: sequential explanatory design, sequential exploratory design, sequential transformative design, concurrent triangulation design, concurrent embedded design, and concurrent transformative design (Cresswell & Cresswell, 2017). This study adopts the sequential exploratory design, which is defined as “an approach to combining qualitative and quantitative data collection and analysis in a sequence of phases” (Creswell et al, 2003) as can be seen in Figure 1. Each of the stages is explained in detail below.

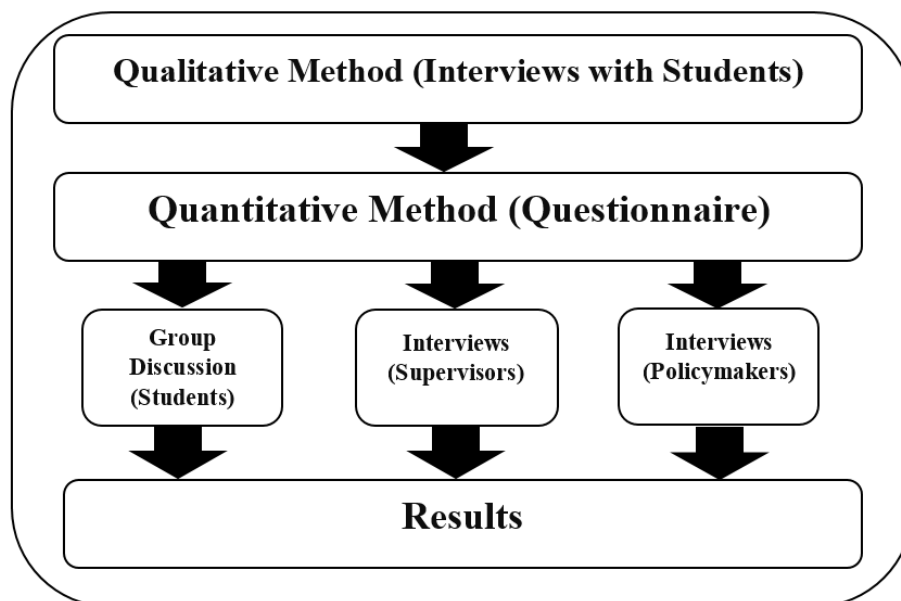


Figure 1: Sequential Mixed-methods Model of the Study

3.1.1 Stage One: Qualitative Research

In this stage, the mixed-methods research was initiated by collecting qualitative data; interviews with doctoral students were conducted to get familiarized with their

challenges in article publication. According to Gaudet and Robert (2018), qualitative research design is used to allow a thorough inspection of the meaning, especially in social sciences. It usually targets participants' subjective opinions, thoughts, and feelings about certain experiences. An essentially notable characteristic of qualitative research is that it is fluid in nature. It unfastens a latch for details to be poured out through different means, leading to flexibility in diverting the route of information flow. Moreover, the nature of the data itself that is targeted by the qualitative tools aims to seize complex forms of details that can be interpreted in many possible ways, making any piece of information necessary (Dörnyei, 2007).

Other characteristics of qualitative research include the natural setting where the data exist, the insider meaning of the data, the small number of participants due to the intensive scrutiny of information needed in the data collection and analysis, and the interpretive nature of the analysis, as highlighted by Dörnyei (2007). Bell (2014) also adds that researchers adopting this approach aim to comprehend individuals' perceptions of the world and "they doubt whether social 'facts' exist and question whether a 'scientific' approach can be used when dealing with human beings" (p. 9). Bell (2014) further suggests that qualitative research questions start very broadly to narrow down into more focused questions as the study proceeds.

Adopting the qualitative research method in the first phase of this study was initiated with the use of interviews as a research tool to question the affecting variables in the article publication of the participating doctoral students who had completed their course load, passed the qualifying exam, and were in various stages of the thesis writing process. Reviewing the views of different doctoral students represented a milestone of the study since the semi-structured interview questions prepared based on

the related literature enabled the researcher to collect the participants' opinions and to elaborate the fundamental aspects that facilitated and/or restricted the publication of the doctoral students.

3.1.2 Stage Two: Quantitative Research

The second stage of the sequential exploratory research model is quantitative research. As highlighted by Creswell & Creswell (2017), quantitative research examines and explains a certain phenomenon through collecting numerical data, analyzing it, and getting its results. Similarly, Sukamolson (2007) considers that quantitative research represents the numerical manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect.

After analyzing the data resulting from the interviews in the first stage of the multilevel mixed-methods research, the researcher designed a questionnaire about the challenges encountered by the participants. In other words, the use of quantitative research at this stage assisted in investigating the views of a wide variety of doctoral students about the challenges reported in the interviews at the first stage and examining the variables by following a descriptive method. The descriptive method aims to "describe the current state of affairs at the time of the study" (Salkind, 2012, p. 197). The questionnaire which was designed based on the data resulting from the first phase was piloted to test its validity and reliability before distributing it among the doctoral students.

3.1.3 Stage Three: Qualitative Research

After viewing the opinions collected by means of interviews from the doctoral students in the first stage and a questionnaire from a wider number of participants in the second stage, there was a need for reflecting on the respondents' opinions to the questionnaire and exploring the reasons and justifications behind them. Therefore, qualitative

research was held again at this stage through having a focus group discussion with doctoral students, several interviews with supervisors in different departments, and with two policymakers at the top level of the university administration who were/are directly responsible for making policies about the publication requirement for graduation from the Ph.D. programs of the university.

Group discussion, as a qualitative research technique, allows the researcher to “assemble a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions, and attitudes of the participants through a moderated interaction” (O’ Nyumba et al., 2018). The group of participants in the discussion tends to argue, ask, answer, and persuade each other of their own points of view. In the discussion group, the director is a moderator, rather than an interviewer, who only keeps the “topic of discussion on the area of interest” (Boddy, 2005). This technique as a qualitative data collection approach is a bridging strategy to be used in both local knowledge and scientific research (Cornwall & Jewkes, 1995), and a “promising alternative” in participatory research (Morgan, 1996). The focus of the group technique is similar to interviews (Parker & Tritter, 2006) as they both aim to figure out the perceptions and values of the participants (Lacey, 1970; Skeggs, 1997). Nevertheless, the difference between these tools is the role of the researcher. While the researcher adopts the role of an ‘investigator’ in interviews, the researcher’s role is restricted to facilitation and moderation in the focus group (O’ Nyumba et al., 2018), specifically to facilitate the discussion among the participants in expressing their opinions and views about the topic they discuss.

The interviews with supervisors and policymakers were added to the data of this study in order to vary the views about the publication challenges. Since the earlier data in

the interviews, questionnaire and group discussion was sourced from the doctoral students, there was a need for adding other perspectives on the topic from other stakeholders who were involved in or responsible from the publication process. Hence, a number of supervisors were included as participants as they are/were the mentors and main supporters of their supervisees. Furthermore, taking the administrative point of view would represent a valued addition to the study to reveal the perspective of those who administer the decision of setting publication as a condition for graduation.

The aim of including this third phase in the research was to triangulate the data, which is, according to Denzin (1970), a highly effective tool to increase the validity, strength, and interpretative potential of a study, decrease investigator biases, and provide multiple perspectives. This, in turn, enriches the data and findings that will definitely provide the related literature with a wider scope of the publication issue. This model also provided a triangulation in the design as well as the research data tools, which in turn improved the reliability of the research.

3.2 Setting

The research context, as highlighted by Holliday (2010), “provides an environment within which to interconnect data” (p. 41). This study was conducted at the Eastern Mediterranean University (EMU), which is situated in Famagusta in the Turkish Republic of North Cyprus. Founded in 1979, the university is ranked as the first in North Cyprus, the second in Turkey, among the 251-300 best world young universities, and among 501-600 universities in the world according to the Times Higher Education Rankings at the time of writing this chapter (<https://www.timeshighereducation.com/world-university-rankings/eastern-mediterranean-university>).

The university offers around 100 undergraduate and 80 postgraduate programs in English and Turkish languages. As for the English Ph.D. programs, there are 20 programs hosted and managed by various departments in the faculties of Engineering, Media and Communications, Education, Architecture, Business and Economy, Tourism, Computing and Technology, and Arts and Sciences; 18 of these programs are taught in English (<https://www.emu.edu.tr/en/programs/695>).

In total, the university has 17,500 students from 110 countries and 1,100 academics from 35 countries (at the time of writing this chapter) (<https://www.emu.edu.tr/north-cyprus-universities>), which makes it a unique multicultural context. Since EMU adopts English as a medium of instruction policy in 90% of the doctoral programs, the Ph.D. students should be proficient in the English language to enroll in the program. Therefore, the candidates should either pass the English proficiency exam, which is held by the university at the beginning of every semester or present proof of their language competency with a valid international English language proficiency qualification such as TOEFL or IELTS. In general, the candidates should minimally score 79 in TOEFL or 6.5 in IELTS to be exempted from the English exam (<https://grad.emu.edu.tr/en/admission/english-language-requirement>). Those without a recognized English language qualification need to take the EMU English language tests. If they pass the exam, they can start their courses. Otherwise, they should take English courses based on their results.

The offered English courses are ENGL509, ENGL511, ENGL513, and ENGL515. Those who fail in the first part of the English proficiency exam should take ENGL509 and/or ENGL511 courses, which represent A1 and A2 respectively. Those who pass the first stage should undergo the second part of the exam. If they score 75% or more,

they can commence their programs. Otherwise, they need to take ENGL513 and/or ENGL515, which represent B1 and B2 respectively (see <https://grad.emu.edu.tr/en/admission/english-language-support>).

When enrolled in their programs, the doctoral students start with their courses phase, which usually includes seven to eight courses. Among these courses, there is minimally one course on research methodology to equip the students with the research skills needed for composing their articles. Furthermore, the students are required to take a ‘seminar’ course, which is a non-credit one. It aims to prepare students to improve their skills in conducting research in an area of their interest and field.

After fulfilling the courses and seminar requirements, the doctoral students should undergo the qualifying exam, which examines their qualification and expertise in their field and research capabilities. The exam consists of two parts: written and oral. Those who pass the first phase (written exam) can take the oral exam. Those who succeed in both exams can move to the next stage of their study: thesis writing.

During the thesis phase, the students should work with their supervisors on the area of the research. Then, the students should do extensive reading in the chosen area to detect a gap to target in their theses. With the guidance of the supervisor, the students can decide on the topic they can work on and the methodology of the research. Based on this, the student can apply to the ethical committee for data collection permission, which enables the students to conduct the research.

To support the students during their research phase, a thesis monitoring committee (TMC) is appointed for every doctoral student who has passed the qualifying exam.

The committee is made up of three faculty members including the thesis supervisor of the student, one member from the respective department/program, and one external member outside the department/program (http://mevzuat.emu.edu.tr/5-4-2-Rules-Postgraduate_ed_n_exams.htm). The thesis monitoring committee meets once every semester for a student whose thesis topic proposal was accepted and monitors the PhD candidate's progress. The student submits a written report to the committee at least 15 days prior to the meeting date, explaining the progress of the thesis work, list of national and international publications and work planned for the following semester. Following the submission of the report, the committee evaluates the work of the student as successful or unsuccessful.

The students are required to finish their theses and compose at least one article from it, which should be published in a journal indexed in SCI-e, SSCI, or AHCI. Furthermore, the students are encouraged to take part in conferences related to their research field and the Institute of Graduate Studies and Research provides the students with funds for their participation if they show proof of the importance of their participation in their study.

In total, doctoral students can be registered at the university till the tenth semester of their study, and they may apply for a one-year extension, which makes the total study period six years. This includes 3 to 4 semesters in the course phase, 1 to 2 semesters for the qualifying exam, and 4 – 6 semesters for the thesis writing and article publication. If the students fail to publish their articles during these twelve semesters, they may be in the 'waiting for publication' status provided that they submit their theses to the Institute of Graduate Studies and Research and provide proof that their articles are submitted to a journal for review. As for graduation, the students should

fulfill two main conditions: finishing the thesis and publication. For the thesis jury to be appointed, the candidate should fulfill scientific activities and meet special conditions (at least one publication related to the thesis topic has to be published or be accepted for publication in SCI-expanded, SSCI, AHCI indexed journals) specified in the Academic Evaluation Criteria of the university. For the appointment of the thesis jury, minimum of three thesis monitoring committee reports should be submitted (http://mevzuat.emu.edu.tr/5-4-2-Rules-Postgraduate_ed_n_exams.htm).

3.3 Participants

The participants in the study are composed of doctoral students, thesis supervisors, and policymakers (i.e., university administrators).

3.3.1 Doctoral Students as Participants

The study involved doctoral students who had already completed their course load and passed their qualifying exam by the end of the spring semester of 2018-2019. The doctoral students who were still at the course phase were not included in the study because they are usually more focused on finishing their courses before getting completely engaged in their research and article publication.

Based on the data obtained from the Institute of the Graduate Studies and Research, the targeted population totaled 424 doctoral students (228 males and 196 females) who belonged to different faculties such as architecture, arts and sciences, business and economy, computing and technology, education, engineering, media and communications, and tourism. Three hundred sixty-four (364) of the total students were in ‘registered’ status and 60 of them were in ‘waiting for publication’ status.

In different phases of the data collection stage, a varying number of doctoral students took part as participants, depending on the nature of the data, i.e., qualitative or quantitative. The details about the doctoral students as participants at different phases of the study are provided below.

3.3.1.1 Doctoral Students as Participants at Stage One (Interviews)

In the first stage of this study, the researcher conducted interviews with 19 participants of the population mentioned above. The participants were 12 males and 7 females and were selected from all the departments that offer Ph.D. programs in English (Table 1). The selection was based on ‘convenience sampling’, which is “a method of collecting samples by taking samples that are conveniently located around a location” (Edgar & Manz, 2017, p. 123). The researcher defined a number of criteria for the participants: they should be the doctoral students who had already completed their courses, passed their qualifying exam, and started working on their research (i.e., thesis and article). Since not all the doctoral students with these criteria were available at the university, the researcher used convincing sampling to reach the targeted population. To this end, the researcher visited all the faculties that had Ph.D. programs and met the prospective participants who received full information about the study’s aim, procedures, confidentiality, and other questions raised by the participants. The interviews were held till the data was saturated and there were no more new ideas resulting from the last few interviews. Hence the study included 19 participants in this initial stage. Table 1 shows the detailed information about the participants who were given pseudonyms to protect confidentiality and anonymity.

Table 1: Demographic Information on the Interview Participants at Stage One

Pseudonym	Gender	Nationality	Department
Peter	Male	Cameron	International Relations

Suha	Female	Iran	English Language Teaching
Abed	Male	Iran	English Language Teaching
Kamel	Male	Iran	Architecture
Maher	Male	Iran	Mechanical Engineering
Suzan	Female	Iran	Physics
Layla	Female	Iran	Tourism Management
Feras	Male	Jordan	Chemistry
Asma	Female	Jordan	Mathematics
Omar	Male	Lebanon	Finance
Ahmad	Male	Libya	Industrial Engineering
Salim	Male	Libya	Economics
Anna	Female	Nigeria	Comm. and Media Studies
James	Male	Nigeria	Computer Engineering
Raed	Male	Nigeria	Business Administration
Selen	Female	Northern Cyprus	English Language Teaching
Hadi	Male	Palestine	Electric & Electronic Engineering
Rami	Male	Sudan	Civil Engineering
Mazen	Male	Syria	Finance

Table 1 shows the pseudonyms, gender, nationality, and program of the participants in the interview phase. In total, there were 19 participants (13 males and 6 females). They come from different ethnic backgrounds: Arabs (8), Iranians (6), Africans (4), and Turkish Cypriot (1). The programs of the participants varied and were from social science programs (10) and pure science programs (9). The interviews were on a voluntary basis. The participants were informed about the purpose of the study and their right to withdraw at any time of the interview. They were also given a consent form that verbally stated their rights in the study, and they all signed it. As regards

their previous experience in publication, 11 participants had no experience in publication activities prior to their current efforts upon their articles, which made their experience a theoretical one. The remaining participants reported having previous experience in publication; however, it was either presenting a topic during a conference or publishing articles in local or international journals. In detail, four participants (Omar, Mazen, James, and Hadi) presented their work in a conference for one time only, and three participants published one article (Maher in a local journal and Suha and Suzan in SSCI/SCI indexed journals). The only exception was Anne, who had more experience than the others with two articles published in local journals and one chapter in a book which was also published locally.

3.3.1.2 Doctoral Students as Participants at Stage Two (Questionnaire)

At the second stage of the data collection, 147 doctoral students (out of 424) were given a questionnaire to investigate the current difficulties they encountered in publishing an article. The sampling technique used to recruit participants, who would provide in-depth and detailed information about the research topic, was purposeful sampling. In involving the doctoral students in this stage, two things were considered: a) they finished with their courses, passed their qualifying exam, and commenced their research and article writing, b) they were from different faculties that offer Ph.D. programs in English.

The prospective participants for the questionnaire were approached by the researcher in person at their faculties and were invited to participate in the study. Before inviting them to participate, it was ensured that they met the above-mentioned criteria (i.e., they finished with their courses and passed their qualifying exam and commenced their research and article writing). In order to reach the other potential participants who were not physically available at the campus because of the Covid-19 restrictions at that time,

an online questionnaire was designed with Google Forms and the potential participants were invited to participate in the study by email (upon the permission and with the support of the Institute of Graduate Studies and Research). In addition, there were also some participants who were reached through the snowballing strategy by which some participants connected the researcher with other possible participants, and thus the number of participants who responded to the questionnaire totaled to 147. Table 2 below displays the distribution of those participants according to the programs they were enrolled in.

Table 2: The Distribution of the Questionnaire Participants According to Their Programs

Ph.D. Program	Number of Participants
Applied Mathematics and Computer Sciences	5
Architecture	21
Business Administration	6
Chemistry	6
Civil Engineering	8
Communication and Media Studies	15
Computer Engineering	5
Economics	7
Electrical and Electronic Engineering	9
English Language Teaching	17
Finance	9
Industrial Engineering	10
International Relations	4
Mathematics	2
Mechanical Engineering	4
Physics	4

Tourism Management	15
Total	147

As explained before, doctoral students are required to submit an international English language proficiency qualification score such as TOEFL or IELTS on their admission to the program. Otherwise, they need to sit for the English proficiency exam. If they fail, they are required to take English proficiency courses based on their score. The table below (Table 3) shows the English proficiency courses the participants had taken prior to their commencement in the doctoral program. In total, there are four proficiency courses offered for Ph.D. students. None of the participants took ENGL 509, which is a very basic course. 5.4% of the participants took the ENGL 511 course. The other two courses, ENGL 513 and ENGL 515, were taken by more participants, with 15% and 32.7% respectively.

Table 3: English Proficiency Courses Attended by Participants Prior to Ph.D. programs

English Proficiency Course	Number (out of 147)	Percentage
ENGL 509 (A1 level)	0	0
ENGL 511 (A2 level)	8	5,4
ENGL 513 (B1 level)	22	15
ENGL 515 (B2 level)	48	32,7

As regards their previous experience in publication, either in English or in their mother tongue, the majority of the participants in general were novice authors. More specifically, 107 participants (72.8%) had no publication experience prior to their commencement in the doctoral program. The remaining participants (N=40) reported having published one article before their Ph.D.

3.3.1.3 Doctoral Students as Participants at Stage Three (Focus Group Discussion)

Based on the results of the questionnaire, a group discussion was held with eight participants (four males and four females) to delve into the thoughts and beliefs of the doctoral students as regards the research questions. Three of the participants were from the Ph.D. program in English Language Teaching, one from Architecture, one from Mathematics and Computer Sciences, one from Electrical and Electronic Engineering, one from Banking and Finance, and one from Communication and Media Studies (Table 4). The participants were invited by the researcher to participate in this stage of the study after guaranteeing that they all fulfilled the above-mentioned criteria and had already filled the questionnaire in the second phase.

Table 4: Participants in the Focus Group Discussion

Pseudonym	Gender	Nationality	Department
Maha	Female	Turkey	English Language Teaching
James	Male	Nigeria	English Language Teaching
Anna	Female	Nigeria	Communication and Media Studies
Osama	Male	Libya	Finance
Ali	Male	Palestine	Electric and Electronic Engineering
Salwa	Female	Northern Cyprus	English Language Teaching
Rose	Female	Iran	Architecture
Ayda	Female	Jordan	Mathematics and Computer Sciences

3.3.2 Supervisors as Participants

In the study, six supervisors participated as interviewees. They belonged to five different faculties: Arts and Sciences, Business and Economics, Communication and Media Studies, Education, Engineering, and Tourism. The purpose of choosing these

departments was to have the opinion of two supervisors from the most frequently-publishing faculties (namely, Arts and Sciences, Business and Economics, Engineering, and Tourism) and the lowest publishing faculties (namely, Education and Communication and Media Studies) at EMU. This can enlighten the challenges that may be in certain departments rather than the others. The supervisors were informed about the purpose of the study and were asked to set an appointment for the interviews. The demographic background of the participating supervisors can be seen in Table 5.

Table 5: Demographic Background of Supervisors

Pseudonym	Gender	Department
Supervisor 1	Male	Tourism
Supervisor 2	Female	Banking and Finance
Supervisor 3	Male	Communication and Media Studies
Supervisor 4	Male	Mathematics and Computer Sciences
Supervisor 5	Male	English Language Teaching
Supervisor 6	Male	Mechanical Engineering

3.3.3 Policymakers as Participants

The third group of participants in this study was two policymakers, i.e., university administrators, who were interviewed to figure out the rationale behind adopting the ‘publish or no degree’ policy by the university and know how they handle the challenges encountered by the doctoral students. Both of the interviewed administrators had high positions at the administrative hierarchy at the university where the study was conducted. Including these two participants was an added value to the study since there is a shortage in the studies that take the policymaker’s perspective into consideration regarding article publication among doctoral students

(Lei, 2019; Lon et al., 2019). Hence, the inclusion of this party in the study represents a distinctive value that enabled the researcher to reach more reliable results.

3.4 Data Collection Tool

As explained earlier in this chapter, the study adopted a sequential exploratory mixed method with three different stages and with a variety of data collection tools, namely qualitative (initial interviews with doctoral students), quantitative (a questionnaire), and qualitative (focus group discussion with doctoral students, and interviews with supervisors and university administrators as policymakers) in order to investigate the doctoral students' challenges they encounter in getting published. The variety of data collection tools is expected to improve the reliability of the results and make sure of having different perspectives. Each of these tools is explained in detail below in the chronological order of their administration.

3.4.1 Interviews with Doctoral Students

The initial interviews (19 in number) were semi-structured ones that included several questions about the challenges doctoral students perceived and the support they received to overcome these challenges. The questions were set based on extensive reading in the related literature about the topic. The interviews started with reading the related article of the by-law of EMU, which requires publication of an article in an SCI-e, SSCI, or AHCI as a condition for publication, and the participants were requested to state their opinion about this condition. The students were also invited to narrate their stories about the challenges they faced. Then, based on their answers, several other questions were asked about the challenges they faced in fulfilling this requirement, the support they received from their supervisors and university, and the roles of different stakeholders, such as themselves as doctoral students, their supervisors, and the university to ease their publication.

3.4.2 The Questionnaire

The analysis of the interviews formed the essence of the questionnaire administered to the doctoral students at EMU. In order to design the questionnaire, the transcriptions of the 19 interviews were read carefully several times and the main themes stated by the participants were highlighted. Then, the statements of these themes were clustered to form the major factors. In total, there were 168 statements related to six main factors: i) supervisor support, ii) supervisee role, iii) university support, iv) academic writing skills, v) language challenge, and vi) article writing challenges. Each factor included many statements that formed items of the questionnaire. While giving a final shape to the questionnaire, the repeated concepts were deleted, ideas repeated in different ways in many statements were merged, and the odd ones were eliminated. Then, the items based on the thematic analysis of the interviews were organized under six major sections (consisting of 49 items) that represented the major factors, or themes and concepts voiced in the initial interviews.

The first part of the questionnaire was the background information section, which included nine questions about the demographic background and previous publication experience of the participants. The second section was about the support received by the participants. This included two main parts: supervisor support (with 14 questions) and university support (with six questions). The third section (with six questions) was about the doctoral students' perceptions on their role in publication, their weaknesses, and their academic practices to make their publication easier. The fourth section was about the publication challenges with two parts: linguistic challenges (with seven questions) and article writing (with eight questions). The last section included comments of the participants about their challenges in finding a topic, article publication, and any other comments they may like to add.

3.4.3 Focus Group Discussion

The group discussion was held in the first place to discuss the major results of the questionnaire. The eight participants were from different doctoral programs (Architecture, Banking and Finance, Communication and Media Studies, English Language Teaching, and Mathematics and Computer Sciences). The discussion lasted for two hours, and it was held online on Microsoft Teams due to the COVID 19 consequences at the time of data collection. The participants filled out a background information form as well as the consent form prior to their participation. The role of the researcher in the discussion was the role of a ‘facilitator’ who started the discussion by ensuring the confidentiality of the information given by the students. The researcher as facilitator presented the remarkable results of the questionnaire to the participants and invited them to comment on these results by referring to their lived experiences or the stories they heard from their peers. They were also encouraged to talk freely and comfortably about the weaknesses they had and the support they needed or received from the supervisors, instructors, peers, and university to accomplish their publication requirements.

3.4.4 Interviews with Supervisors

Lest that the data be biased since the results of the questionnaires were discussed with doctoral students only, the study included another qualitative research at this phase in which the opinions of several doctoral supervisors were taken regarding the major themes that emerged in the previous phases of the research. In other words, the supervisors were asked to comment on the main concerns, issues, and challenges voiced by the doctoral students in the previous research phases, namely through interviews, a questionnaire, and a group discussion.

This part of the third phase added new perspectives on the challenges and support discussed in the previous phases since the supervisors are expert authors in their fields who have several publications in prestigious journals. Since the challenges of article publication fluctuate from one department to another, having interviews with different supervisors from different departments would enable the researcher to collect valuable information from those supervisors who belong to faculties that are known for their high or low publication frequency. This would guarantee viewing the opinions of different contexts to elicit the common and distinct reasons behind the encountered challenges and needed support.

The interviews of the supervisors were semi-structured ones, which consisted of three parts. In the first part, they were asked about their opinion of the article publication condition and its consequences on their supervisees. In the second part, the participants were shown some of the distinctive results of the questionnaire and the comments of the doctoral students about them in the group discussion. The supervisors were asked to comment on these results and add any other information or stories that might enlighten the study further. As for the last part, the researcher shared with the supervisors some questionnaire results about the sources of challenges encountered by the doctoral students of the supervisor's department and asked their opinion since each faculty represents a different context as regards the publication process.

3.4.5 Interviews with Policymakers

In order to investigate the article publication challenges for doctoral students at an international university from a wider perspective, it was necessary to add the university administrators' perspective to the study. To this end, the interview questions directed at the two university administrators moved around three parts. In the first part, they were asked to reveal their opinion of the article publication policy as a requirement for

graduation and the rationale behind this requirement. In the second part, the participants were presented with some of the distinctive results of the questionnaire and the comments of the doctoral students in the group discussion as well as the views of the supervisors and were asked to interpret these views and comments. As for the last part, the policymakers were invited to talk about their perspective on the challenges of publication and what the doctoral students should do.

3.5 Data Collection Procedures

This section provides a detailed explanation of data collection procedures. It includes information on when and how each of the above-mentioned data collection instruments was administered. The procedures followed in collecting data are reported below in their actual administration order, namely initial interviews held with doctoral students, the questionnaire administration and focus-group discussions with doctoral students, interviews with supervisors, and finally interviews with university administrators.

First, the researcher applied to the Ethics Committee at the Eastern Mediterranean University and the Head of the Foreign Language Education Department for obtaining the approval to conduct the research. Having ensured that the doctoral students were all clear about the aim of the study and the procedures to follow and that they had no questions, the dates and time for interviews were agreed upon. The initial interviews were conducted in the English language using the face-to-face mode and lasted between 20 and 30 minutes. With the participants' permission, the interviews were voice-recorded and transcribed simultaneously using the Otter application, which generates written transcription of speech instantly. The researcher also took notes during the interview to help “internalize what is being said by the participant... [to] identify seemingly contradictory statements and follow up on new, insightful topic

areas that may not appear on the interview guide.” It was also an “immediate resource for reflection... the interviewer can flip back and forth to consider the participant’s earlier comments” (Roller, 2017, p. 13). The researcher, then, checked the transcriptions of each participant and listened to it again to correct the words that were misspelled or missed from the program. Then, the interviews were classified for each participant, who were given pseudonyms to hide their real personalities. After reviewing and editing the interview transcripts, they were shared with the participants to verify their responses and ensure their accuracy, which is a strategy known as ‘member checking’ to enhance the validity of data (Kaplan & Maxwell, 2005).

As for the administration of the questionnaire, there was a need for piloting it to test its validity and reliability before collecting the data from the targeted population. The questionnaire was distributed among 30 doctoral students to test its reliability and among three academics specialized in the related area for the validity testing. The prospective participants for the questionnaire were approached by the researcher in person at their faculties and were invited to participate in the study. Having ensured that the doctoral students met the criteria set by the researcher, that is they passed their qualifying exam and started working on their theses and articles, they were informed about the study and its purpose, as well as their voluntary participation and confidentiality of their identity and their right to withdraw at any stage of the research. The potential participants were invited to ask any questions they may have to the researcher or thesis supervisor –as both of their contact information was provided– before they were finally requested to sign the consent form if they wished to participate. Along with the printed questionnaire, the researcher designed it on Google Forms as a supporting tool to reach the possible population who were not physically available at the campus at that time. The researcher also reached those participants via

emails, which were provided by the Institute of Graduate Studies and Research. There were also some participants who were reached through the snowballing strategy by which some participants connected the researcher with other possible participants.

The group discussion was held in December 2020. Due to the COVID 19 pandemic, the discussion was held online using Microsoft Teams and lasted for two hours. The participants were informed about the purpose of the session and the anonymity of their voluntary participation, and one of the participants even withdrew towards the end of the session due to some health issues she had. The researcher prepared a list of the remarkable results of the questionnaire and presented them to the participants to comment on these responses to elicit the reasons behind them. The participants were encouraged to talk freely about each result by sharing their stories in their publication journey. The discussion went smoothly, and the participants commented on each other's ideas. They added ideas, disagreed on certain aspects, and questioned certain stories given by the other participants.

The interviews with the supervisors were another essential part of this study since the supervisors who work with their supervisees closely would know what challenges the doctoral students face and the kind of support they need. Each interview lasted between 40 and 60 minutes. The interviews were targeting the supervisors in two programs that had high publications and two other programs that had low publication frequency. The researcher visited these departments and explained the study and its rationale. Some supervisors apologized for not being able to take part while others were open to it. In total, there were six interviews, four in the high publication frequency programs (Banking and Finance, Mathematics, Mechanical Engineering, and Tourism) and two in the low publication frequency programs (Communication and Media Studies, and

English Language Teaching). The supervisors were informed about the study purpose and that the questions were elicited from the results of the interviews, questionnaire, and group discussion with the students. There were also questions about the questionnaire results of the participants who were in the same program of each supervisor. The rationale behind this was to elicit more information about the challenges encountered and support received by every faculty to know if there might be any differences among the different departments in handling the publication issue with the doctoral students.

In the last stage of the research, the researcher contacted the two university administrators. Including these two administrative members who were at the top of the institutional hierarchy represents a remarkable value to the study since it gives it another perspective for the publication requirement from the authority requiring it. The choice of these two members was not an arbitrary one. Rather, both of them were persons in charge that had direct relation with the publication decision due to their position at the top of the hierarchy of the university administration.

Each interview lasted around 50 to 60 minutes, and the interviewees were asked several questions that were divided into four parts. The first part was about the article publication condition and their opinion about it. The second part was about the results of the questionnaire and the comments of the students in the group discussion. The third part was about the challenges and suggestions of the students throughout the study. This was a tool for making the university administration hear the voice of the doctoral students about the publication requirement. The last part was about the policy makers' comments about the publication requirement as a response to the doctoral students who took part in the study.

3.6 Data Analysis Procedures

This study adopted a sequential explanatory mixed-methods as the research methodology with three stages: qualitative, quantitative, and qualitative stages. Data collected at each stage was analyzed according to the nature of the data. In the first stage, thematic analysis was used to analyze the qualitative data in the form of interview transcripts to develop insight into the lived experiences of each individual participant and to identify patterns and emerging themes. According to Howitt (2016), in thematic analysis, the data is categorized into a number of major themes or descriptive categories by following the steps of i) transcribing textual data, ii) analytic effort, and iii) identifying themes and sub-themes (Howitt & Cramer, 2014, as cited in Howitt, 2016).

Similarly, Braun and Clarke (2006) described the analysis process as i) data familiarization, ii) initial coding generation, iii) search for themes based on initial coding, iv) review of themes, v) theme definition and labeling, and vi) report writing. This is the thematic analysis model used in this study. At the first stage, the researcher read the transcripts of the interviews several times to familiarize himself with the topic and be able to depict the major themes, which comes in the second stage. At this stage, the researcher started highlighting the major themes that appeared in the first few readings of the interviews. The third stage started by looking for similar themes in the other interviews, which might have not appeared in the first few readings. After that, the researcher reviewed the themes, gathered all the similar ones, and coded them in a way that each theme had its own items classified under it. The final stage was in writing a report that shows the final version of the questionnaire.

To guarantee the reliability of the questionnaire, the ‘inter-coder agreement’ was applied, in which two different coders, who are experts in the writing for publication field, were given the themes resulting from the questionnaire to decide on the coding process. The rationale behind this process is to decide to which extent the ability of the codes in the questionnaire items in conveying the message intended (Tinsely & Weiss, 2000, p. 98).

In the second stage, the quantitative data collected by means of the questionnaire were analyzed using several analyses such as descriptive analysis, frequencies, crosstab, t-test, and ANOVA in the IBM SPSS Statistics, version 22. As for the descriptive analysis, they are used to view the mean and standard deviation, which shows the average of the responses and how homogenous or heterogeneous the responses are. The t-test, ANOVA, and crosstab were used to correlate the responses of the participants and the demographic background, such as previous publication experience, language competency, age, etc.

The last stage of the study included group discussion, supervisors’ interviews, and university administrator’s interviews, yielding qualitative data. This data was analyzed using the thematic analysis as described before.

3.7 Ethical Considerations

Ethical procedures are the process of giving credibility to the research. For that reason, the ethical concerns were tackled at every stage of the research. To start with, the permission of the ethical committee was taken at each stage of the research: interviews, questionnaire, and group discussion. The permission was presented to the prospective participants when inviting them to take part in the study. Upon this clarification, many

refused to be involved in the study. Those who agreed on participating in the study were given more information about the ethical issues related to their participation. First of all, they were informed that their participation in the study is a voluntary one, and they have the right to withdraw at any time they want. Furthermore, the participants were assured that their information would be confidential and would only be used for research purposes. Towards this end, the participants were given pseudonyms in order to avoid their identity.

3.8 Issues Related to Trustworthiness, Reliability, and Validity

3.8.1 Trustworthiness

Since qualitative research is accused of providing loads of detailed information gathered by a researcher, there are fears of having a researcher bias, which might affect the results of the study (Cope, 2014). Hence, there is a need for criteria that can evaluate qualitative research. Hence, the trustworthiness is a critical issue in this study. Stahl and King (2020) state that trustworthiness can be assured via four main factors: credulity, transferability, dependability, and conformability. Therefore, these four aspects were targeted in this study to assure the trustworthiness of the study (Polit & Beck, 2012).

In this study, there are two methods followed to enhance the credibility of the study. The first strategy used was triangulation, which is defined as the process of varying the sources of data to conclude valuable results (Casey & Murphy, 2009). This study adopted, therefore, two types of triangulation. The first was in tools, in which several research tools were used to elicit the publication challenges and support from the doctoral students, such as interviews, a questionnaire, and a group discussion. Furthermore, the study had a triangulation in participants, by which different

stakeholders were included in the study: doctoral students, supervisors, and policymakers. One more strategy used to increase the credibility and trustworthiness of the study was the ‘member checking’, in which the researcher prepared the transcripts of the interviews, shared them with the interviewees and requested for their feedback. In other words, the researcher made summaries of the interviews and had discussions with several participants to ask for any possible misinterpretation or misunderstanding from the researcher’s side.

The second criteria is transferability, which refers to the extent the study is transferable to other contexts (Lincoln & Guba, 1985). This can be guaranteed when “a thick description provides a rich enough portrayal of circumstance for application to others’ situations, and usually at the behest of the local constituents” (Stahl & King, 2020). To fill this gap, the study was not restricted to one or certain programs offering Ph.D. Rather, it included all the programs, being those with or without ‘waiting for publication’ students. Furthermore, the interviews were varied and included 19 doctoral students, whose responses to the questions were similar.

The third criteria of trustworthiness is dependability, which is defined as “the trust in trustworthy” (Stahl & King, 2020). In other words, it means to which extent the results of the current study may be consistent if it is repeated in another context. Lincoln and Guba (1985) suggest having an external researcher evaluate the research aims and data. This criterion was met by the Thesis Monitor Committee (TMC) members that were assigned at the beginning of the research. At the end of every semester, the work was presented to the members, who are Ph.D. holders and experts in the Writing for Publication field. They gave an extensive amount of feedback that sharpened the research. The TMC members were given the plan for each step to be taken, and their

suggestions were taken into consideration. After conducting each step, the results were presented to them before starting the analysis phase.

The last aspect of trustworthiness is ‘conformability’, which refers to “getting as close to objective reality as qualitative research can get” (Stahl & King, 2020). As it is the case with dependability, conformability requires an “audit trail” in which the research is presented in detail in front of external researchers to avoid any bias by the researcher (Stahl & King, 2020). The TMC was again a source of conformability since all the work was presented to them in steps before and after each research step. This was also presented orally and verbally in a report form that clarified the plan, procedures, and major emerging themes, which were all discussed with the committee members and the supervisor at the end of each academic semester.

3.8.2 Reliability

According to Salkind (2012), reliability “occurs when a test measures the same thing more than once and results in the same outcomes” (p. 115). Thus, the repetitive results in many different responses result in having reliable research. The decrease of errors results in an increase in reliability, and vice versa (Salkind, 2012). To test the reliability of the questionnaire, it was first piloted with 20 participants. The number of participants in the piloting stage was widely discussed in the literature. Many of them suggest having 10 participants (Hill, 1998; Issack & Michael, 1995; Van Belle, 2002).

However, the researcher decided to have 20 participants to make sure that the results were reliable. After collecting the data, the researcher entered the data in the SPSS 22nd program and calculated the Alpha-Cronbach. The results were less than .70. Therefore, some items were deleted and the ‘academic writing skills’ were changed to commentary questions. For instance, there was a question in the last part of the

questionnaire about the level of difficulty of ‘finding a topic’, which decreased the reliability due to the different answers given by the participants. Hence, this part was deleted and put as a normal question to be answered at the end of the questionnaire. This increased the Alpha-Cronbach to .80, which meant it was a reliable questionnaire.

3.8.3 Validity

Validity is defined as “the extent to which a concept is accurately measured in a quantitative study” (Heale & Twycross, 2015). Thus, the research tool used should be proved to measure the themes it is designed for. In this research, the major theme of the study was the challenges of article publication for doctoral students as novice authors. Therefore, the researcher implemented two kinds of validity tests to ensure that the questionnaire tested the targeted theme.

The first validity used in this study is ‘face validity’, defined as “a test which is to be used in a practical situation should, in addition to having pragmatic or statistical validity, appear practical, pertinent, and related to the purpose of the test as well, i.e., it should not only be valid, but it should also appear valid” (Mosier, 1947, p. 192). This was achieved by taking the opinions of the participants in the piloting stage. That is to say, the participants were asked to elaborate if each theme of the questionnaire was clear to them, and their comments were taken into consideration in the amendments after the piloting stage. Furthermore, two professors specialized in article publication were consulted to evaluate the questionnaire items and themes. Their suggestions were also taken into consideration during the modification process that came after the piloting stage.

3.9 Role of the Researcher

Regarding the qualitative part of the research, the researcher is expected to identify his/her personal values, assumptions and biases at the outset of the study (Creswell & Creswell, 2017). In the present study, the researcher relied on his personal experiences to describe the pains encountered by the doctoral students to get their articles published. This was a double-edged sword since it, on the one hand, makes the researcher more familiar with the pains and thus investigate more about them from the participants. On the other hand, this may lead to author bias when interpreting the data. Therefore, the third phase of the data collection with the doctoral students was held in the 'group discussion' form, in which the researcher of this study minimized his role to be a facilitator, who only leads the discussion without any interference from his end.

These experiences and their resulting understandings could bring certain biases to the research despite the sincere attempts of objectivity. However, the procedures that were mentioned the 3.8 are expected to minimize the biased effect of experiences and assumptions.

3.10 Summary

This chapter presented the research design and the setting and described the participants in detail. It then introduced the data collection tools and procedures, as well as data analysis procedures. The chapter ended with ethical considerations, and issues related to credibility, reliability and validity, and the role of the researcher. The findings obtained after data analysis are reported in the next chapter.

Chapter 4

RESULTS AND FINDINGS

This chapter presents the results and findings of the study obtained after the analysis of the data sourcing from different stakeholders (i.e., doctoral students, supervisors, and policymakers) in response to the research questions. Since the research design of the study adopted triangulation in which the opinions of different stakeholders were taken using a variety of research tools, the analysis of data needs to be reported in the same way. In other words, the analysis tackles one point per time from different stakeholders. This is in line with integrating the responses from the different research tools used in the study: interviews, a questionnaire, and a group discussion. Therefore, the analysis stage answers the research questions by taking into consideration all the views of doctoral students, supervisors, and policymakers on each of the three main issues reflected in the research questions: i) the perceptions of the article publication requirement, ii) the challenges encountered by doctoral students in publication, and finally, iii) the support provided and/or needed to mitigate the publication experience of doctoral students.

4.1 The Article Publication Requirement

The first research question investigates the perceptions of different stakeholders about the article publication requirement as a condition for graduation. This includes doctoral students, supervisors, and policymakers at EMU. Indeed, this question is a cornerstone since it sheds light on the stances on the publication requirement, which facilitates eliciting the reasons behind those perceptions.

4.1.1 Article Publication Requirement from the Perspective of Doctoral Students

The opinion of doctoral students about the article publication requirement is a vital part of this study since it is their duty to accomplish this mission. Without publishing an article indexed in SCI-e, SSCI, or AHCI, doctoral students can never graduate. The ‘publish or no degree’ policy represents a challenge for them more than any other stakeholders. Therefore, the opinions of doctoral students were collected using three research tools: interviews, a questionnaire, and a group discussion. In the first phase, the study started by asking doctoral students about their perceptions of the university’s ‘publish or no degree’ policy, which is a critical issue for them as this requirement might extend their study period in the program. During the interviews, I -as the interviewer- read out the bylaw of the university in relation to article publication as a requirement for graduation.

Interviewer: “According to EMU’s Regulations for Graduate Studies and Examinations (Article 26/2), “For the thesis jury to be appointed, the candidate should fulfill scientific activities and meet special conditions (at least one publication related to the thesis topic has to be published or be accepted for publication in SCI, SCI-expanded, SSCI, AHCI indexed journals) specified in the Academic Evaluation Criteria.” What do you think about this requirement?”

The elicited responses to this question can be divided into two groups. The first group considers that although publication is a challenge in their graduation path, those respondents believed it constitutes a vital cornerstone of their future career. Publishing articles in highly prestigious journals is a credit for finding a good job vacancy and immersing in the research community after graduation.

Raed: “For me, I think a Ph.D. program is not for everybody. It is a program that is designed to train students and be through the scientific community... for me, the requirement is correct.”

With this account, Raed confessed the difficulty of the doctoral program in terms of article publication. However, he believes it is the nature of the program to be difficult; thus, the hardship encountered is the very mark of its uniqueness, which enables only those who can stand its challenges to enroll in it and receive its credits upon graduation. In the interview, he also added that by making the decision to commence the doctoral program, the candidate should be fully informed of the requirements and difficulties and be ready to handle them. As for the article publication, it represents a gate for doctoral students to launch their publication careers and gain their membership in the research community. Publication, Raed claimed, is important as it sharpens their skills and trains them to publish more articles in the future. It is apparent that Raed considers his future career and does not merely view graduation as the ultimate goal. He viewed himself as a future researcher or supervisor. Therefore, he highlighted that the difficulties encountered are typical as they polish his experience in publication, necessary for his future.

In addition to such strong supporters like Raed, some students expressed their desire to even increase the number of articles required for publication. Suzan, for instance, believes that it is a good chance to gain experience in publication during the doctoral study since learning the publication methods and techniques in a research community can help in improving her future chances as a researcher. At the time of her interview, she had already published one SCI-e article and she was still working on her thesis. Her words in the interview revealed her belief that fulfilling the requirement of publication grants the Ph.D. students relief and makes them think of improving their publication skills to be ready for their future as Ph.D. holders.

The other group of participants, on the other hand, had a negative opinion, claiming that this requirement causes delays both in their graduation and, as a result, commencing their future careers. Awaiting the decision of journals was viewed as a waste of time by the students, which in turn, depresses them a lot. The participants in this group highlighted that they were not against the requirement itself; rather, they expressed their frustration with the limited number of journals in their own fields compared to other programs that have a mass of journals to choose from. Some of them even demanded that the university should provide some form of extension or include some other decent indexing with a wider variety of journals and more flexible requirements for publication in certain fields (mostly social sciences).

Selen: "...so these regulations should change honestly...because now do you [does the university] think of Plan B? I mean, like not canceling your [the university's] obligation requirements. It might be ...not only one SSCI but maybe two Scopus indexed publications."

Selen added that publication is important for a doctoral student's future; nevertheless, the restriction to certain indexes makes it tough. Studying for her Ph.D. degree in a social science department (English Language Teaching), Selen stated that there are only a few SCI-e, SSCI, or AHCI journals that publish articles in her research area, which had been restricting her graduation for a while. At the time of the interview, she had spent around eight years in the doctoral program, with 4 years awaiting publication. The topic of her thesis, she claimed, can be published in a few journals indexed in SSCI or AHCI. Having alternative options for publication assists in increasing the variety of journals she may publish in, such as Scopus index as another option to SCI-e, SSCI, or AHCI, as per her own suggestion. This index (Scopus, as she mentioned) is a viable one, providing numerous journals that publish articles in her research area. Her further consideration was to increase the number of articles in

Scopus to two, as fair proof that it is not an option for avoiding the difficulty of the publication requirement. Instead, her aspiration was for numerous options to accelerate her graduation. At this point, Selen agreed with Suzan about the importance of publishing more articles during the doctoral level when suggesting having two articles indexed in Scopus instead of one. Nevertheless, the only concern Selen had was the difficulty encountered in publishing an article in the given indexing (i.e., SSCI or AHCI).

Selen also mentioned that having only a few journals indexed in SSCI or AHCI that publish articles in the scope of certain areas of study (like hers) leads to an immense increase in the time consumed to get a response from the journals. She reported that the earliest response she received from a journal was nine months, just a line of rejection without any other feedback. Hence, the long time needed for publication represented a nightmare (as she described) for her and her colleagues since publication is not easy in their field. Another participant, Suha, pointed out similar concerns, supporting what Selen mentioned.

Suha: “[the journal says] we are not going to publish anything related to [the] Middle East. The answer comes after 15 months, after 7 months, after 11 months. This is not their time, it has been my life.”

At the time of the interview, Suha, who had spent 10 years in the Ph.D. program, was just granted the decision for publication by a journal, after a lengthy 6-year waiting for publication journey. She stated that the wait made her lose her life. In one case, she mentioned waiting for a journal response for an entire year, before receiving a rejection stating that her article was ‘out of the scope of the journal’. A decision that could have been made in a day, made her lose an entire year of her life.

The aforementioned discussions clearly reveal the approval of doctoral students interviewed, of the importance of publication as a requirement set by the university as a condition for their graduation. They expressed their belief that it improves their skills, which will qualify them for their future careers as researchers, supervisors, and university instructors. Some participants, however, called for expanding the indexing list to increase their chances of publication. Based on this, the questionnaire surveyed the opinion of doctoral students about having one more indexing, namely Scopus, along with the current ones (SCI-e, SSCI, or AHCI). Scopus was suggested by several students during the interview phase since this indexing is a wide database that includes journals of good quality. The students called for increasing the number of articles in return for adding this indexing. Based on this feedback from the interview, the following item was included in the questionnaire: “The university should review its publication policy (e.g., one SCI/SCI-e/SSCI/AHCI publication or two articles in Scopus)” to be ranked in terms of the agreement. The results of this questionnaire, completed by 147 doctoral students, show that the majority of the participants agreed or strongly agreed with the suggestion of having a revision for the publication requirement, with 68.1% agreement. Furthermore, 27.2% of the participants were neutral about this suggestion, while only 4.8% disagreed with it. The mean of the response to this question was 4.01 with a 0.96 standard deviation.

The same issue (i.e., the perceptions of doctoral students about the publication requirement for graduation) was inquired about in the group discussions as well. As explained in the previous chapter, the group discussion was devoted to eliciting the reasons behind the results of some distinctive items in the questionnaire. Viewing the opinion of several doctoral students from different departments (i.e., science and social science departments) represents a valuable chance for clarifying the rationale behind

the choice of the students in the questionnaire phase. The participants were invited to comment on the following question of the questionnaire: “The University should review its publication policy (e.g. one SCI/SCI-e/SSCI/AHCI publication or two articles in Scopus). 68.1% of the participants in the questionnaire agreed with it. What is your opinion about this?” Apparently, the major reason behind opting for another publication indexing was because of the number of journals publishing in the field of the students. Salwa stated that “these days, it is quite difficult to find a journal in humanities, at least my field... so Scopus would be relatively easier”, emphasizing that since finding a journal is difficult because of the small number of journals publishing in humanities, there is a need to widen the options by adding one more database that can increase the options of the students.

Another suggestion was made by Anna, who proposed preparing lists of journals for different disciplines. In other words, each department may decide on the journals that cover the study areas in their Ph.D. programs. This list, however, should not be restricted to the current indexing as there are still some very good journals that may not be indexed in the Web of Science. This action, Anna claimed, can increase the chances of publication and prevent any delay for the students.

Since having numerous journals plays a vital role in increasing the publication chances for doctoral students, Omar suggested merging different fields into one study.

Omar: “I mean, to be honest, what we are doing is we are trying to connect the finance or the financial sector with other sectors. So, we can link finance to tourism; we can link finance to energy sectors. So, this may make it easier for us. Here, we are not only with these finance journals, but we can also go and we have more options.”

Omar believed that conducting multidisciplinary studies would increase the variety and number of journals to send the article and the chance of getting it published. He explained that approaching the research topic with the lens of a different discipline would add to the novelty of the study and this would increase the chance of getting an acceptance from the journals for publication. However, Salwa expressed her concerns about following such a method in her research since it is widely related to the supervisors. For her, not all supervisors are open to supervising this kind of integrated theses.

Salwa: "I wanted to study technology... I mean to have an integration of technology in my topic, but this was not welcomed by any of the supervisors I talked to."

Salwa started her thesis in 2016, and at that time she wanted to integrate language teaching with technology, but she could not find a supervisor. For her, integration may have widened her scope and included another important field that may have not only added good results to the related literature, but she may have also got her article published sooner since technology journals may be interested in e-learning, which has been a booming field. Nevertheless, the prospective supervisors refused to work on that topic, which made her choose a classic topic to target.

In short, doctoral students, throughout all the research phases, support the publication condition despite its pains. However, having unequal chances of publication due to the number of journals in certain programs, mainly social science ones, has made the participants call for including other indexes to increase their publication chances and avoid any delay in their graduation. In their view, the more varied the journal options are, the faster their graduation will be.

4.1.2 Article Publication Requirement from the Perspective of Supervisors

Based on the information obtained from doctoral students by means of interviews, a questionnaire, and a group discussion during the three research phases, a set of interviews were conducted with six supervisors (5 males and 1 female) from different departments (namely, Communication and Media Studies, English Language Teaching, Finance, Mathematics, Mechanical Engineering, Computer Science and Tourism) to get their perception about the article publication requirement. All of the supervisors had wide experience in supervising several doctoral students in their fields.

Analysis of the interview transcripts revealed a general approval of the publication requirement among the interviewed supervisors. As was the case with doctoral students, the publication condition was viewed by the supervisors as a good opportunity for equipping the students with a very valuable tool for their future as university professors, supervisors, and researchers.

Supervisor 2: “I would say yes, I support this publication requirement.... because it is a good example of the motivation of the student and the motivation of the professor; it is going to make a significant contribution to the ranking in the field of, for example, Times Higher Education and Shanghai Academic Ranking etc. Students are going to read; students are going to write; students are going to make detailed research about the thesis topic. They are going to download many articles. They are going to be encouraged, they're going to be motivated. Maybe they are going to be forced to make such a contribution to the pool of articles in the field of tourism management and business administration. I fully support this.”

The motivation towards the requirement is obvious in the above script of Supervisor 2. He believes that requiring publication in SCI-e, SSCI, and AHCI is an exceptional chance for the students since it represents a challenge that can improve their research

skills and urge them to read more about their area of study instead of merely focusing on the data collected from the context of their studies.

The positive stance towards the publication condition was also supported by Supervisor 4, who pointed out that publication is a good tool for sharpening doctoral students' skills: "it is a reasonable one because it increases the academic quality of our students and our Ph.D. diplomas." He added that because the 'knowledge economy' has been dominating since the last few decades of the last century, the publication requirement is a good chance for improving doctoral students' skills. Requesting doctoral students to publish an article to obtain their diploma is not only good for the students' skills, but also for the university's ranking, which in turn leads to positioning it among the best universities, nationally, regionally, and internationally. The pressure caused by the publication requirement is a motive for doctoral students to search, learn, and apply knowledge. Therefore, the bright side of the challenging requirement is pushing doctoral students toward learning new skills and preparing them for the publication community after their graduation.

Supervisor 4: "So, like, it forces our students to learn such analysis to publish; like they cannot work only theories, they cannot discuss theories in the thesis and graduate, because, with those theoretical discussions, they cannot publish in these SSI indexed journals."

The advantages of the publication requirement are not restricted to the future of the students as researchers or the university ranking, but they extend to improve the quality of the dissertations, as Supervisor 5 reports: "it brings quality for the thesis progress." For him, composing an article that can be published in a high indexed journal reflects the quality and originality of the thesis.

Expressing their support for the publication requirement did not prevent the interviewed supervisors from expressing their concerns about the challenges encountered by doctoral students. In other words, they support the publication requirement, but they still feel that doctoral students may not be equipped with the needed skills for having their articles published in high indexed journals. Despite her support for the publication condition, Supervisor 2, for instance, asserted how challenging this requirement is.

Supervisor 2: “It is very difficult, of course, for students because publishing in one of these indexes needs a lot of experience. In our faculty, for example, we might have some challenges in collecting the data, and doing some econometric analysis, because in our field, nowadays, without having some analysis, it is really difficult to publish in such kinds of indexes [SCI-e, SSCI, & AHCI].”

Supervisor 1 also points out that publishing an article indexed in SCI-e, SSCI, or AHCI may not reflect the quality of the thesis.

Supervisor 1: “I don't believe that the quality of the dissertation depends on publication in SSCI journals because there are many journals of very low quality [indexed in SSCI], and they publish for money. In other words, the student pays money for the tuition. At the same time, we force the student to pay money for publication. It is not economic, it is not moral, and it is not ethical.”

Supervisor 1 claimed that although the indexes accredited by EMU contain high-quality journals, there are many journals that do not always publish high-quality articles, and this, he claims, is in return for getting money. In this way, those who are ready to pay may have the chance to publish their articles even if their thesis does not include high-quality results.

Furthermore, Supervisor 3 emphasized, the time frame of doctoral students (6 years) may not be sufficient to complete the courses, pass the qualifying exam, write the

thesis, and publish an article, taking into consideration the challenges of each phase.

Hence, Supervisor 3 suggested having another doctoral mode at EMU.

Supervisor 3: “I graduated in 1997 from a university that required publication; the requirement was one publication only, which is not enough in my point of view. That time, we weren't taking any courses, we just started the research; not even a qualifying exam, just research.”

In this script, Supervisor 3 recites his previous experience as a doctoral student when publication was a condition for graduation at his university in Europe. Nevertheless, the main focus of doctoral students was their thesis and article, without any courses or qualifying exam. For him, the courses may be given during the master level while the doctoral one should be devoted for research only. In his view, publication is a growing need for students, universities, and economy; hence, the students may choose either to have a publication mode with more articles to publish, or the normal mode where they have to take courses, sit the qualifying exam, compose a dissertation, and publish an article. In return, they should publish fewer articles compared to the research mode students.

Although the majority of the interviewed supervisors support the publication requirement without denying its challenges, one supervisor disagreed with them considering the condition a tough one, which needs to be amended.

Supervisor 1: “So principally, we have to reform; we have to change this rule. It can be used for promotional purposes, but it must not be used for the defense.”

To this supervisor, supposing that publication is a good condition for equipping doctoral students with extensive research skills is not appropriate in doctoral students' cases since publication should be used by universities to promote their instructors, i.e.,

to increase their scholar level from an assistant professor to an associate or full professor, the instructor needs to publish one or two articles. However, using publication as a condition for defending the thesis and graduation is difficult and may lead doctoral students to quit the program. The essence of disapproval of Supervisor 1 to the publication requirement springs from the contextual challenge of the students in his department. In the program he works in, there are around 28.12% of the students waiting for publication. In other words, around one of every three doctoral students has a chance to spend more than 6 years in the doctoral program compared to their peers in other programs. The publication shortage is not due to the weaknesses of the students, Supervisor 1 claims, but rather due to the limited number of journals that publish in this field.

Supervisor 1: “If I want to publish an article in the field of sociolinguistics, there are only three SSCI journals where I can publish. But if I were in engineering, mathematics, physics, or chemistry, I would have a chance to publish in 800 journals. Can you compare it? 800 journals!”

This script reveals how vast the difference is between the different programs in terms of journals available for publication. While there are hundreds of journals in the fields of mathematics, physics, chemistry, and engineering, there are only three SSCI journals that publish in ‘sociolinguistics’, which is the specialization of Supervisor 1 along with several other instructors in his department, English Language Teaching. This, in turn, is reflected in his supervisees as they work in the field of their supervisors and have a difficult chance for publication and consequently graduation. In fact, a mere view of the indexes set by the university shows that the science programs have more chances for publication compared to the social sciences. For instance, the list of journals released by the Web of Science in 2022 shows that SCI-e indexing has 9549 journals while SSCI and AHCI, which include social science journals, have 3561 and

1853 journals respectively, meaning that the science programs have a wider variety of journals compared to their peers in the social science programs. This is apart from having certain specializations that have a few journals in the required indexes as Supervisor 1 states. Hence, publication in a field such as sociolinguistics, Supervisor 1 claims, has three journals for publication while a field like mathematics may have up to 800 journals.

Despite this big challenge encountering doctoral students, Supervisor 1 still believes that the solution is not to terminate the publication requirement. Rather, there is a need for reforming it.

Supervisor 1: “If we say that we cannot stop it [the publication condition], we have to do something to prove the quality of the paper. Instead of publishing an article in an SCI-e, SSCI, or AHCI, we have to allow the student to publish somewhere else. This is somewhere else as we used to have in this department more than 20 years ago, we had a shortlist of journals, that as a department, we found of high quality so that students could publish them there.”

The reformation suggested here is to prepare a list of journals that publish high-quality articles by every department. This list may not only include journals indexed in SCI-e, SSCI, or AHCI, but it may also include other journals that are indexed in other databases and have good quality. In this way, doctoral students in all the departments will have an equal chance for publication and do not need to wait for a long time to get their articles published. They can also publish in journals that do not require any fees, which would remove the economic pressure put on them.

One solution for the publication problem was suggested by Supervisor 4, who said that EMU should initiate a new Ph.D. mode (research-only). This may increase doctoral students’ time devoted to publication. For him, knowledge about the different fields of

the program may be taken during the master's level while the Ph.D. should be more focused on research since publication is a mandatory requirement for doctoral students. To sum up, the responses of the supervisors are in line with the doctoral students. They both expressed the importance of publication along with some concerns about the difficulties encountered by some students due to the limited numbers of journals.

4.1.3 Article Publication Requirement from the Perspective of Policymakers

After viewing the perceptions of doctoral students and supervisors about the article publication requirement set by EMU, there was a need for another perspective to triangulate the data and view the publication issue from one more perspective, which was the policymakers. In fact, including them is mandatory since the two other stakeholders (i.e., students and supervisors) apply the rules set by the policymakers; thus, taking their views into consideration would definitely have a valuable addition to the understanding of the essence of the requirement and the reasons behind applying it by the policymakers. To this end, two participants were invited to contribute to the research. During the interviews, they were asked about the article publication requirement after giving them a brief view of doctoral students' and supervisors' views in the earlier stages of the research.

In general, the participants did not share the same views about the publication requirement. Policymaker 1 considered that applying this requirement does not come from the university itself, it rather comes from the regulations of the Ministry of Education, which made the publication requirement a compulsory for all doctoral students to graduate from the North Cypriot Universities.

Policymaker 1: "As you know, we are actually following the rules of higher education in North Cyprus. And according to the rules of the Higher Education Council in Cyprus, the Ph.D. students should have a publication in the indexes that we define in our bylaw. So, it is not possible to have an alternative, with the Scopus index. So it's at the national level; it's at the top of the universities,

the Higher Education Council here in Cyprus, and according to the decision there. This is not possible. Actually, this is the website. You can clearly see the index is listed here. So, so the alternative, at the moment is not possible because of this reason.”

Throughout the discussion, Policymaker 1 preferred to refer to the bylaw as the reason for the publication requirement without expressing any opinion about it, being positive or negative. Publication, he claimed, comes due to the decision taken by the Ministry of Education, and the university cannot change this decision; rather, it should be discussed at the higher hierarchy in the government. At this point, he was asked if there is any intention of discussing the possibility of modifying the Ministry of Education’s decision.

Policymaker 1: “As I remember, in the draft that I have reviewed, there will be some extra requirements like well it's not gonna be minimized, but rather maximized. That's what I have read from the draft. So, I don't know what's gonna be in the final decision. So, we have been informed about the draft and asked for some comments or suggestions. But of course, the decision will be taken by the ministry committee, and we will be informed about it.”

The script clearly states that the publication requirement has been discussed by the Ministry of Education and the university representatives. Nevertheless, the intention is to increase the number of publications rather than decrease them. This, in fact, may be acceptable to doctoral students, being with or against the publication requirement. They both considered that increasing the publication may help them in their future, but the negative side is keeping the current indexes with no addition of any other indexing that may enlarge the journals’ options.

The website of the Higher Education Planning, Supervision, Accreditation and Coordination Board (known as YÖDAK in Turkish from its full title of

“Yükseköğretim Planlama, Denetleme, Akreditasyon ve Koordinasyon Kurulu)

reveals more about the decision made for publication.

(See: <http://yodak.gov.ct.tr/Portals/111/doktora.pdf?ver=2019-08-22-125708-263>).

“Conditions for the doctorate title: to have a publication in the field related to the doctoral thesis in a journal indexed by SCI-e (Science Citation Indexing Extended), SSCI (Social Science Citation Indexing) or AHCI (Arts and Humanities Citation Indexing). As for the Law Program that provides education in Turkish, it is required to have at least two articles approved in the journals determined by the Interuniversity Academic Coordination Board in the field related to the Ph.D. thesis, taking into account similar applications in Turkey.”

The decision of YÖDAK clearly states the requirement of publishing at least one article indexed in SCI-e, SSCI, or AHCI as a condition for graduation. It is worth mentioning that SCI (Science Citation Indexing) was dropped from the decision as a consequence of dropping the mentioned index from the Web of Science. The decision applies to all the universities of North Cyprus, unlike other countries that leave this decision to the university’s criteria. Policymaker 1 believes that following the rules of the YÖDAK leaves the university with no choice of amending the requirement as they (i.e., the university) only offers comments and give feedback about any new decision the ministry committee take while the final decision is taken by the YÖDAK board. Furthermore, there is an intention, Policymaker 1 claimed, to increase the requirement by adding more requirements for graduation.

The second participant of this category is Policymaker 2, who as a policymaker had a different view from Policymaker 1. Policymaker 2 highlighted that the doctoral program is a long process with 7-8 courses to complete and a qualifying exam to pass, and doctoral students can concentrate on the article publication only towards the end of their dissertation writing.

Policymaker 2: “I believe that the students cannot study that number of courses, write their theses, and publish an article, all in five years. Many students determine their doctoral research topic after they complete their courses, so it takes a lot of time to start the research... they need to do extensive reading to familiarize themselves with the field... determine the research gap... collect data, analyse it... and report the findings... All these take time... Only when the students finish the thesis, they can start thinking of producing an article out of it.”

The excerpted words from the interview of Policymaker 2 clearly show that the course completion, doctoral research path and the publication process have certain steps to follow, and this may necessitate more than five years. He further added that in certain departments (such as chemistry, mathematics, physics, and engineering) doctoral students may not face challenges in publication; in other words, they may have easier chances compared to those of other departments.

Policymaker 2: “In programs, such as physics, chemistry, or mathematics, they do not need to compose an article with a professional level of English since they have an international language... I mean, numbers and mathematical calculations. When reading an article in any of these fields, you can clearly see that the majority of the article is numbers and equations. This is different from a department like Communication and Media Studies or English Language Teaching”

Policymaker 2 emphasized the difference between pure science and social science programs, saying that in the former, articles majorly consist of numbers and equations, while in social sciences, the English language is needed at an advanced level. Therefore, the social science students, according to him, have more challenges compared to their peers in the pure science programs. In other words, the language requirement puts more pressure on the social science students when publishing an article.

Also, he considered that the current indexes offer unequal opportunities for doctoral students in publication, and this leaves some programs with more students with ‘waiting for publication’ status. For instance, the number of journals accommodated in the SCI index (for science-related research) is incomparable to those in the SSCI or AHCI indexes (which are for social science related research). For him, the ‘one size fits all’ policy cannot be applied to the publication requirement, and there is a need for amending this decision to give doctoral students equal chances for graduation. This happens, he believes, through deciding on the journals that fit each social science program in addition to the journals in the list of SSCI or AHCI indexes.

Referring to the possibility of amending the publication requirement, Policymaker 2 stated that he was working on that issue to propose a suggestion for an amendment to the publication requirement.

Policymaker 2: “When I was at the office, I attempted to start a revision of the bylaw that would consider the publication requirement on the basis of the programs, specifically based on the availability of the journals for each program... regardless of the current indexes. Nevertheless, the work was rejected by the frequently publishing departments since they believed it is not fair to have different indexing for each program.”

In other words, Policymaker 2 suggested a solution for solving the publication dilemma and offering doctoral students in all programs equal chances in publication. This could have been done by guaranteeing to have almost equal numbers of journals for each major. According to Policymaker 2, the publication condition could have been made fair by preparing a list of journals for each program provided that these journals offer high-quality work regardless of its index. When setting equal numbers of journals for each program, there would be an equal chance for doctoral students in all the faculties.

In short, there appears to be a general agreement among the participants (doctoral students, supervisors, and policymakers) about the importance of publication as a condition for graduation since it equips the students with a valuable tool for their future careers. Nevertheless, they all expressed their concerns about the challenges encountered by the students calling for more procedures for easing the fulfillment of that requirement, especially in relation to the number of journals for each program.

4.2 The Challenges Encountered by Doctoral Students in Publication

As was stated earlier, article publication inclines challenges that make fulfilling the publication requirement a tough task, and this view was agreed on by participants representing all the stakeholders of this study. Therefore, the next step necessitates investigating the challenges encountered from the perception of the different stakeholders: doctoral students, supervisors, and policymakers.

4.2.1 Article Publication Challenges from the Perspective of Doctoral Students

The doctoral students are the milestone of this study since they are situated at the top of the publication responsibility. Therefore, viewing their views about article publication necessitates using a variety of research tools. In the first phase, the interviews with participants from different faculties shed light on the major publication challenges. The elicited factors were used in the construction of a questionnaire to view the perceptions of a wider range of doctoral students about the resulted challenges. In the last phase, the findings of the questionnaire were discussed with a group of doctoral students to view their justifications and get more of their and their peers' stories in the publication journey.

Since the doctoral students as participants were novice authors with no or almost no experience in publication, this study first aimed to investigate their difficulties and

challenges in constructing the article that would meet the quality requirements of the journals belonging to indexes defined in the university's bylaw. Content analysis of the interview data revealed a number of weaknesses in constructing the article, which can be attributed to article-related challenges and non-article-related challenges.

4.2.1.1 Article-Related Challenges

This category encompasses the challenges related to article writing. It includes two main sources of challenges for doctoral students in their publication journey: genre-related challenges and English language-related challenges.

4.2.1.1.1 Genre-Related Challenges

The skills and techniques required for publication in a specific genre compose a challenge for all writers; however, the challenge grows greater for doctoral students as novice authors. The skills doctoral students acquire during their studies may assist them in publishing articles in local journals; nevertheless, the graduation requirement is a bit more than they can chew, as they must meet the requirements of international journals indexed in prestigious databases. The interviews conducted with doctoral students revealed three genre aspects that the students encounter as a challenge: a) defining the focus, b) constructing the content, and c) cohesion. To start with, defining the focus (or deciphering a gap) within the related literature to target in their research represents a challenge for doctoral students even before they start their research. Many doctoral students in the current study reported feeling helpless in locating an entry point to research at the very beginning of their dissertation writing process, that is 'a trending topic' which will have a chance to get published in the targeted journals. At this stage, they say they suffer from uncertainty in relation to workable topics, as they must simultaneously produce a plan that aligns with the research interests of the

supervisor while producing promising content suitable for publication. Mazen, for example, said

“It's hard to find the gap... In the finance field, if you want to find a gap, you have to know where development really is. So, that is a bit of a constraint for us.”

Although they had read many academic articles during their MA and Ph.D. studies, Mazen added, they still need a critical eye to detect a unique gap in the literature to help them choose their dissertation topic which will later –when sent to a journal as an article- be attracting the attention of the editors and has a higher chance to get published. The difficulty of this challenge, however, showed variances based on the fields. Anna, who studies communication and media studies, for example, finds it “difficult to find the starting point at all” whereas Mazen finds it “a bit of constraint” in his field (Finance). This finding can be interpreted as a fact that the focus challenge varies based on the students’ programs, abilities, and even support they may receive. These factors play a critical role in increasing the chance of getting the article published; to put it differently, the right quality theses will probably evolve into a ranked journal article (Thomas & Skinner, 2012).

The second aspect, i.e., constructing the content of the article, was noted by the participants as another genre-related challenge, which demands profound knowledge in their research area. Several participants in the study admitted that they have a weakness in forming the essence of the article, and this indicates the commonality of the content hardship among doctoral students. To exemplify, Hadi (a doctoral student in the Electric and Electronic Engineering program) said,

“In our field, you have to find a problem, and when you find the problem, you have to solve it on the computer ... So, the biggest part of the problem is

getting your results accepted. If your research is acceptable, scientifically, I think all other things [of article writing] are easy.”

This highlights the significance of scientific knowledge as the main challenge within his department. To him, processing the data requires adequate knowledge and technical skills in the content of his field to enable him to elicit the appropriate results. The use of software programs on computers to find adequate solutions, or being apt to use the discipline-related statistical analysis procedures, for example, would be closely related to i) the issue under investigation, ii) its related literature background, iii) selection and application of research methods appropriate to methodology, iv) presentation of data that reflects the theoretical framework, v) critical evaluation of the relationship between the empirical results and the literature, and finally vi) highlighting the key issues, along with recommendations, research limitations, future research and implications (Thomas & Skinner, 2021). Any gap in these skills may lead to a restriction in eliciting publishable results. Since doctoral students are novice authors, their research skills will definitely be developing ones that need to be sharpened in order to reach the level where they can perform the analysis themselves.

The last genre-related aspect revealed in the interviews was ‘cohesion’. Article publication is not restricted to conducting research and eliciting significant results; it also requires a skill in composing all the data cohesively, using techniques and structures to make the different parts fit together and flow smoothly, making it more reader-friendly. This necessitates extensive knowledge of each part of the article, with its functionality and requirements, to avoid any possible misleading in the cohesion of the article. As pointed out by Thanheiser, Ellis, and Herbel-Eisenmann (2012), cohesion can be built conceptually and methodologically, and “[it] can also be

achieved rhetorically by explicitly telling the reader what one is doing, how one will do it, and why. These rationales and road maps help the reader see the flow and make the argument transparent” (p. 154). This issue is not related to the linguistic knowledge of academic writing, such as register, grammar, or spelling. It is rather a technical matter that deals with the essence of article writing and techniques, which are the necessary skills required to compose a consistent article that grabs the attention of the reader from the abstract to the conclusion. The difficulty of writing academically was worded by a doctoral student, Selen, as below:

“I have my data, I have my tables. I have a rough method, and a section for literature, I know.... but somehow I'm not able to bring it together. I don't know how I should start with the introduction, how far the introduction should go, when I should move to the literature, where I should stop the literature and go to the methodology and then move to findings and discussion.”

In this account, Selen has a challenge with putting all the pieces of the research in one article. Each section should be explained sufficiently with details for the clarity of the study; yet, she does not know what ‘sufficient’ exactly is. Some journals, for example, require a brief summary of the related literature as part of the introduction, whereas others request a more in-depth literature review in a separate section. Some articles have a thorough explanation of the discussion making a very deep connection between the results and other recent studies while other articles may only state the results with a few connections to the literature. With these differing expectations from the author, the level of literature varying from field to field, the research subject, and the difficulty the students are exposed to in this genre thickens. Furthermore, there is a need to know the relation between the consecutive sections of the article, as Selen suggests. Explaining the rationale behind the research purpose and the methodology tool, for instance, makes the researchers able to understand the techniques between the lines to make them compose a smoothly written article with a harmonious flow. Although this

seems obvious, some articles, Selin states, are published with some missing parts of the essential components of the article, such as not having a clear research question, not explaining the rationale behind the study, or even not having a lengthy literature review. Reading such articles published in journals indexed in prestigious databases, therefore, seems to make doctoral students unable to define a clear pattern of an article they can have while composing theirs.

In the questionnaire, several questions were asked to the students as well about the genre-related challenges they encounter. When asked about their own evaluation of their research skills, only 17% of them agreed that they have weaknesses in those skills. Since the previous phase of research (interviews) revealed that challenges vary based on the department, 'cross-tab' analysis was run to know the program of the students who believe they have weaknesses in the research skills. In total, out of 22 participants who admitted their weakness in research skills, 16 of them were from social science programs, namely Architecture (4), Communication and Media Studies (3), English Language Teaching (3), Economics (2), Finance (2), and Tourism (2). These numbers reveal that the social science respondents believe they need more research skills compared to their pure science peers.

The questionnaire also included a list of questions (nine items) to determine which parts of the article are considered difficult by the participants. The participants were asked to express their opinions about the level of difficulty in each part of the article, namely abstract, introduction, literature review, designing the methodology, data collection, writing the results, writing the discussion, and writing the conclusion. As can be seen in Table 6, there are five items whose mean is more than 3: collecting data (mean = 3.53), designing the data collection method (mean = 3.26), writing the

discussion (mean = 3.23), writing the results (mean = 3.02), and writing the literature review (mean = 3.01).

Table 6: Level of Article Writing Difficulty

Challenges	Very Easy	Easy	Normal	Difficult	Very Difficult	Mean	SD
Writing the abstract	11.6	25.3	37	18.5	7.5	2.84	1.09
Writing the introduction	3.4	25.3	42.5	25.3	3.4	3	0.88
Writing the literature review	10.3	19.2	35.6	28.8	6.2	3.01	1.06
Designing the data collection method	6.8	17.1	30.1	34.9	11	3.26	1.08
Collecting data	4.1	14.5	26.9	33.1	21.4	3.53	1.1
Writing the results	8.2	20.5	39.7	24	7.5	3.02	1.04
Writing the discussion	6.2	16.6	35.2	31.7	10.3	3.23	1.04
Writing the conclusion	10.3	19.9	38.4	26	5.5	2.96	1.04

As it was stated earlier, one item was deleted from the questionnaire during the piloting stage as it decreased the reliability. That question was about finding a gap to target, which is an important question for students. Therefore, following the suggestion of an expert, an open-ended question was added to find out the challenges encountered by doctoral students in finding a gap to target in their research and hence in their articles.

In total, 60 participants responded to this question with ideas that clarified any challenges they faced in defining the focus of their study. In general, the students encountered challenges in finding their topic since they have no previous experience in detecting a distinctive gap. Some students expressed their frustration about the article writing as they realized that their research is either not important or previously covered by other studies. Realizing this issue at the end of their research was disappointing for them since they had almost finished their thesis and were waiting for publication to graduate. However, some reported receiving some support from their supervisors along with extensive reading of articles to find a gap that they finally targeted in their research. Other support sources in finding the topic were their previous research experience, research interest, attending conferences, the Thesis Monitor Committee discussions, and coauthoring with experts.

4.2.1.1.2 English Language-Related Challenges

Another source for the encountered challenges in composing articles for publication was reported to be the English language itself. Applying the English Medium of Instruction (EMI) policy in a non-native English-speaking country, the university accommodates mainly non-native students and academic staff who speak English as a foreign or second language. This reality poses the English language as an obstacle for the students, or at least for some of them, when composing their articles. As previously stated, the university requires a document indicating applicants' competency in English (e.g., TOEFL, IELTS, EMU Proficiency Exam), prior to their enrollment in the Ph.D. programs. Even those with appropriate English proficiency qualification may feel incompetent in composing a readable (and thus publishable) article because of the differences between academic writing and general writing. For instance, in the IELTS exam writing an opinion essay about a general topic and getting a high mark

does not necessarily guarantee the possibility of composing a professionally-written article since they are totally different genres. Hence, the language challenge seems to remain with the students who are nonnative speakers of English. The native vs. non-native speakers' dichotomy has been present in the responses of the participants. Rami, for instance, believes that "being a non-native speaker is a problematic factor in article writing and publishing". Learning a language is different from acquiring it, and when it comes to self-confidence for non-native speakers in the use of appropriate registers, hedges, phrases, vocabulary, and structures, their weaknesses appear.

Although the English language has been reported to be a challenge for doctoral students, its effects seem not to be the same among all the participants, and it varied based on the level of mastery, previous medium of instruction and age. To exemplify, Ahmad, a 48-year-old doctoral student, voiced his English language-related challenge as follows:

"You know, for me, I have for ... my [my previous] study [was] since we are 1995 [I finished my BA in 1995]. It was my study [my study was] in Arabic, not English. That ... that's why it is very, very difficult for me."

The script of the interview displays his level of the English language, exhibiting several grammatical mistakes. In reality, he experienced difficulty in speaking with ease in English. This may be, he claimed, due to the medium of instruction in his previous education, which was not in English. He also said that the difficulty could be due to his age, where he might assume he cannot develop his language skills at this point in his life. Having several responsibilities (family, work, and study), he believes that his age is unlikely to assist him in developing a good level of English language to compose an article. Whatever the root of this dilemma is, English represents an obstacle in his publication path.

The questionnaire had five items about the English language challenges. Table 7 shows those items about the participants' self-assessment of their linguistic skills. The questionnaire also included a question about their ability to produce a cohesive reader-friendly article. The results revealed that 27.2% of the respondents agreed or strongly agreed with item 1: "I have weaknesses in academic writing (language)". This implies that around one among every four doctoral students have difficulties in academic writing due to their weaknesses in the English language. Furthermore, 25.8% of the participants thought that the linguistic challenge is a major problem in their publication. As regards the relation between this result and the participants' background information, there was a positive correlation between those who agreed that the language part is a major problem in their publication and those who attended the supportive English courses offered by EMU (ELTE513 and ELTE515) prior to their commencement to the doctoral program. The results showed that 54% of those who reported having a problem in the English language took these courses, while this percentage drops to 22% with those who did not take them. In other words, the English courses offered by EMU were not able to elevate the linguistic abilities of the students to make them reach the skills of their peers who had already mastered the English language prior to their enrollment at the Ph.D. program.

The native vs. nonnative dichotomy has been widely discussed in the WFP literature. Based on this, the participants were given the following item: "My article publication will be difficult because I am not a native speaker of English" and asked to indicate their level of agreement or disagreement. In total, 25.1% of the participants agreed or strongly agreed with this statement. Nevertheless, the majority of the participants revealed their need for 'proofreading services': 52.4% agreed and 15.9% strongly agreed with the statement "I need proofreading for my article to get it published". As

can be seen, around a quarter of the participants believed they had a weakness in the English language, but around two-thirds of the participants expressed their need for proofreading services. This indicates that the English language problem is still there for the majority of the participants, but the level of difficulty varies based on their linguistic competencies.

Table 7: Types of Challenge

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I have weaknesses in academic writing (language).	20.4	29.9	22.4	24.5	2.7	2.59	1.14
I think the language part is a major problem in my publication.	22.4	38.8	12.9	19	6.8	2.48	1.22
My article publication will be difficult because I am not a native speaker of English.	23.1	36.1	15.6	19	6.1	2.48	1.21
I need proofreading for my article to get it published.	4.1	8.3	19.3	52.4	15.9	3.67	0.97
My academic language level limits my ability in expressing the content of my article.	15.2	31.7	29.7	16.6	6.9	2.68	1.12

Regarding the ability to compose a well-organized cohesive article in which the doctoral student is able to express the content of the research, the responses varied among the students: 23.5% agreed or strongly agreed, 45.9% disagreed or strongly

disagreed, and 29.7% were neutral about the statement: “My academic language level limits my ability in expressing the content of my article”.

4.2.1.2 Non-Article-Related Challenges

Despite the critical role of the article-related factors in the publication of doctoral students’ articles and the challenges they may cause if not learnt adequately, there are other factors that also play a vital role in the publication process as they may restrict the students from publishing their articles. This category implies two major challenges: support-related challenges and journal-related challenges.

4.2.1.2.1 Support-Related Challenges

The need for support is a critical issue in the publication process. Being novice authors with almost no previous experience in publication, doctoral students need to receive sufficient assistance to accomplish the publication mission. Any lack of the support expected from their supervisors, instructors, peers and the institution may turn into a challenge in the publication process. Thus, the lack or the provision of support may become a remarkable issue for doctoral students’ publication chances. This issue was voiced only in the last phase of data collection period, specifically during the group discussion while it was not mentioned at all in the earlier interviews. During the group discussion, the participants clearly stated that the lack of expected support is a major factor that restricts their publication chances; yet, they initially appeared to avoid giving examples how they or their peers were affected negatively due to the lack of support. Hearing such comments from each other during the group discussion encouraged the students to talk about it, though rather in general terms. They were assured several times that their identity would be kept confidential and only after that some of them decided to narrate their own stories about it or what they heard from some of their colleagues in their departments. Thus, the group discussion raised a hot

topic, that is the challenges they encountered due to the insufficient support, unlike the interviews where the participants only focused on the support they need without referring to pains they may have been through. The reason for this could be the fact that these stories were controversial and involved supervisors and instructors and the interview participants seemed to prefer staying on the safe side and talking about support as a need. Nevertheless, the group discussion was less formal and included more friendly discussions. With the assurance that their information would be anonymous, they started sharing their stories one after the other.

To start with, the supervisors' expertise represents a milestone factor that may ease up or harden the challenges encountered during the publication journey. When the supervisor has good experience in publication and its techniques (such as targeting an interesting gap, having good analysis experience, and composing valuable results that may be published in high indexed journals), the supervisee will definitely benefit from it as the supervisor's role as a guide and feedback provider can assist the student in passing the publication tunnel successfully. Nevertheless, this may not apply for some doctoral students, as claimed by two of the participants (Salwa and Rose):

Salwa: "Most of the supervisors, in our department at least, didn't come from Ph.D. programs that require publication; most of them finished their Ph.Ds. in Turkey when they were there. There is no publication requirement for graduation, or other countries like the US or the UK. So, they don't know how desperate we are for publication actually because they haven't seen our situation."

Rose: "They [supervisors] don't publish themselves; maybe they published five years ago, or 10 years ago. So, at the moment, they might not be very useful for us. Even if they want to help us, they are not always effective in helping us, I would say."

At this point of the group discussion, several students told sad stories about themselves and their colleagues due to the lack of support from their supervisors. Since the 'publish or no degree' policy is newly flourishing worldwide, the majority of the current supervisors have not experienced it as they graduated from Ph.D. programs that did not require a publication for graduation. This has a negative effect on the students, as Salwa claimed, since the supervisors do not know how bad they feel when they need to publish an article indexed in SCI-e, SSCI, or AHCI. Furthermore, there are some supervisors, Rose claimed, who have not published an article in the required indexes for a long time, such as five or even ten years, and there are others who may only have a few articles published in the required indexes. These claims, if proven, indicate the weak expertise of the supervisors, which is consequently reflected in the supervisee's performance in the article. In certain cases, Maha said, the supervisors depend on their supervisees' publications for their promotion.

Maha: "The supervisor waits for the students to compose an article and publish it from A to Z, offering the students with scarce feedback, if any. When published, the credit will be for the supervisor to promote the same as the student to graduate. However, it is only the student who undergoes difficulties in terms of delaying the graduation till further notice if the article is rejected."

One more account came from James, who reported that there are some supervisors who ask their supervisees to send their articles to journals with good to high standards with very high rejection rates even if the article level does not meet the criteria of those journals. Students are novice authors who may not be able to publish in such journals, but the supervisors, James claimed, urge them to send the articles there in order to fulfill their publication dreams they did not achieve earlier. When submitting articles to very prestigious journals, students need to wait till the revision process ends, which might take several months. The response from such journals is mostly negative, which is a mere waste of time for the students to achieve a dream for their supervisors.

An essential source of the publication challenges for doctoral students is reported to be their lack of support in familiarizing the students with the publication process. Since they are novice authors and have little or no experience in publication, doctoral students were of the need to learn more about publication. This includes being familiar with the indexes required for publication, their criteria, journals, and categories. It also includes genre-related information about the article composition, including its sections and subsections, moves, and pragmatic tools such as hedges and boosters. For them, there is an urgent need to learn the basics of article writing and other procedures that may enable them to reach their final goal, i.e., publication. The participants reported having a lack of support in filling these gaps. For instance, Anna questioned the possibility of doctoral students publishing an article in the required indexes without having much information about the journals in these indexes in the first place. In her opinion, doctoral students are not even familiarized with the essence of the ‘Web of Science’, which is the database that includes the indexing required by the university.

“They [supervisors] have certain experiences in the web of science for my major, communication, which we do not have. Here, I have conflicts.”

For Anna, the supervisors know more about the journals and their classifications in the Web of Science. This is the knowledge she opts for to increase her publication chances, and not gaining this knowledge from supervisors leads to a restriction in the publication process. For instance, they need to know that there are four categories in the indexes, based on the quality of the journal (Q1, Q2, Q3, and Q4), and they need to know the differences that may make a journal ranked as Q3 rather than Q1. In this way, they may feel more comfortable finding a journal that matches the quality of their articles instead of choosing a journal haphazardly. As it was stated earlier by James, his supervisor asked him to submit his article to a Q1 journal. Because his article’s

level was not up to that of the journal, he got his article rejected after 8 months of revision. He said: “If I knew that [the ranking of the journal], I would not submit it to that journal and lose 8 months of my life in vain”. Learning these rules, the participants believe, is at the essence of the program requirement, and not receiving them adequately has resulted in delaying their graduation.

Another Ph.D. student, Ayda, in the Mathematics and Computer Science program, highlighted that students need to learn more about the skills and techniques for publication before starting their research. In other words, doctoral students should be trained for the research during the course phase. Hence, by the time they finish with the courses and the qualifying exam, the students will have had necessary information and skills to start with their research and successfully publish their articles.

“The plagiarism, how to do the plagiarism. In my department, we have in our research long formulas, which are very similar in each article. So, we have a big problem with plagiarism. We can't reduce plagiarism easily. So, when we talk with our supervisors, they can give us the secrets or tricks ... from their experience. We are always wasting our time without doing something sufficiently, we have actually more than four or six semesters after the qualifying exam. So, in these semesters if we know what we are doing, the time will be very good to publish more than two or three articles in good journals. But the problem is that we always, I think from my experience, waste our time, because we do not have good directions.”

Ayda talks clearly about these ‘secrets or tricks’ of research that should be given to her not only by the supervisor but also the instructors during the course phase. She mentioned the plagiarism case specifically because her study deals with numbers and formulas that are repeated in other articles. Therefore, the focus in her department is on formulas rather than writing. Thus, writing a literature review, for instance, represents a major problem for her since she does not own the skills that can help her summarize and cite the work of others. This, Ayda believes, should have a solution,

which she does not know. However, if she knew the techniques for avoiding plagiarism earlier, she would be more focused on her article writing.

The above-mentioned techniques are supposed to be taught during the research methodology course. However, several participants in the group discussion reported not taking this course at all. While Omar stated that it was an elective course and he consequently did not take it during his course phase, Ayda said that this course was not among her program's course list. Although it was not common among all the departments, the problem remained the same with other participants who also reported not getting the benefit from the course, practically. Maha, for instance, stated that they took the 'research methodology' course, but it was a merely theoretical one, which did not include any practical part to put the knowledge obtained in action.

The shortage in gaining the information needed by doctoral students in the course phase, especially the research methodology course, may still be avoided, as Omar believes. For him, there is a newly immersed course, the seminar course, which is a good solution for gaining publication experience. This course offers the postgraduate students a weekly lecture to teach them the research methods and follow up with their research progress. However, other participants stated that the course is not given properly in some departments, and this may reduce the opportunities for publication expertise by the students.

Maha: "Unfortunately, some of the departments are not taking that course seriously. They are not even giving the seminar course."

The seminar course, Omar believes, is a good experience for doctoral students to meet with instructors every week and talk about the research methods, techniques, and

skills. The instructors giving this course are from the students' department, which gives them a good chance to learn more about research related to their field. Nevertheless, the inappropriate application of this sort of institutional support by some departments leads to an increase in the challenges the students encounter.

Ali also added that it is not only the seminar course that is not taken seriously by some departments, but it is also the Thesis Monitor Committee (TMC), which is usually set to guide doctoral students at the end of every semester in their research.

“Also there is something called monitoring sessions on my side. From my experience, I don't see that the jury members [TMC members] are taking it really seriously”

Ali believes that the university has taken several steps to support doctoral students in their publication, and this resulted in having the seminar course and the Thesis Monitor Committee, which are supposed to fill the gaps of the student's research throughout the publication phase. However, Ali, Maha, and James said that these courses were not given the same priority as the other courses taught although the seminar course, for instance, is an essential guide for their publication.

4.2.1.2.2 Journal-Related Challenges

One major obstacle for doctoral students' publication is the journals' criteria. As stated earlier, the students who were complaining about the article publication requirement were not against the condition itself. Rather, it is the journal-related challenges that make them unable to graduate. Some of the interviewees during the interviews reported having a few journals in their field while others complained about the long time needed to receive a response from the journal editors. In the group discussion, this issue was raised again to encourage the participants to tell their own stories or

those of their peers. Ali, for instance, summarized the reasons behind considering the journals' criteria as a source of challenge. He said:

“The reviewers, they don't read everything. So sometimes they tell you why this is like that; actually, I explained that in the paper but it seems that they don't read. And the last one is the conflict between the reviewers. Some reviewers tell us to expand this idea. The other reviewer is telling you to delete this idea. So, there is sometimes a conflict between the reviewers, and you have to go with both of them.”

Ali listed three main aspects that slow his publication: deficiencies in the use of English language, reviewers' feedback, and reviewers' requests. Starting with the English language aspect, it was agreed on by the majority of the group discussion participants that being nonnative speakers of English has made them not being able to convey the content of their articles in a sufficiently appropriate language. At this point, Maha agreed with Ali about the English language challenge. She said that she does not have the “academic language” that enables her to compose a reader-friendly article although she is an English Language Teaching (ELT) doctoral student. She clarified that speaking English is different from owning an academic level of written language that would enable her to convey the content appropriately. Since she tackles with English language issues, the expectations of the journal increase, she believes, and this puts more pressure on her and consequently affect her performance negatively.

The reviewers' comments represent another main source of challenges for the publication of their articles since many of these comments, according to some participants, are not really related to the essence of the article. As it is shown in the script below, Ali received comments about some missing parts in his article. Nevertheless, this part, he claimed, was in the article that he submitted. Submitting an article to a journal, doctoral students expect to receive valuable feedback from the

reviewers who are the experts in the field. However, Salwa claimed that she didn't receive any feedback to enable her to realize the weaknesses of her article so that she should address them in her future submission.

“In most cases, it's not because they don't read the article; journals have a standard rejection letter. I even received a rejection letter with a single sentence: “I'm sorry to inform you that your manuscript was rejected due to one or more of the reasons listed below. And there's, like, 16 items listed underneath. And you pick one, pick your choice.”

In certain cases, the comments of the reviewers, Salwa claimed, are ready-made and sent to all the rejected articles with no specific comments that clarify the weaknesses of the submitted article. Instead, Salwa said, some journals prepare a list of reasons for rejection, and the editor sends an email to all the rejected articles saying that the article was rejected because of one or more of the listed reasons. Although the students receive a rejection letter, it does not clearly show them the weak points in their articles, such as methodology, results, etc. Salwa believes it is her right as a researcher to get sufficient feedback since this assists her in avoiding her weaknesses when submitting the article to another journal. At this point, Rose added that the rejection decision is sometimes not reasonable. For instance, she received several rejections from journals saying that her article is not within the scope of the journal despite the journal's description of its scope on its webpage which clearly shows that the article is at the core of the journal scope.

One more reason that makes journals a source of challenges for doctoral students is the “conflict between the reviewers”, as Ali states. The aftermath of the blind-review process is that the reviewers may make contradicting suggestions; in other words, a reviewer may ask to delete a certain point during the first revision while the second reviewer asks for improving the very same idea. This confuses the students since they

do not know who to satisfy, Ali claims. In fact, communicating with reviewers is another essential skill needed for the students, which is expected to be offered to them by their supervisors, instructors, or even faculty.

In the Ph.D. programs with fewer journals, compared to others with more journals to publish in, it takes longer time for doctoral students to graduate. It seems that students may spend up to one year waiting for a single journal to make a decision on the submitted article, as raised by participants. They said that if rejected, it is only then that they can apply to a different journal. This, at times, means waiting for many years before their article is published. In other words, due to the publication requirement for graduation, the students seem to spend years moving from one journal to another, until their article is published. To avoid this waste of time, students look for easier methods of publication, such as predatory journals which may be faster in doing their evaluation of submitted articles and thus with less strict accepting criteria. The authors, in this case, need to pay publication fees and the article is then publicly published online. As Rami claimed, this often comes with a high price tag, with the publication fees often unaffordable for many students.

Rami: “Most of them (the journals) are going to be... like ... open access journals with money, trying to reject us so we will try to push us in their open access.”

According to Rami, some journals offer both services, closed access and open access. Some journals reject articles, he claimed, in an effort to encourage application to the open-access model. In his opinion, this turns into a business for some journals. While some students prefer to take the shortcut and publish in an open-access journal to save time, others believe it is their right to receive a fair evaluation for their articles, without delay, no matter the mode of publication they choose.

In short, the findings show that there are several sources of challenges that put sticks in the wheels of publication, namely the limited number of journals for some programs compared to others, writing in the language (i.e., English) other than their first language, lack of genre knowledge, lack of the publication expertise of some supervisors, journals' criteria, reviewers' feedback, and financial restrictions to publish in open-access journals.

4.2.2 Article Publication Challenges from the Perspective of Supervisors

Taking the supervisors' view about the challenges of their students when composing an article for publication represents a valuable addition to this study since it spots the light on the problem from a different perspective. What is common among the supervisors is that they all confirmed that the publication requirement is a difficult task to perform by doctoral students due to their lack of experience, and this represents an essential source of challenges in accomplishing their graduation requirement. In the supervisors' interviews, several problems were highlighted.

The first problem encountered by doctoral students, Supervisor 2 believes, is the English language. Being a non-native speaker of English and lacking academic writing skills makes the doctoral students disadvantaged when composing an article. Supervisor-1 stated:

“The issue is that our students have difficulties in writing the sentences connected to each other. For example, they write something in one paragraph, thinking about transition, but the second paragraph is unrelated to the first one.”

This script reveals the significance of the linguistic problem in doctoral students' articles. Students may form well-written paragraphs in which the sentences may be strongly related. However, when these paragraphs are put together, there is no

cohesion. In other words, a smooth transition from one idea to another is still a problem for the writers, which ends up with a heterogeneous article where meaning is rather vague. The same idea was confirmed by Supervisor-5 who considered that doctoral students are not able to present the content of the results concluded from their study in a cohesive language that reaches the academic English level required by the high-indexed journals. Composing a cohesive article, in fact, necessitates not only good language skills, but also good genre knowledge. Doctoral students need to know the rationale behind each component (or ‘move’) of the article and the way to compose it sufficiently in order to satisfy the reviewers and increase the chances of publication in the targeted journals. This was voiced by Supervisor-2:

“They have difficulties in writing the contribution. They have difficulties in writing the literature review in the form of showing that this is the literature... and this research sets out to fill in this gap. They do not understand the importance of using one specific theoretical framework for each hypothesis here, this is what is required in Q1 journals, so if you do not come up with a model that is supported by one or two theoretical underpinnings, the reviewers are going to criticize your work.”

Supervisor-4, on the other hand, considered that the publication challenges are contextual and are not necessarily the same in every department. Her students (in the Finance program) need to gain analysis skills through learning several analysis programs which would enable them to collect data.

“Supervisor 4: For example, we might have some challenges in collecting the data, doing some econometric analysis, because in our field, nowadays without having some analysis, etc., it is really difficult to publish in such kinds of indexes. So, it forces our students to learn such analysis and apply them to be published, because ...like ... they cannot work only theories. They need to apply them”

The script suggests that the contextual challenges need to be tackled locally by the department’s administration through setting plans. In other words, if students in a

certain department have a weakness in a certain research skill or if they need to learn a type of research for their studies, the department should take serious steps to provide support to the students in that skill instead of depending on the general workshops offered by the university to all doctoral students.

To conclude, the supervisors agreed that article publication is a challenging task for doctoral students since they are novice authors. The challenges were basically English language, writing a cohesive article, and learning special skills that may be restricted to a certain context.

4.2.3 Article Publication Challenges from the Perspective of Policymakers

After viewing the perceptions about the publication challenges from two perspectives (doctoral students and supervisors), there was a need for triangulating these data by viewing the perceptions of the policymakers. Their views represent a valued addition to the study since it would be interesting to see whether they are aware of the challenges that doctoral students encounter in getting published in the expected journals. As administrative personnel, the policymakers are not directly involved in the publication process. Nevertheless, their authority in observing the fulfillment of the publication condition makes them an indispensable part of this issue.

To start with, Policymaker 2's view clearly reveals that the main challenge facing doctoral students is the time frame, which is inconsistent with the requirements in the doctoral program as a whole.

“it seems not possible for doctoral students to finish their courses, write their thesis, and publish at least one article in a journal indexed in SCI-e, SSCI, or AHCI within five years... students first need to do extensive reading about different areas in their study to define their area of interest....then, they have to read more to detect an important gap in their research area... then they collect their data, analyze it, obtain some findings... provided that all these will lead to an original study so that they can publish an article from the thesis. As

I said, the study period of the doctoral program seems not to be enough to do all these things for some students.”

Since the doctorate program encompasses a course phase and research phase, doctoral students are expected to be busy with their study for a long time. They need first to work on their courses in the first two years, sit for the qualifying exam, and then start with their thesis. In the thesis part, the students need to define a gap that is appealing for the journals, which requires extensive reading in the related literature to detect a distinct gap to target. From there, they can start designing their methodology, collecting their data, analyzing the results and composing appropriate discussion. After reviewing the thesis several times to make sure that its content is solid, its language is academically accepted, and its results are unique, the student may compose an article to be published in a journal indexed in SCI-e, SSCI, or AHCI. This, Policymaker 2 believes, necessitates more than five years, bearing in mind that doctoral students are not at a young age, and they have other family and professional duties to perform.

On the other hand, Policymaker 1 considered that the students basically have a problem with their English language since they are not native speakers of English. He believes that having a good academic language that enables the students to publish their articles needs extensive academic work.

“Actually, we also realize this problem, it is not only for the papers. Yes, it is also true for the thesis, because the thesis should be written also in an academic way. In some universities, there are academic writing centers.”

The response of Policymaker 1 is related to the results of the questionnaire, in which 27.2% of the participants reported having weaknesses in the English language. Unfortunately, 54% of those participants had already taken English courses at EMU

prior to their commencement in their doctoral programs while the percentage drops to 22% for those who already had good English and did not need to take any English courses at EMU. The results reveal that the courses offered by EMU may not equip the students with sufficient academic language that may improve their language skills. Therefore, Policymaker 1 stated, the university administration was thinking of establishing an academic writing center in which the students can improve their academic language; this center would be different from the ‘proofreading centers’ since the goal is to improve the level of the students in academic writing rather than their academic product (thesis or article).

Policymaker 1: “It is not similar to proofreading; we do not want to just have proofreading; we want to teach the students how to write better.”

Proofreading centers tend to improve the quality of the students’ work. Nevertheless, the problem will remain, and the students will still face the same problem when working on any article afterward. Therefore, the proposed academic writing center is expected to improve the quality of the students’ work by showing them their mistakes and working on them with specialists.

In short, for the policymakers, academic writing in a language different from their mother tongue seems to be the main source of challenges for the doctoral students. The university offers two elective courses ELTE523 and ELTE525 to help those students to improve their writing skills in English. Nevertheless, not many students take these courses, which may be, Policymaker 1 believes, due to their additional cost. He believes that not every student needs these courses, and this is why they should remain elective; yet, they should be recommended by the instructors and supervisors for the

students who still have a shortage in grasping the essence of publication or thesis writing.

4.3 Current and Needed Support for Article Publication

The challenges encountered by the doctoral students who struggle to meet the publication requirement for graduation necessitate the provision of appropriate support to lessen the difficulties during their article publication journey. As it was raised earlier, support represents a critical factor in the publication process. Unless it is provided properly, it may restrict accomplishing the publication requirement. Based on this, the participants were asked to describe the sources and efficacy of support received by doctoral students in paving their article publication path, as well as the nature of support they wished to have been provided to complete their publication journey peacefully.

4.3.1 Article Publication Support from the Perspective of Doctoral Students

Since doctoral students are positioned at the top of the responsibility for publication, they are expected to describe and evaluate the types of support they receive and its efficacy in easing their publication. Their narratives in the interviews revealed four sources of support, namely *supervisors*, *instructors*, *peers*, and *university*, each of which is briefly explained below.

4.3.1.1 Supervisors Support

Analysis of the interview data reveals that the mentorship provided by the supervisors represents the main support for doctoral students. Supervisors usually lead their supervisees down the road of research through formulating their research concepts, suggesting sources, and giving feedback about the article. The main issue that emerged in the interview analysis was the ‘ownership of the responsibility’. As stated earlier, the interviewees believe that the main responsibility of article publication falls upon

their own shoulders when it comes to reading about the topic, conducting research, collecting data, and writing the article. Mazen, for example, expressed it as follows:

“I believe that a Ph.D. student should be independent... You are studying for a Ph.D., so you should be a researcher there.”

For Mazen, the Ph.D. candidate holds the responsibility for publishing the article. Being a Ph.D. student necessitates adopting a new identity as a researcher. This includes holding the majority of the responsibility within the labor division of the publication activity. Although challenging, the requirement of the article should be basically performed by the doctoral student. Supervisors, on the other hand, should guide the students throughout the article journey, giving feedback, suggestions, and sources, an opinion voiced by Asma as follows:

“The professor [supervisor] is an expert in that field, but in your own area of interest you are the expert... and therefore this professor may know very little about the area of expertise, because you are the one that is digging into the literature. This professor is mostly concerned with how you scientifically organize your findings.”

Asma believes that doctoral students are responsible for deepening their knowledge in their topics and excelling their knowledge beyond the realms of that of their supervisors. Reaching the level of required expertise begins with accepting to be the expert in the very specific topic worked upon first as a student. This requires extensive work in reading, analyzing, and writing, till the students reach the ultimate level that enables them to publish their article. On the other hand, the supervisors may not have an in-depth handle on the students' very specific field, and thus they can only provide guidance, feedback, suggestions, and sources, as Asma stated.

Despite the acknowledgement of this, participants emphasized the role of the supervisor who should be mentoring their work step-by-step, playing various roles such a guide, feedback provider, material source, and linguistic specialist at different stages of the research. A doctoral student, Peter, pointed out that the supervisor should be a guide for doctoral students during the article writing phase. To him, mentoring the students and guiding them through the path they need to follow represents the main pillar of the supervision responsibilities. Peter added that:

“In this advisory level, you will normally have a problem in trying to establish a specific connection between the interests of the student and the interests of the supervisor... Sometimes a student is interested in something different.”

The existence of a common research affinity between the supervisor and the student ensures the receipt of the appropriate support from the former. In other words, doctoral students need to decide on the research area(s) they are interested in and match it with those of the supervisors in order to guarantee the support required. Peter added that should the supervisor have no experience in the research area of the supervisee, the supervisor will need to read and research more to provide their feedback, which might not be possible with their existing academic and administrative duties. This may lead to a decrease in the support and feedback s/he would give to the supervisee.

Feedback serves as a safe zone for doctoral students to revert to each time they face challenges. This was highlighted by each and every interviewee in the current study.

To exemplify, Maher said:

“I think they [supervisors] should read the results of the Ph.D. students first, and after that they should try to modify, try to cut it to guide them to improve the level after experiencing [reviewing] their results... so I think it's really essential for supervisors to be in [at] the center of the research [of the student].”

In this account, Maher added that the role of the supervisor is the cornerstone of article publication. Although the supervisee is expected to work on the article solely, the supervisor (who usually has his/her name in the publication as a co-author) should be a guide at every level of the research. The substantial support given by the supervisor assists doctoral students to gain self confidence in the work they produce and eliminate the feelings of being lost. Any interruption in the continuity of this support - because of research-focus mismatches, supervisors' tight work schedule, or their insufficient publication experience in general- may result in delays (or even total failure) in article publication and thus doctoral students' graduation.

After viewing the perspectives of the interview participants, their responses were worded in the questionnaire, which was filled by 147 Ph.D. students. Since the supervisor plays a vital role in guiding the doctoral student throughout the publication journey, there were 12 items in the questionnaire about the type of support received from the supervisor (Table 8).

In general, the majority of the participants in the questionnaire were satisfied with the support received from their supervisors. The mean of the responses is 4 or above in the following factors: supporting the students in article writing (4), being specialized in the research area of the student (4.12), having a good command of English language (4.32), receiving feedback about the content of the article (4.12), and giving the supervisee the time needed for the article (4.21). Nevertheless, the satisfaction drops when it comes to the details of the support received. In other words, there are more students who revealed not receiving appropriate support from their supervisors when describing certain types of support. For instance, 25.5% disagreed or strongly disagreed with the statement "My supervisor shows me how to write my article, and

then I follow his/her style in the next article”. Furthermore, 27.6% of the participants disagreed or strongly disagreed with the statement “My supervisor helps me in analyzing my data”, and 18.4% of the participants stated that they were not informed about publication challenges.

Table 8: Supervisor Support

Supervisor Support	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
My supervisor supports me in my article.	2.7	6.8	17.8	32.2	40.4	4	1.05
My supervisor is specialized in the field of my article topic.	2.1	4.1	13	41.1	39.7	4.12	0.93
My supervisor has a good command of English.	0.7	2	12.2	34	51	4.32	0.82
My supervisor corrects my language mistakes.	6.8	10.3	22.6	36.3	24	3.6	1.15
I get feedback from my supervisor about the content of my article.	0	6.1	13.6	42.2	38.1	4.12	0.86
My supervisor gives me the time I need for my article.	0.7	4.8	14.5	32.4	47.6	4.21	0.91
I meet my supervisor regularly to	5.4	12.9	17.7	30.6	33.3	3.73	1.2

discuss my article.							
My supervisor shows me how to write my article, and then I follow his/her style in the next draft.	6.8	19.7	20.4	36.1	17	3.36	1.17
My supervisor informed me about the challenges of article publication.	5.4	12.9	14.3	37.4	29.9	3.73	1.17
My supervisor helped me in finding a topic for my article.	6.8	11.6	15	37.4	29.3	3.7	1.2
My supervisor helps me in analyzing my data.	11	16.6	27.6	26.9	17.9	3.24	1.24
My supervisor helps me in the discussion and conclusion.	11.6	5.5	21.9	37	24	3.56	1.24

When comparing the results of the ‘supervisor’s support’ with the independent variables in the background section of the questionnaire, it can be clearly seen that those who share the same first language with their supervisors (N=44) tend to be more positive in their responses compared to their peers who do not share the same L1 with their supervisors (N=102). For instance, in response to the statement ‘My supervisor shows me how to write my article, and then I follow his/her style in the next draft’, the disagreement rate is lower among the participants with the same L1 with their supervisors -it is only 13.63%- compared to 32.35% of the participants who did not

share the same language with their supervisors and who disagreed and strongly disagreed with the statement. Furthermore, the percentage of those who were not informed about the article publication challenges is four times more than those who do share the same L1 with their supervisors (23.52% and 6.81%, respectively). In short, sharing the same first language with the supervisor appears to be a credit for the supervisees in receiving more feedback and better support from their supervisors.

In general, the main concepts elicited from the interviews were approved by 147 participants in the questionnaire. The majority of the students approved the support of their supervisors, with a credit of having more support from those who share the same first language with their supervisors. The participants also confirmed the shortage of skills provided during the course phase, and they also reported opting for more training in the shape of workshops and courses to improve their publication skills. The majority of the participants also claimed that they did not learn the publication skills from their senior peers.

Although the majority of the participants were satisfied with the type of support they received from their supervisors, there was a good proportion who either disagreed or were neutral about the supervisor support. Therefore, the supervisor support was a main topic for the group discussion to elicit more about any possible weaknesses in this support. Some prospective participants in the questionnaire phase refused to fill in the questionnaire when seeing some questions about their supervisors while others asked about the confidentiality of the questionnaire several times before filling it. Since this was a sensitive issue, the participants in the group discussion were repeatedly asserted that their information and responses would be confidential. Having been ensured about this, James, for instance, reported that a few supervisors were not

qualified enough to supervise a doctoral student since they themselves were in need of having necessary experience in article publication.

James: Actually, these questions are very sensitive As Ph.D. students, we cannot do this [article publication] without a supervisor's support, but how do our supervisors help us when they're not fully equipped in this aspect?

Since many of the current supervisors at EMU, James claimed, were not graduates of universities that require publication as a condition for graduation, and since some supervisors did not have frequent publications, their experience remained weak, which means they were unable to provide the students with the sufficient knowledge needed for accomplishing the publication requirement. Furthermore, some supervisors may have good experience in publication, but they were unable to transfer their knowledge since they were loaded with administrative responsibilities, Ali claimed. Consequently, the doctoral student may not benefit from this experience in publication. Therefore, it was suggested by Ali and James that supervisors with low publication should not supervise doctoral students while those with better publication expertise should have less departmental duties to devote their time for their supervisees.

4.3.1.2 Instructors Support

Experience in academic writing, participants claimed, begins early at the course phase during which the candidates work on projects, read articles, and learn how to evaluate the ideas they are exposed to. The value of this phase lies within its role as a practical phase for acquiring research skills to produce preliminary articles, projects, and assignments, which can sharpen the learnt skills and help in improving the students' performance, as illustrated in Suzan's comment below:

“Before the supervisor, it's the responsibility of the instructors who are providing the courses. We should begin building research knowledge much earlier than the article composition time. We should have prior preparation by our course instructors... we should be exposed to more projects, assignments,

and even papers that can be published in local journals. I am not sure if we had this preparation.”

The responses on this aspect varied based on the students’ programs. While some students in certain departments (such as the ELT program) confirmed gaining this kind of experience during their doctoral course phase, others stated that they were required to study only the course content without any real focus on the research experience. Therefore, the participants considered that there was a need for a plan to be implemented by the university, ensuring that all doctoral courses across the programs focus on research knowledge additionally.

Since this issue was raised by the students themselves during the interview phase, two items were added to the questionnaire to inquire if the instructors at the course phase do or do not offer support in the research aspect. The items read as follows: “My Ph.D. courses focus on publication skills” and “My Ph.D. course instructors guided me to improve my publication skills” (Table 9).

Table 9: Instructor Support

Instructors Support	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
My Ph.D. courses focus on publication skills.	21.1	34.7	19.7	19	5.4	2.53	1.17
My Ph.D. course instructors guided me to improve my publication skills.	17.4	26.4	24.3	27.1	4.9	2.75	1.17

The responses clearly show that there is a weakness in this type of support expected from the instructors. In detail, 55.8% of the participants disagreed with the first question “My Ph.D. courses focus on publication skills” compared to 24.4% who

agreed. This clearly reveals the gap in this sort of support expected from the course phase, especially when the courses are designed in a way that covers the subject material without taking into consideration the research aspect. Consequently, the instructors are stuck to the course design focusing on the content rather than any other aspects. The responses given to the second item of this category “My Ph.D. course instructors guided me to improve my publication skills” show that 43.8% of the participants disagreed with it while 32% agreed. The results of the questionnaire in this category obviously show the weakness in the research support provided during the course phase. On the one hand, the courses are not designed to offer research skills. On the other hand, the majority of the instructors do not volunteer to fill this gap for their students.

In the group discussion, the lack of support by instructors was raised as well. The participants reported that the research skills are either not given by the instructors at all, or partially given. Instructors who provide research support to students, Rose claimed, do not offer it sufficiently. Rose added that some instructors in her department included research in their courses, which was usually in the form of research to conduct, and they assigned some mark for it. Doctoral students work on those projects and compose full papers, which represents a good opportunity to put their research knowledge in practice. Nevertheless, the students receive limited, if any, feedback about their performance. Rose said that the feedback part represents the essence of support requested, and not having it means their work is in vain. The instructors’ feedback and comments, in fact, are quite important since they enable the students to notice their weaknesses and avoid them in the future articles.

4.3.1.3 University Support

The interviewed participants also highlighted the importance of support they expected from the university in general. In their opinion, as universities benefit from the articles published by their students in terms of the knowledge achieved and ranking reached among other universities, they should support their students to mitigate their challenges and help them in their article publication. When asked what kind of support they receive from the university, they gave various responses. For instance, Omar said the following:

“I think providing free access to articles is important... so we can easily download any article we want. This is a good point, which is not available in many universities.”

Due to the need for academic resources, and since access to these resources often requires a pricey subscription, such access tends to be met by the university itself. For Omar, the university offers access to a variety of journals and data streams, which enables him to be up-to-date with the recent research of his specialization. This represents a critical resource for the students, helping them detect gaps through reading the future research suggestions within recent articles.

Nevertheless, the access is not open for all the needed resources. For example, while responding to an earlier question about which part of the publication process was most difficult for him, one participant (Salim) referred to the accessibility of the data he needed for his research study as follows:

“...the thing that ...umm... collection, data collection? Yeah, it's the most difficult for me because some data needs money. Some websites doesn't [don't] open [there is no access for some data by the university].”

Despite the decent open access provided, there are still some restrictions. Since his major was economics, Salim had to deal with information related to data streaming that was provided by certain websites, which he did not have access to, so he had to pay money to access the information he needed.

Viewing other sources of tools needed by the participants to ease their publication, some reported that not all of the tool varieties are provided by the university. In this study, there are two participants who reported encountering challenges in their data collection due to the shortage of support for their own studies. One was Hadi, who said the following:

“The main problem I had was the experimental results... and we don't have a lab cleared up here for me... so I did them [analysis] in Canada. This is the main difficulty.”

Hadi's study required a lab equipped for his research purpose, and the university did not have these facilities available, which in turn caused delays until he met some scholars during a conference, who conducted the study for him in their lab, with him sharing their names in his article. Although it is not easy for universities to provide all their doctoral students with the equipment needed for their studies, there is a need for the university, as Hadi worded, to provide the lab services for their students in other institutions.

The interviewees also considered other kinds of support that the university should provide them with, in order to improve their publication skills, in the form of workshops, courses, training, etc. For this, the following quote from Kamel is explanatory:

“... they [workshops] should tell us... like.. how we should prepare our data for publication, how we should rely on it. They should show us the difference of terminology and language and content in thesis and article. They should tell us the difference between the article and thesis.”

Workshops can equip doctoral students with condensed experiences. They can offer them all the information needed for article publication, in terms of methodology, data collection and analysis, hedges and expressions, current trends in the related field, journals and their criteria, and many other skills. The university offers workshops for article publication now and then; however, the students would like the frequency of such workshops to be increased, since they are short sessions. According to Kamel, there are some workshops held by the university targeting all doctoral students across all the departments, where general skills are discussed. Despite the benefits of such workshops, Kamel highlighted, there is a need for more specialized workshops provided in every department and given by experts in the field, who provide research techniques. In this way, the benefit will be higher and the students can obtain more knowledge and experience they need to sharpen their research skills.

Table 10: University Support

University Support	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
The courses offered by the university about academic writing are enough.	26.5	36.7	25.2	10.2	1.4	2.23	1
The university should offer more courses/workshops about 'writing for publication'.	1.4	2.1	8.2	28.8	59.6	4.43	0.83

Academic writing courses should be given by an instructor experienced in publishing articles in my field.	2.7	1.4	7.5	43.8	44.5	4.26	0.87
---	-----	-----	-----	------	------	------	------

In detail, the majority of the students considered that the support provided by the university in the form of courses, workshops, etc. is not sufficient (Table 10). Responding to the first item of this category “The university should offer more courses/workshops about ‘writing for publication’”, 63.2% of the participants disagreed with this statement, which indicates that the current workshops offered by EMU are still unable to enrich the students’ research needs. The second item, therefore, was added to assure that the students really opt for more workshops and training in research, or these workshops are not of importance. The response was very positive with 88.3% agreeing on it. This confirms the concept that there is a gap in support offered by EMU in this respect, and there is a need for more courses, workshops, and training sessions to equip doctoral students with the research skills and techniques needed in their field. The participants also asserted that the courses provided by the university should be given by instructors who are specialized in the research field of the students and article publication (88.3%). This is because the current workshops offered by EMU, students claim, are general ones and do not fit the specific needs of every department. In other words, there is a need to have departmental workshops and training sessions, in which an expert in tourism, for instance, with good publication skills gives the course. In this way, the students will benefit from the course better.

Commenting on the questionnaire results about the university support, James suggested having an introductory workshop for doctoral students at the beginning of their enrollment to familiarize them with the program requirement and teach the students how to write an article. This, he believes, can increase the awareness of the students about the publication requirement and make them more focused on fulfilling the graduation requirement.

4.3.1.4 Peers Support

As a fourth source for support, the interviewees mentioned their peers, who naturally compose a research community. The newly enrolled doctoral students may find it more comfortable to communicate with their peers rather than instructors or supervisors. The relationship may be less formal, which may be more comfortable for the students. Hence, this may lead to a small research community among the students, in which they share experiences, knowledge, and even feedback for their work. Despite its importance, the interviewees' responses revealed that it is not a common culture to receive support from peers. In other words, the data analysis revealed that the 'peer feedback community' seems not to be very active in the context of the study, as voiced by Peter:

“Most of the students work as single individuals; you have your topic... so you have to have a big challenge of trying to reach out to other students that are interested in what you're working on because sometimes you have an idea, you are not sure if that is correct. You need somebody to validate it.”

Peter confirmed the efficacy of such support as it helps in guiding doctoral students in their research, but he desperately talked about the lack of peer support in the research community at university. He added that working on certain research areas requires an outsider who is able to validate the work and give suggestions; yet, it seems this culture

is absent among doctoral students, and they work alone even if they have topics in the same area as other students.

The peer community role, however, is not completely inactive, as Asma believed. Although the ‘content’ feedback is not common among doctoral students, the linguistic feedback seems to be more popular. Doctoral students with average linguistic competencies in their academic writing may demand and receive support from their peers who have a better command of the English language. Especially before submitting their papers for publication, a capable peer that they know well is usually consulted to provide proof-reading to their peers’ papers.

Since the content support, rather than the linguistic one, was reported to be nonexistent among doctoral students, as the interviews revealed, one item was added to the questionnaire (Table 11) in which the participants were asked if they learned the research skills from their senior peers or not. According to the results, 67.4% of the participants stated that they did not learn the publication skills from their peers. This result is an indication of the fact that it is not very common among doctoral students to cooperate with each other and support their new peers. Having 20.4% of the participants who reported receiving support from their peers about publication inclines that this support may be described as an individual effort rather than a culture in the research community of doctoral students.

Table 11: Peer Support

Peer Support	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I learn my academic writing skills from senior	36.1	31.3	12.2	17	3.4	2.2	1.19

Ph.D. students in my department.							
----------------------------------	--	--	--	--	--	--	--

4.3.2 Article Publication Support from the Perspective of Supervisors

Having analyzed doctoral students' views that were elicited in three phases (i.e., interviews, questionnaire, and group discussion), there was a need for taking another perspective into consideration the perspective of supervisors. The aim was to investigate their perceptions about the type of support given to the students to assist them to fulfill the publication requirement.

Starting with Supervisor 3, he reported that he assists his students a lot. At the beginning of the interview, he surprisingly mentioned that he even wrote the article himself for one of his supervisees. "I'm not showing anything about article writing [to students] because I am writing for them." Although he said it was for one student who was facing challenges in publishing the article, the case is still there, and there are students who get their work done by their supervisor. This is considered a kind of parasite on the supervisor since doctoral students are supposed to work on the articles themselves while the role of the supervisor is to provide feedback about the work of the student.

On the other hand, Supervisor-1 considered that supervisors cannot support the students if they do not publish articles by themselves, and he declared that there are some supervisors who depend on their students for publication.

"In order to ask you [as a student] to write an article, I [as a supervisor] have to publish my own article first. Unfortunately, many supervisors want Ph.D. students only. Because it's a source of money as a source of publications. At the same time, it is for promotion so, in other words, to ask their students for help. It is not ethical."

The two aforementioned scenarios reveal that there is a problem in some supervision cases. While there are supervisors who may write the article for doctoral students and help them graduate, there are a few others who wait for doctoral students to work and publish articles, which eventually gives them a financial and promotional source. In the first case, doctoral students graduate without sufficient knowledge about research that may enable them to publish articles in the future or even supervise other doctoral students. In the latter case, the supervisors depend on doctoral students' desire for publication as it is a requirement for graduation to get some personal benefits. This, in turn, leads to not only more pressure on the students who do not get enough support from their supervisors, but it also makes the supervision process an unethical one since co-authorship requires participation and support. In either case, the support is not appropriate, and there is a need for moderation in the supervision process.

One more controversial concern in perceptions elicited from the interviews with the supervisors was about the role of the supervisors in providing the necessary support to doctoral students. While Supervisor-4 believes that the support should be provided upon request, Supervisor-2 believes it is the duty of the supervisor to guide the student throughout the research journey. In detail, Supervisor-4 believes that the students are equipped with sufficient knowledge during the course phase, and they should know that it is their responsibility to compose their articles.

“The department is doing everything from their end, and now it's the job of the student to improve their gaps here and there so they can be able to publish. And they shouldn't wait, for example, for someone to help them. They need to always talk to their supervisor, and their friends; and the supervisor will know, for example, what his students are asking from him.”

Since the students are situated at the top of the publication responsibility, it is their duty to write the article despite its challenges. After being provided with enough

support during the course phase, the students are expected to have sufficient knowledge to identify their gaps, if any, and search for solutions. At this point, they ask for the support they need from their supervisors or their peers. In other words, the supervisor's role is to answer the questions of the student who has already identified the research problem(s) and the supervisor, she believes, can answer them and guide the student.

One more different perception about the support given by the supervisor comes from Supervisor-2, who believes that the role of the supervisor is to show doctoral students how to compose the article step by step.

“Ph.D. students will not learn how to publish articles by themselves. You will teach them how to do this. So why do I need you [as a supervisor] if you do not make a contribution to the research design? Why do I need you? If you do not make a significant contribution to the article preparation. Why do I need you if you do not, for example, make a contribution to the literature review? If you are not having your main role in the reviewing process, why do I need you?”

Doctoral students are still novice authors, Supervisor-2 believes, and it is the role of the supervisor to guide them step by step till they become able to publish their articles on their own. Furthermore, the supervisor is a co-author in the article, which means they need to contribute to writing the article, correct any possible mistakes, and give feedback.

As for the instructor support, supervisors' views also varied about offering research skills during the course phase. Since they are also instructors in the course phase, Supervisor 2, for instance, believes that the research skills should be part and parcel of the course, and the instructor should equip the students with the research techniques and teach them how to detect a gap in the literature. Learning these skills, Supervisor-

2 believes, is not merely restricted to the supervisor during the research phase. It is rather extended to the course phase, as well.

Furthermore, Supervisor-6 believes that the current support given to the students in the course phase is not sufficient, and there is a need to increase the number of hours for such courses. In detail, he stated that the ‘seminar course’ offered by the university gives the students the chance to learn about publication in one hour per week, which is insufficient, to improve the students and familiarize them with publication techniques.

“Supervisor 6: From courses like ‘seminar’, and it should be given more hours. Now, we have, for example, one hour only per week. It is not even enough; there are other types of software that might help students in writing articles and research, like Mendeley. This is be most helpful for them, but unfortunately, many students do not, they don't have any idea about it.”

Increasing the research skills courses is not only limited to the doctoral level, but it extends to earlier levels, as voiced by Supervisor-4.

“We changed our curriculum, starting from the undergraduate courses. So, we put some research courses in undergraduate, and we increased the number of courses about research and econometric analysis in masters and in Ph.D. as well. So, if our graduates want to continue with a Master’s degree and Ph.D., they will have sufficient background knowledge about this. That's why they have like good chance to publish more and more because they will learn from basics from undergraduate, but our students who come from abroad, for example, have more challenges when you compare with our own graduates, and then department we have, like, really good researchers, as our professors, they are like top 10 in the university, and even in TRNC. We have really good researchers, and they help our students as well, like how to publish in good index journals, etc.”

According to Supervisor-4, the administration of her faculty took two critical decisions that have positively affected the gaining the research experience by doctoral students. Firstly, there was a curriculum reformation in which research methodology and

research analysis were added to the undergraduate program. In this way, those who would like to continue their undergraduate, master's, and Ph.D. studies at EMU have higher chances of publishing easily since they are equipped with sufficient knowledge throughout the years of their study. Secondly, the quality of faculty members has been essential to the department. The Finance program, Supervisor-4 said, includes experienced researchers, who are also instructors in the department. This assists in improving the publication chances for the students since they have more experts to help them when facing any publication problem or a research question.

Supervisor-1 also asserted the need for teaching the doctorate students publication skills in a practical way. In other words, he believes that the research courses, such as research methodology, should have a practical side along with the theoretical one. In this way, the students will have a chance to present their work and identify their weaknesses, which, consequently, enables them to define their needs for a smooth publication. Nevertheless, Supervisor-1 said that there is a problem with some instructors who may not give sufficient knowledge to the students about research during the courses.

“We have real problems. First of all, we have to offer courses that might help the students how to write an article, not only how to write an article, but how to do research. Unfortunately, we offer lots of issues, topics, and courses, but the problem is, how effective they are. Unfortunately, some teachers are giving these courses, but we are not sure about the quantity and what that person does, because I'm not a policeman.”

Some instructors may not be interested in enriching the courses with research techniques, which would eventually lead to improving the students' research potentials and, hence, their publication possibility. Those instructors, Supervisor-1 believes, are more concerned about decreasing their duties by asking the students to present the

course without commenting, adding, directing, or even correcting any mistakes given by the students. In this way, the students lose a valuable source of knowledge about publication in the early years of their study.

On the other hand, other supervisors consider that it is the responsibility of the students to learn research skills.

“Supervisor-1: I think the tourism department gives these courses, but not in our department. Actually, I talked to the head of the department and I said: let them [the students] learn by themselves.”

The contrast in the perspectives of the supervisors about their and their students’ roles in article writing reflects that there is no one clear policy set by the university about supporting the students in publication during the course phase. Rather, it is a personal or departmental view that firmly affects the publication chances of doctoral students.

4.3.3 Article Publication Support from the Perspective of Policymakers

The third party in this study is the policymakers that include two administrators at EMU, Policymaker 1 and Policymaker 2. Taking the perspectives of the policymakers represents a valuable addition to the study since it reveals what challenges are expected by the administration after setting the publication requirement.

To start with, Policymaker 2 stated that the role of the supervisor should not be exaggerated since the publication requirement eventually falls on the shoulders of doctoral students. For him, the supervisor is responsible for guiding, directing, and correcting the student’s work. Nevertheless, it is the student who needs to conduct the research, bearing in mind there is a ‘guide’ that can assist in making the publication possible.

“We should concentrate here on these two words: ‘supervise’ and ‘guide’. The student is supposed to find an area of the study, which usually comes from

extensive reading. When the student finds a matching area with the supervisor, they can start working together. The student should then find a topic and discuss it with the supervisor, who is expected to tell the student...like this is a good gap to target or not. After that, they can decide on the research questions and methodology and all the other things. The student should conduct the research and get back to the supervisor after every step. The supervisor will give feedback, correct, or comment on the work.”

Policymaker 2 believes that the supervisor’s role is providing the supervisees with feedback throughout their study time, and this should be clear from the beginning of the supervision process. In this way, the students will know their rights and duties before the commencement of supervision. They should do the research themselves, but they can get support about the targeted gap to have a publishable article in the required indexes. The students may also set the research plan and show it to the supervisors for any possible amendments. In short, the student should conduct the research from A to Z with a full guidance of the supervisor.

On the other hand, Policymaker 1 considered that the support issue should be handled before commencing in the research. For him, the treatment should be by choosing a supervisor who is specialized in the research area of the student’s research. Due to the hectic duties of the supervisors, the support may not be offered sufficiently if it does not exactly match with his/her specialization as it needs extensive reading about a topic they may not be in their area. In this way, the student is expected to receive better support, feedback, and directions. Matching the research area of the supervisor with the students’ interests, Policymaker 1 suggested, necessitates building a system.

“We will have a supervisors search system, so each professor here in the university will write the interest points, research interest points as bullets, let’s say....maybe five, six, research topics and recent publications. So, if you are looking for somebody in a specific field, you don’t need to visit one by one, I mean those supervisors in their offices; you will just write on the systems we want to work on this topic.”

When the students know the interest areas of the supervisors and their publication history, the students may be more specific about their choices when knowing the quality and quantity of the supervisor's previous research. When viewing new publications in high index journals, the students may be encouraged since there is a model to follow, i.e., supervisor. The publications may also inspire the students on the topics preferred by the supervisor so they may read more about them.

As it was mentioned earlier from the students' data, there are some supervisors that barely have publications in the required indexes or they may have not produced any recent publication since a long time. Some, a student claimed, may even depend on their supervisees for their promotion; they ask their students to work on articles and publish, giving no support to the student. When asking Policymaker 1 about having any rule that may prevent supervisors who have almost no recent publications in the required indexes from supervising doctoral students, he answered that it is not possible to do so.

“There is just one restriction for the Ph.D. supervisors, they need to be Ph.D. holders, but we know that there are some additional criteria, which can be set by the department. So they set some rules for their academic supervisors, because each program is not the same, and the number of staff is not the same.”

The university has one general rule for supervisors, which is holding a Ph.D. Apart from that, the department may set some internal rules that may help in providing the prospective doctoral students with the most experienced supervisors. Each department, Policymaker 1 said, can set these rules based on several factors, such as the number of doctoral students, the number of available instructors with Ph.D., the area of interest of the supervisors, etc. He believes that what applies in a certain context may not be

the case with the other. Hence, the university gives room for flexibility for the departments to set their own rules.

Regarding implementing teaching research skills in the courses and asking the students to work on projects that may turn to articles, Policymaker 1 considered it an unethical act.

“I believe that this is not the correct way of teaching. We do not teach to have a publication, and we should explain the details of this topic. If we have, as a consequence of the course, papers, it's perfect. I say, but it's not the aim of the course, having a publication. There are some courses for this purpose.”

Increasing doctoral students' awareness about publication is something good, Policymaker 1 believes, and making the students produce some projects that may turn into articles is also a valuable addition to their experience. Nevertheless, he warned that this should not be the aim of the course. In other words, the students study the course to get knowledge about a field in their major, which may turn out to be their research area in the future. Hence, they should be familiar with the content of the course as much as possible. Furthermore, the instructors may also give the students some research skills that may enhance their research ability of the students during the course, but this should not be the main focus of the study.

As for the support in the form of workshops and training for publication, Policymaker 1 confirmed their importance in sharpening the students' skills.

“We also see that inviting speakers about those mentioned topics and giving seminars to the students will make students happy and more comfortable while they're working on their thesis. And I really believe that some departments are taking care of this, but some of them are totally..... how can I say.... excluding this from their agenda.”

The institute holds several events for publication, Policymaker 1 stated. Nevertheless, there is a need to have workshops and training held by every department to host more specialized researchers in the field of the department. Regarding this, he confessed that some faculties are more active than others in these activities.

4.4 Summary

In this chapter, the data collected from different categories of participants through interviews, questionnaire and group discussion were analyzed to answer the research questions of the study. More specifically, it reported the perceptions of the participants as regards the article publication as a condition for graduation, the publication challenges encountered by doctoral students and the support received from the supervisors, instructors, peers, and university. The following chapter discusses these results and findings along with the implications and limitations of the study and suggestions for future studies.

Chapter 5

DISCUSSION AND CONCLUSION

This chapter presents the findings of the study related to the perceptions of doctoral students, supervisors, and policymakers on the article publication requirement as a condition for graduation, challenges, and support as expressed in the research questions. It then presents the research conclusions and potential implications of the study. In the last section, limitations and delimitations of the study are mentioned along with the suggestions for future research.

5.1 Discussion

This section presents the findings of the current study by answering the research questions: i) What are the perceptions about the publication requirement at EMU from the perspective of doctoral students, supervisors, and policymakers?; ii) What are the challenges in article publication and their reasons from the perspective of doctoral students, supervisors, and policymakers?; and iii) What is the support received/needed by the doctoral students from the perspective of doctoral students, supervisors, and policymakers?

5.1.1 Discussion of the Results of Research Question #1: Perceptions of Stakeholders about the Article Publication Requirement

In response to the first research question “What are the perceptions about the article publication requirement, as a condition for graduation, from the perspective of doctoral students, supervisors, and policymakers?” the majority of the stakeholders support it believing that it is a valuable addition to the doctoral students’ experience. It improves

their publication skills, which will enable them to publish more articles in the future. The requirement is viewed as an exceptional chance for sharpening the doctoral students' research skills to equip them for their future careers as researchers, supervisors, and authors, which is the essence of the current academic world. Almost all the stakeholders shared the idea that doctoral students will consequently earn membership in the research community, be able to publish more articles for their promotion, and have the research skills needed for supervising postgraduate students in the future. This is in line with what Moreno et al. (2013) reported: publishing in English critically assists in the future work as a faculty member and researcher alike. Although the majority of the participants clearly expressed their positive view toward the publication condition, they also acknowledged that it is not an easy task; rather, it is a very challenging one, which requires sufficient research techniques, language skills, and a critical eye to detect a gap in the literature and target it. The toughness of the task would distinguish those who can accomplish the requirement from others who may not be able to fulfill the requirement. This was voiced by a participant in the interviews who said: "The Ph.D. program is not for everybody". Hence, the publication requirement needs extensive effort but accomplishing it represents a remarkable ability that will serve in the doctoral students' future.

Despite the support of the publication requirement by the majority of the stakeholders, i.e., doctoral students, supervisors, and policymakers, there is another view that considers this publication as a next-to-impossible mission since it may lead to spending the doctoral students' time in vain waiting for the article to be published. The supporters of this view believe in the importance of publication in their future careers. Nevertheless, the publication chances, they claim, are not equal among the programs at EMU, which consequently lead to higher levels of 'waiting for publication' for

students in certain programs compared to other ones. While there are programs that have many hundreds or more journals students can publish in (e.g., mathematics, chemistry, physics, and engineering), the number drops to a few tens in other programs, especially the social science ones. The pure science programs tend to have more journals compared to those in social sciences. To exemplify, at the time of writing this chapter, a search made about the number of journals accommodated in different indexes revealed that SCI-e (Science Citation Indexing Expanded) included 9549 scientific journals, whereas SSCI (Social Science Citation Indexing) and AHCI (Arts and Humanities Citation Indexing) comprised 3561 and 1853 journals, respectively. It would not be wrong to claim that the difference in the number of journals targeted in each discipline affects the publication chances. To exemplify, according to the search, 1033 journals were found for the discipline of ‘mathematics’ compared to 236 journals on ‘language’ and ‘linguistics’. More specifically, only one journal was detected categorized as a ‘sociolinguistics’ journal in the SSCI journal list for the year 2022. Several supervisors in the English language teaching program, however, are specialized in this field (i.e., sociolinguistics), and this shortage alarms how difficult it is for getting published in subject-specialist journals. It can also be interpreted as a justification for the high ‘waiting for publication’ rate in some social science Ph.D. programs compared to the zero waiting for publication rate in art and science (such as mathematics, physics, and chemistry). Thus, the scarcity of journals for publication made the participants consider the publication requirement an unfair one.

Nevertheless, despite this feeling, no doctoral students called for canceling this requirement. Rather, they demanded an increase in the indexing lists accepted by the university, more specifically the inclusion of other databases or indexing, such as

Scopus. Also, the participants were open to increasing the number of articles required for graduation provided that new indexes are added to the SCI, SCI-expanded, SSCI, and AHCI indexes. In other words, increasing the number of journals with the inclusion of one or more indexes, such as Scopus, would solve the problem of doctoral students in social science programs as they would have a wider range of journals to send their articles for publication. Then, the publication requirement would not be an obstacle in their graduation; rather, it would increase their experience in publication. The positive attitude towards article publication as a condition for graduation was reported in other studies as well (Curry & Lillis, 2004; Pérez-Llantada, Plo, & Ferguson, 2010) since it assists doctoral students in their future careers and gaining international recognition for their work.

5.1.2 Discussion of the Results of Research Question #2: Article Publication Challenges

The data analysis revealed that there are several challenges encountered by doctoral students in their publication journey. These challenges may be divided into categories: article writing-related challenges, and non-article-writing-related challenges.

Article writing-related challenges reported by the participants were mainly of two types: genre-related challenges and challenges of writing in a second language (i.e., the English language). The genre-related challenges were a) defining the focus, b) constructing the content, and c) cohesion. Defining the focus of the study by detecting a gap seems to be a major source of challenge for doctoral students. This is in line with the findings of several studies in the related literature (e.g., Cho, 2004; Fazel, 2019). As a Ph.D. student, I was exposed to a wide range of journals and articles via the access offered by the university. Nevertheless, I have always felt unconfident in deciding on a topic since it may have been targeted earlier by other researchers. In other words, the

wide variety of published articles makes it difficult for the researchers to define a gap to target since there are plenty of articles in the literature, and it may not be possible to read every article and define its gap. The gap one may decide to address may have already been targeted by another study, which may have escaped from the attention of the researcher. Hence, knowing what has not been investigated yet in a particular subject is a critical issue for doctoral students. In this study, while some participants said that they were given their thesis topic by their supervisors or that their topic was the same one in their MA studies, others clearly reported being lost in deciding how to detect a gap and told stories about starting from the scratch again after finding out that their topics had already been published by other authors. On the other hand, the supervisors and policymakers believe it is the students' role to read the literature and define a gap to target using the available tools. The mismatch between both sides can be attributed to the lack of mentorship that introduces the doctoral students to the research community by showing them the skills needed to detect a gap. This was also requested by a high range of participants in the questionnaire as a demand for more workshops about publication. Yet, there seems to be a dilemma here. Since the article publication would be based on the Ph.D. thesis, and if doctoral students complain about the challenge of detecting a gap in their research field in composing a publishable paper, then the source of the problem goes to the veracity of the Ph.D. study as a whole and its academic value. Therefore, the initial stages of determining the thesis topic and research niche should be conducted very seriously, both by the supervisors and their supervisees, because the chance of publication would be directly linked to the academic value of the whole Ph.D. study.

Constructing the content is another clear genre-related challenge reported by doctoral students. Being novice authors, the doctoral students still encounter challenges in

grasping the properties and function of each section of the article, as also reported in several studies (e.g., Buckingham, 2008; Flowerdew, 1999; Misak, Marusic, & Marusic, 2005). The students are not able to decide if the introduction should be short or long, merged with the literature review or separated from it, include information about the specific topic, or have general information that eventually leads to the targeted gap of the study. The same concept applies to the other sections, especially the introduction, methodology, and discussion sections. Yet, there are articles that do not follow the style they have learned in their research methodology courses, and yet these articles are published in journals covered by the prestigious indexes. This makes them confused about the model they need to follow, fearing that a certain style they adopt would be questioned and even rejected by the reviewers.

In constructing and writing down the content, establishing cohesion between different sections of the text is another source of challenge for doctoral students, as also reported in several studies (e.g., Buckingham, 2008; Flowerdew, 1999; Misak, Marusic, & Marusic, 2005). Being novice authors with no previous publication experience, the majority of the doctoral students find it difficult to compose a well-organized article starting from an attractive hook that drags the attention of the readers, a well-composed summary of the related literature, a strong methodology that fits the study, well-presented data results, and a strong discussion that concludes brand-new findings that may fill the targeted gap. The doctoral students' experience may be sharpened through academic input that exposes them to the rules of the game. This may be done in several forms: during the Ph.D. courses, supervision, and workshops devoted to this issue. Hence, the workshops are again highly recommended since they play a vital role in increasing the theoretical experience of the students. As for the practical side, the doctoral students may start publishing articles in local journals since the revision

experience, even if it is a negative one with rejections, plays an effective role in improving the publication experience of the students (Mu, 2021). The students may publish articles from their master theses or even from their doctoral courses' projects. Furthermore, co-authoring with experts, such as their instructors, supervisors, or even experienced peers, can increase the publication experience of the students (Cho, 2009; Flowerdew, 1999; Li, 2014). Gradually, they will be able to compose good articles that may be published in journals covered by prestigious indexes.

The importance of starting the publication experience earlier has been emphasized strongly in this study, as well. A supervisor (Supervisor 4) mentioned that her program (Business Administration) was able to decrease the publication challenges among their doctoral students by taking several steps at the faculty level: teaching research methodology during the BA and MA levels, holding conferences and inviting the doctoral students to take part in them, and having research experts as instructors and supervisors. Consequently, their program has a very low percentage of doctoral students with the 'waiting for publication' status. A similar conclusion was drawn in Hardat et al. (2018) who highlighted that familiarizing novice authors in the research community as early as possible is a critical factor in their success.

Regarding the challenges related to the use of the English language, the majority of the participants believed they still needed support when writing in English, as they were not native speakers of English. Nevertheless, this weakness was defined differently by the participants; while some believed their academic writing skills were sufficient and they only needed proofreading services, others believed they were not able to compose an article in a language that is not their mother tongue. The former

group sought to get proofreading services from experts in the English language to make their articles readable.

The latter group, on the other hand, believed they did not have sufficient lexical and terminological skills to compose their papers. Considering the fact that doctoral students were pursuing their Ph.D. studies in an English Medium of Instruction (EMI) university, this finding is quite expected and understandable. The linguistic challenges reported in this study are in line with the ones mentioned in the related literature. To exemplify, in many studies, doctoral students reported feeling inferior to a native speaker (Casanave & Li, 2008; Ferguson, Perez-Liantada & Plo, 2011; Hyland, 2019; Kuwahara, 2008; Song, 2014; Trady, 2004), had difficulties in learning the register and vocabulary of their major subject (Angelova & Riazantseva, 1999; Cooley & Lewkowicz, 1997; Dong, 1998; Flowerdew, 1999; Kaplan & Baldauf, 2005; Liu, 2004; Song, 2014; Uzuner, 2008), were challenged with grammar and syntax (Casanave & Hubbard, 1992; Casanave & Vandrick, 2003; Cho, 2004; Flowerdew, 2001; Song, 2014) and effect of L1 (Curry & Lillis, 2004; Ma, 2021 Mur-Duenas, 2019), and also had difficulties in style and organization (Angelova & Riazantseva, 1999; Cho, 2004; Cooley & Lewkowicz, 1997).

The findings of this study also highlighted several non-article-related challenges which include journal-related challenges and support-related challenges. By journal-related challenges, the participants meant the challenges which have a direct impact on slowing doctoral students' publication due to the delays in getting a response from the journal, contradictory reviews, and also the 'open-access' issue. Among them, the first issue appears to be the most important one for the participants. Receiving a rejection from a journal seems to be quite normal and expected for novice authors as their work

may need amendments in many aspects. Yet, what disturbs the doctoral students about the rejection is the time that takes the journals to come to this decision and inform the authors. As reported in the interviews, hearing the ‘rejection’ decision from some journals takes a very long time, a couple of months, and even a year, which is in line with the results of several studies (e.g., Fazel, 2019; Shvidko & Atkinson, 2019). This extends the graduation period since submission can be done to one journal only. If rejected, only then can they submit the paper to another journal because concurrent submission is considered an unethical practice.

One more journal-related challenge is the reviewers’ contradictory comments. The task of the peer reviewers is to ‘separate the wheat from the chaff’ to optimize scientific progress, enhance reproducibility, and eliminate poor-quality science (Hill, 2016). The reviewers are expected to comment on the novelty of the work, its veracity, and whether the conclusions are impactful, in other words, the strengths of the study and, critically, layout its flaws. Despite the critical role the justifications for rejection play in providing the doctoral students (i.e., novice authors) with feedback that can assist them in amending their articles for future submission, many participants reported receiving rejection letters with rather vague feedback on their work. Some reviewers, for instance, sent the authors a ready-made list of rejection reasons, which were far from being helpful. What is more disconcerting than that is the contradictory feedback given by different reviewers on the same article. Since reviewers evaluate submissions independently of each other, they may judge a paper using different criteria depending on their academic focus and subspecialty, and thus they may request different or contradictory points of clarification or revision. In such cases, the novice authors felt undecided about which option to choose.

A further issue raised by the participants (doctoral students, supervisors, and policymakers) was the challenge due to the 'open-access journals. The open-access option has become an increasingly famous trend in addition to the closed-access service that journals offer. Since the publication process takes a long time, students may prefer to choose the open-access option, which enables them to have better services in terms of revision and even acceptance. Nevertheless, this puts financial pressure on the students since they need to pay extensive amounts of money in return for this service. Although it is a solution for many students, it is not always affordable for all students. For instance, some considered that the prices requested by the open access journals are very high, which might reach up to \$4000 per article. This, in fact, represents the main source of challenge for the students who need to afford this amount of money to get faster and softer publication services. On the one hand, some participants, especially doctoral students, believe that open access makes them save time since they do not need to wait for years as some participants of this study did. On the other hand, it is a financial challenge since the payment is not always affordable. The advantages and disadvantages of the open access mode have been a debatable topic in the related literature (e.g., Manista, 2012). Although the university gives the authors financial rewards for their publication, it is still unable to avail the financial dilemma they may suffer if open access has become the only option for them. From my observation as a doctoral student, I can say that the fewer journals there are in each field, the more students have a tendency to publish in open-access journals to graduate. Therefore, increasing the journal list by adding more indexings to the current list (SCI-e, SSCI, and AHCI) will provide the students with more options and avail their financial challenges when publishing in an open-access journal.

In addition to the journal-related challenges, there were also other challenges reported by the doctoral students, i.e., support-related challenges which represent another major source of restriction for the doctoral students especially if/when they do not receive convenient support to facilitate their publication. Although support was reported in another research question (RQ3), which handles the types of support received, it was also classified as a source of challenge by the participants. The lack of support, participants claimed, is a major restriction in their publication journey. Hence, this topic was reported here as a source of challenge that restricts the publication process and in the next question where it eases publication. The reported challenges in this study were in line with the findings in the related literature: lack of faculty support (Kim & Karau, 2009), lack of access to sources (Canagarajah, 1996; Lillis & Curry, 2010; Mu & Zhang, 2018), lack of enculturation in the publication community (Belcher, 2007; de Oliveira & Lan, 2012; Flowerdew, 2000; Ma, 2021; Song, 2014), and supervisor-supervisee relationship (Hirvela & Yi, 2008; Johnson et al, 2000; Kim, 2007). The majority of the challenges encountered were in the faculty support, saying that enculturation in publication requires preparation during the course phase, which is either scarce or unavailable. Some supervisors and policymakers consider that it is not the duty of the course instructor to take the course to the publication dimension. This is because the main responsibility of the instructor is to equip the students with knowledge about the area being taught. Some doctoral students reported having an article published as part of the course. Nevertheless, they received no feedback from the instructors. Furthermore, some reported being asked to publish their articles adding the name of the instructor although there is no effort done from their end, which is considered to be unethical. At this point, it is obvious that the students and even some supervisors and policymakers believe in the importance of the research knowledge

given during the course phase. However, the current support given can be considered as a personal initiative by some instructors, and there is a need to turn it into a policy by the university to give fruitful results. Other students, though few, reported not having access to equipment for their studies, which made them contact other universities abroad to get the sources and pay in return. Although the university has good access to journals and good lab equipment, the needs of the students should be regularly and systematically checked and the sources they need should be provided. One lack of support that the students reported was the need for more focus on addressing their weaknesses in the technical side of article writing, such as paraphrasing, plagiarism, referencing, etc. Hence, there is a need for surveying these challenges and amending the research courses accordingly.

5.1.3 Discussion of the Results of Research Question #3: Article Publication Received/Needed Support

The third research question of this study “What is the support received/needed by the doctoral students from the perspective of doctoral students, supervisors, and policymakers?” evaluates the support received/needed by the doctoral students to mitigate their publication challenges. The data collected via the interviews, questionnaire, and group discussion dealt with the current research support provided and its possible shortage. In general, the shortage in support for doctoral students has four main sources: supervisors, instructors, faculty/university, and peers.

Supervisors who work with their supervisees throughout their research including the publication journey represent the fundamental source of support for doctoral students. In general, the participants seemed to be satisfied with the guidance and feedback they expected to receive from their supervisors. The role of being guidance and a feedback provider was also agreed on by the majority of the supervisors and policymakers.

Nevertheless, some students reported not receiving sufficient guidance from their supervisors, leaving them with swim-or-sink status, which may have led to the failure or delay in getting published. Some doctoral students acknowledged they had more knowledge and expertise than their supervisors about their research topic since they (doctoral students) have to do far more extensive reading on that particular topic compared to their supervisors. Therefore, they did not expect their supervisors to own detailed knowledge about the scope of their research. Instead, they expected the supervisors to have good experience in publication; the lack or presence of this experience had an impact on doctoral students' publication chances. They reported that either their supervisors lacked this experience or even if they had it, doctoral students felt they did not receive any support from their supervisors' prior publication experience.

Although the shortage in receiving guidance from supervisors was not a common challenge among the participants, the group discussion during the data collecting stage revealed some sad stories about challenges encountered by students due to lack of supervisor support. Some participants claimed that their supervisors did not have sufficient expertise in publication, which made them unable to provide the needed feedback to their supervisees. Therefore, those participants highlighted the need for setting some criteria for academic staff to be appointed as supervisors, one of which was, according to them, definitely the academic staff's proficiency in regular publication.

Regarding the support received from the instructors in the Ph.D. program that doctoral students enrolled in, the finding reveals that the instructors were more focused on the content of the course they taught rather than doctoral students' research skills, with

some exceptional cases, of course, as reported by the participants. This issue (i.e., the role of instructors in developing doctoral students' publication skills), however, was approached differently by the supervisors and policymakers who were interviewed in the study. While some supervisors believed that the research skills should be taught during the courses to equip the doctoral students with sufficient expertise in research, others considered that the courses are designed to enlighten the doctoral students about different fields in their specializations rather than to enhance their research skills. From the latter perspective, it was pointed out that the Ph.D. program accommodates special courses such as research methodology that aim to improve the students' research skills. The findings, however, reveal the need and expectation of the doctoral students for course instructors' support to enhance their publication practice in the Ph.D. programs even before they are engaged in their thesis research study.

As was stated earlier, the shortage in the faculty/university support has been a major challenge for the doctoral students since they expect more training sessions and workshops about article publication to equip them with the mandatory strategies needed for entering the research community safely. The students called for more workshops to be offered by the university on how to produce successful manuscripts with higher chances of getting published, in addition to the ones held at each faculty to enrich their research skills in their subject. The latter ones are expected to be offered by expert researchers from the field of each program. In this way, doctoral students would get the needed support for the content of their studies, in terms of the latest research studies, and the article writing techniques to compose a publishable article.

5.2 Implications and Recommendations

Although the doctoral students' article publication has been examined by several studies in the related literature (e.g., Li, 2016; Mu, 2020), the topic has not been sufficiently studied, and there are several shortages that have formed the gap targeted in this study. Hence, the findings resulting from this study incline several implications that form an addition to the related literature.

Since the Ministry of Education in the Turkish Republic of North Cyprus set the publication condition for the doctoral students at the national level via the by-laws of the Higher Education Planning, Supervision, Accreditation and Coordination Board (Known as YÖDAK in Turkish), all the universities offering Ph.D. programs are required not to graduate their candidates until fulfilling this requirement, unlike other contexts where the publication requirement is set by the university administration. In this way, the doctoral students in North Cyprus universities have no option but to publish in order to graduate while in other contexts, students may quit and enroll in another university that offers a Ph.D. program with no publication condition. Therefore, examining the effect of the publication condition at the national level is an addition to the literature since the other contexts have it at the university level.

The current study is among a few ones that have designed a questionnaire to survey the perceptions of doctoral students about publication using the Likert Scale. The current studies in the literature are either restricted to qualitative research or include questionnaires with open-ended questions. Nevertheless, the qualitative research results are not able to be generalized to other contexts since the findings may be restricted to other factors, especially when having a limited number of participants.

The current study, however, adds a questionnaire to the literature that may enable other researchers in other contexts to examine the publication challenges in their context and compare the results in this study with the ones in their contexts.

This study examines the article publication perceptions, challenges, and support from the perspective of different stakeholders: doctoral students, supervisors, and policymakers. The studies in the literature are more restricted to one perspective, which makes the results limited to one perspective. Data triangulation, therefore, was adopted in this study in terms of participants. Triangulation includes several benefits, such as “increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem” (Thurmond, 2001, p. 254). Hence, tackling the publication issue from the eye of doctoral students, supervisors, and policymakers gives the readers a wider view of it and assists in defining the challenges agreed on and the support needed.

The current study has examined the article publication of the doctoral students from different perspectives using varied research tools, and the findings have revealed several implications that should be taken into consideration by different parties. This is because the publication requirement is beneficial for doctoral students, supervisors, and the university. Hence, every party should take responsibility in order to enable the doctoral students to accomplish their publication mission successfully.

To start with, the doctoral students should be aware of the importance of the article publication requirement for their future career. In fact, being doctoral graduates indicates that they are distinct from the others, and the publication requirement is a

good tool to distinguish those who are able to accomplish it and gain the Ph.D. from those who are not. Furthermore, the doctoral students should accept their direct responsibility of the publication requirement. Situating them at the top of the publication hierarchy is quite important since it qualifies them for their future careers as researchers and supervisors. This exceptional chance may not be offered after their graduation since the work duties may not give them the chance to devote the majority of their time for enriching their research competency. Gaining this high position needs diligent efforts from the doctoral students, such as extensive reading, attending workshops, co-authoring with other researchers, publishing articles in local journals to gradually learn the publication process, and many other research skills and techniques. Hence, the doctoral students are not expected to wait for the other parties to inform them about what to do and how. Rather, it is their responsibility to take the initiative in familiarizing themselves with the publication community.

Although the doctoral students are the main people in charge of the publication requirement, they need extensive support to ease the challenges they encounter in their publication journey. Supervisors, therefore, are considered as the main source of support for the doctoral students since the students are novice authors and have no or almost no previous experience in publication. Hence, their supervisors should be their mentors who introduce them to the research community by guiding them throughout their publication phases. To clarify, the supervisors are not expected to write the article on behalf of the students; rather, they are expected to show them the way they may detect a gap, adopt a research method, analyze, and finally write an article. In each phase, the doctoral students should work based on the guidelines set by the supervisors, and they should come back with their findings to get more feedback. The supervisors in this case are co-authors, and they benefit from the publication of the students

financially speaking and in their promotion. Hence, their part, which is guidance, should be done properly to assist the students with their publication. Furthermore, the supervisors are expected not only to give oral feedback but also written one, especially during the article writing phase. The data of the study have shown that sometimes there is no clear expectations from both the supervisors and supervisees about the duties of each party. Thus, it is quite beneficial if they sit together at the beginning of their work and decide on their duties towards each other.

The supervisor and supervisee are directly involved in the publication process, but the administration of each department also has a critical responsibility to make their efforts in publication succeed. Therefore, the administration in each program is also responsible for providing support to doctoral students. First of all, the data shows that there are a few supervisors who have no previous experience in publication, or they may depend on the doctoral students in publication to benefit from it for their promotion. Apart from the unethical concerns, the program administration should be aware of those supervisors who have low or no experience and avoid them from supervising doctoral students. They may be kept for teaching or even supervising master students. Furthermore, the program administrator is responsible for ensuring the application of the university rules set for the doctoral programs. In other words, several students in different departments reported not taking the Thesis Monitor Committee (TMC) or the seminar course seriously, and this may be a direct reason for the challenges encountered by the students. Therefore, it is recommended that the program and faculty administration have a regular check on the application of these requirements to ensure that the doctoral students are sufficiently supported by their supervisors as well as the faculty.

The novice status of the doctoral students necessitates serious preparation to enable them to get immersed in the research field. Hence, their research competency should be enhanced starting from their course phase. The findings of the current study show that the doctoral students are opting for more support in the research field from their instructors, who mainly focus on the content of the course only. Nevertheless, the students expect their instructors to give them some information about publication and its secrets. The instructors, therefore, are required to have a research direction in the courses in order to guide the students towards the research techniques they need in their publication. This may also include encouraging the students to compose articles and publish them in local journals to experience the publication process.

The publication of articles by doctoral students has a dramatic effect on the university ranking worldwide. In fact, the neoliberal perspective has turned the students not only to a customer to receive money from but also to a tool that may assist in improving the university. Therefore, the university administration has a critical role in the publication requirement. The findings reveal that the support offered by the university in the shape of workshops, training, and courses are not sufficient, and there is a need for increasing them. Furthermore, the needs of the doctoral students may vary from a program to another, and the one size fits all policy does not fulfill the needs of the doctoral students. This, consequently, necessitates conducting a ‘needs analysis’ research to inquire about the needed skills for the doctoral students and providing them in the shape of workshops or courses.

As the current study has examined the article publication challenges and support from different perspectives of stakeholders (doctoral students, supervisors, and policymakers), many emerging suggestions were recommended to mitigate the

publication journey of the doctoral students, which consequently leads to their graduation and immersing them in the research community.

Since the majority of the participants agreed on the importance of workshops and training in sharpening the publication skills of the doctoral students, the university administration, the Institute of Graduate Studies and Research (IGSR), and Faculty administrations should promote the publication culture by enhancing the number of workshops offered for the doctoral students. Equipping the candidates throughout their study is a mandatory aspect of support expected to accomplish the publication requirement for graduation. The workshops are expected to be varied, starting from general information about publication in the requested databases and ending with the very technical information needed for publication in every Ph.D. program.

Because many student participants, in all the research phases, agreed on the need of widening the database scope for the accepted journals for publication, it is recommended to include Scopus as another accepted indexing along with the current ones (SCI-e, SSCI, and AHCI). In return, the participants showed openness to increasing the publication requirement from 1 to 2 for graduation.

The publication is considered a challenging requirement for the participants, being doctoral students, supervisors, or policymakers. This study shows that the majority of the doctoral participants are novice authors and need guidance in publication. Hence, it is recommended to initiate a new mandatory course for doctoral students (article writing). Furthermore, it is recommended that this course should be given by research specialists who may enable the doctoral students to absorb article writing techniques, which can help them in fulfilling the publication requirement.

Since some doctoral students are coming from MA programs, which offer a wide variety of courses in different fields each program, there may be a possibility for establishing another doctoral program: research-only mode. As suggested by one supervisor, students should work on research from the beginning of their Ph.D. candidacy if they are more interested in research. In return, those candidates may be required to publish more articles compared to their peers in the course & research for Ph.D. This may enhance the publication productivity and offer another option for students based on their preferences.

As the plan of the universities in North Cyprus aims to be more research-oriented, it is suggested to require publication from the master's level. MA students may be expected to optionally publish articles during their course phase or from their theses. However, the publication may be in other indexes that may be easier for the master's students' research expertise, such as local or regional journals. Of course, this should be preceded by preparation for publication during their MA courses in terms of research courses, training, and workshops.

The English language is still a challenge for many doctoral students. Being nonnative speakers of English, doctoral students need to have more support to help them compose reader-friendly articles that include their voice and identity as authors. This center, as suggested by Policymaker 2, should ask the doctoral students to write an academic piece of writing, such as an assignment, project, or even an article, and the center staff will analyze it, decide on the weaknesses, and offer the needed support to assist the students overcome their weaknesses.

Supervisors are a milestone in supporting the doctoral students in their publication, and having supervisors with limited publication experience may increase the challenges encountered by the Ph.D. students. Therefore, it is recommended that the IGSR and faculty administration classify the supervisors based on their publications. Professors with good publication experience, qualitatively and quantitatively, may be more suitable to supervise doctoral students. This can provide the supervisors with solid expertise from supervisors that can enhance their publication chances.

In fact, from my experience as a doctoral student, I can say that the requirement has not been explained sufficiently at the beginning of the doctoral program since the instructors of the courses mainly focus on their courses rather than the whole requirement of the students. Later, a new course was included in the course plan, which is called ‘Seminar’. During this course, the students are supposed to learn more about research skills that enable them to improve their publication chances.

Prior to adopting the publication in SCI, SCI-e, SSCI, and AHCI, the publication requirement was decided by each department, which was used to prepare a list of journals accepted for publication. Since some programs claim to have fewer journals compared to other ones, it is recommended to reuse the journal list by each department. This may assist the students in searching these journals and knowing the accepted topics to target in their research. Furthermore, the programs that may have a limited number of journals indexed in SCI-e, SSCI, or AHCI may include some other good journals from other indexing.

Activating the ‘seminar’ course and TMC in all the departments. The current steps adopted by the university aiming to sharpen the publication process of doctoral

students are of good importance. Nevertheless, the results show that they are not very active in every department. Therefore, the university should make sure that the seminar course and Thesis Monitor Committee (TMC) are applied in every department to guarantee to equip the doctoral students with guidance throughout their publication journey.

Since increasing publication is a goal, it is recommended to establish a local journal to encourage the postgraduate students to experience the publication journey. This can increase the publication rate and promote a research culture among the students. Hence, the students may publish articles from their projects during their course phase.

This study revealed the desire of the doctoral students for having support and cooperation from their peers in conducting research. Therefore, it is recommended to facilitate the establishment of a research community in every faculty so that the doctoral students may learn from each other and enhance their research skills. Furthermore, these communities may also assist doctoral students in publishing articles, which can help them immerse themselves in the research community.

Attending conferences and presenting research at them represents an essential aspect of sharpening my research skills. The findings of this study have shown that some faculties regularly hold conferences, which provides the doctoral students with chances of experiencing attending, participating, and even publishing their work. Nevertheless, not all the faculties are organizing similar events. Hence, it is recommended for the EMU administration to encourage the faculties to hold more regular conferences and workshops and support the Ph.D. students in taking part in them.

The results have shown that those who have taken the English proficiency courses (ENGL513 and ENGL515) before their enrollment have more linguistic challenges in composing their articles compared to those who did not attend these courses. These courses are not sufficiently focused on improving the academic writing skills of the students, and there is a need for improving their content to assist the students with more academic writing skills that may help them in their article writing.

Many of the participants in the study reported not receiving sufficient information about the publication requirement. Furthermore, the vast majority of doctoral students are novice authors with little knowledge about publication. Therefore, it is recommended to hold a workshop for the newly enrolled doctoral students at the beginning of every semester. There, the students can receive information about publication as a requirement for graduation, along with some general information about journals, projects, plagiarism, and many other topics.

As EMU aims to equip postgraduate students with research skills that may assist them in conducting research, it is recommended to start preparing the students for research prior to their commencement in Ph.D. In other words, the research courses may be given to students during their bachelor's and master's degrees. This can help in equipping future Ph.D. students for research. At the same time, it can give some knowledge about research for those who aim to immerse themselves in the work field after graduation from their BA or MA studies.

Defining the research interest of each supervisor represents an essential aspect for doctoral students when defining their research area of interest. This can help the

students choose a supervisor that has knowledge in the field they intend to conduct their studies so they can obtain the ultimate support needed from the supervisors.

5.3 Limitations and Delimitations of the Study

Although the current study tried to examine the broader scope of article publication by doctoral students using triangulated data, in terms of participants and tools, it still inclines several limitations. To start with, the study was conducted in one context only, which is the Eastern Mediterranean University (EMU). Despite its importance as the oldest state university in North Cyprus, there are other universities that also offer Ph.D. programs that require publication as a condition for graduation. Thus, since the publication condition is set at the national level by the Ministry of Education, it would have been more efficient if the study were conducted in other universities in North Cyprus. Nevertheless, regarding their linguistic and cultural backgrounds, the Ph.D. students' profiles in other universities may not be very much different, therefore, most of the findings would be relevant and related to those students as well. More importantly, due to the mobilization and internationalization of higher education worldwide, the issues raised in this study would be generalizable to other contexts where English is used as a medium of instruction in the Ph.D. programs occupied by international students.

In the study, interviews conducted with the participants (i.e., doctoral students, supervisors, or policymakers) were single semi-structured interviews where they were asked about their perceptions on the research questions, without getting back to them for some further inquiries during the analysis phase due to some logistical and time-related problems. It would have been better if the participants had been invited for several follow-up interviews to ask them about the new emerging themes resulting

from the data. Nonetheless, apart from the individual interviews with a sample of all stakeholders (i.e., doctoral students, supervisors, or policymakers), other data collection tools were utilized with the doctoral students, who can be regarded as the main stakeholders in the study. They were administered a questionnaire and also a group discussion so that more and deeper information could be elicited from them. The triangulation of research methods definitely assists in increasing the validity of the research and approving its results; deepens the understanding of the phenomenon from different perspectives; increases the persuasiveness and quality of research; and contributes to a comprehensive picture (Weyers et al., 2008). Nevertheless, the focus on the doctoral students more than the other participants (supervisors and policymakers) is a limitation since all the perspectives should have been equally taken into consideration.

As regards the questionnaire, though designing a questionnaire from scratch was an added value to the literature since it aimed to survey the perceptions of the doctoral students about publication challenges and support, the items presented in it appeared to be limited since more challenges were revealed during the group discussion phase. It is, therefore, advised to revise it again based on the new data revealed in the other stages of the study for any future research.

Although the study tackled several important topics about the publication by doctoral students (perceptions, challenges, and support), there was an important factor missing from the study: strategies. Reviewing the strategies followed by students to avail their encountered challenges would make it easier to distinguish between the challenges that may be solved by students themselves by adopting and utilizing some strategies as

opposed to the challenges that are difficult to eliminate without the provision of direct support from the supervisors, instructors, faculty, or university.

5.4 Suggestions for Further Studies

As explained above, the study was conducted in one context only, EMU, while there is a need for investigating the perceptions, challenges, and support of doctoral students in article writing in other contexts. Comparing the results of the current study with those of other contexts may strengthen the generalizability of the findings of this study.

Although the current study tackled the publication issue from different perspectives (i.e., doctoral students, supervisors, and policymakers), the data was mainly sourced from doctoral students via interviews, a questionnaire, and a group discussion. Nevertheless, there is a need for investigating the perceptions and practice of supervisors deeper by including more participants and utilizing a variety of research tools, in addition to interviews, for example observing their one-on-one meetings with their supervisees and discussions on the article, the oral and written feedback supervisors provide on the drafts of the article prepared for publication.

The focus of this study was the doctoral students who had to get published to be able to graduate from their Ph.D. programs. In future studies, the research scope can include faculty members who are also required to publish articles in their academic career because of the neoliberal rule -‘publish or perish’- prevailing in academia worldwide, a topic of growing interest among the researchers. Future studies may also include master’s students who aim to proceed with their Ph.D. studies upon their graduation. This may avail the level of the current research experience they have and the support they receive to equip them with the needed skills for their future studies.

In addition to looking into the publication process from the novice authors' perspective, the other side of the coin can be investigated, that is the perspective of other stakeholders, such as journal editors and reviewers, etc. This would definitely widen the scope of the publication by doctoral students and increase the understanding of the challenges encountered and the support needed to mitigate the publication journey of the doctoral students.

Last but not least, it is highly recommended to conduct a longitudinal study on doctoral students' publication history after their graduation from their programs. Investigating how their publication experience at the Ph.D. program affects their publication productivity in the initial years of their academic life represents a valuable addition to the literature.

REFERENCES

- Ahmed, K. (2020). Academic integrity: Challenges and strategies for Asia and the Middle East. *Accountability in Research*, 27(5), 256-270.
- Aitchison, C., Kamler, B., & Lee, A. (Eds.). (2010). *Publishing pedagogies for the doctorate and beyond*. Oxford: Routledge.
- Allison, D., Cooley, L., Lewkowicz, J., & Nunan, D. (1998). Dissertation writing in action: The development of a dissertation writing support program for ESL graduate research students. *English for Specific Purposes*, 17(2), 199-217.
- Amour, P. O. (2012). Practical, theoretical, and methodological challenges of field research in the Middle East. *Historical Methods: A Journal of Quantitative and Interdisciplinary History*, 45(3), 143-149.
- Angelova, M., & Riazantseva, A. (1999). "If you don't tell me, how can I know?" A case study of four international students learning to write the US way. *Written Communication*, 16(4), 491-525.
- Bailey, S. (2017). *Academic writing: A handbook for international students*. London: Routledge.
- Barbero, E. J. (2008). Journal paper requirement for PhD graduation. *Latin American & Caribbean Journal of Engineering Education*, 2(2) 51-53.

- Belcher, D. D. (2007). Seeking acceptance in an English-only research world. *Journal of Second Language Writing*, 16, 1–22.
- Bell, J., & Waters, S. (2014). *EBook: Doing your research project: A guide for first-time researchers*. UK: McGraw-Hill Education.
- Bills, D. (2004). Supervisors' conceptions of research and the implications for supervisor development. *International Journal for Academic Development*, 9(1), 85-97.
- Boddy, C. (2005). A rose by any other name may smell as sweet but “group discussion” is not another name for a “focus group” nor should it be. *Qualitative Market Research: An International Journal* 8(3) 248-255.
- Bozkurt, V., Yalçinkaya, E., Karataş, A., Talas, M., & Şahin, A. (2021). Perceptions of doctoral students: Satisfaction, difficulties, gained skills and performance in publishing in academic journals. *Yükseköğretim Dergisi*, 11(2), 263-275.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Canagarajah, A. S. (1996). “Nondiscursive” requirements in academic publishing, material resources of periphery scholars, and the politics of knowledge production. *Written Communication*, 13(4), 435-472.

- Cargill, M., & O'Connor, P. (2009). *Writing scientific research articles: Strategy and steps*. Oxford: Wiley Blackwell.
- Casanave, C. P., & Vandrick, S. (2003). Introduction: Issues in writing for publication. In C. P. Casanave & S. Vandrick (Eds.), *Writing for scholarly publication* (pp. 1–16). Mahwah, NJ: Lawrence Earlbaum.
- Casey, D., & Murphy, K. (2009). Issues in using methodological triangulation in research. *Nurse Researcher*, 16(4) 40-55.
- Cho, D. W. (2009). Science journal paper writing in an EFL context: The case of Korea. *English for Specific Purposes*, 28(4), 230–239.
- Cho, S. (2004). Challenges of entering discourse communities through publishing in English: Perspectives of nonnative-speaking doctoral students in the United States of America. *Journal of Language, Identity, and Education*, 3(1), 47-72.
- Click, A. (2012). Issues of plagiarism and academic integrity for second-language students. *MELA Notes*, 85, 44-53.
- Coniam, D. (2012). Exploring reviewer reactions to manuscripts submitted to academic journals. *System*, 40(4), 544-553.
- Cope, D. G. (2014). Methods and meanings: Credibility and trustworthiness of qualitative research. *Oncology Nursing Forum*, 41(1), 89-92.

- Cornwall, A., & Jewkes, R. (1995). What is participatory research? *Social Science & Medicine*, 41(12), 1667-1676.
- Coyle, J., & Williams, B. (2000). An exploration of the epistemological intricacies of using qualitative data to develop a quantitative measure of user views of health care. *Journal of Advanced Nursing*, 31, 1235-1243.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage Publications.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209–240). Thousand Oaks, CA: Sage.
- Curry, M. J., & Lillis, T. (2004). Multilingual scholars and the imperative to publish in English: Negotiating interests, demands and rewards. *TESOL Quarterly*, 38(4), 663-688.
- Cuthbert, D., & Spark, C. (2008). Getting a GRiP: Examining the outcomes of a pilot program to support graduate research students in writing for publication. *Studies in Higher Education*, 33(1), 77-88.
- de Oliveira, L. C., & Lan, S. W. (2012). Preparing nonnative English-speaking (NNES) graduate students for teaching in higher education: A mentoring case study. *Journal on Excellence in College Teaching*, 23(3) 59-76.

- Dearden, J. (2014). *English as a medium of instruction-a growing global phenomenon*. Oxford: British Council.
- Deasy, C., & Mannix-McNamara, P. (2017). Challenging performativity in higher education: Promoting a healthier learning culture. In S. L. Renes (Ed.), *Global voices in higher education* (pp. 59-78). London: Intec Open.
- Denzin, N. K. (1970). *The research act: A theoretical introduction to sociological methods*. Chicago: Aldine Pub. Co.
- Desierto, A., & De Maio, C. (2020). The impact of neoliberalism on academics and students in higher education. *Journal of Academic Language and Learning*, 14(2), 148-159.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Duszak, A., & Lewkowicz, J. (2008). Publishing academic texts in English: A Polish perspective. *Journal of English for Academic Purposes*, 7(2), 108-120.
- Fazel, I. (2019). Writing for publication as a native speaker: The experiences of two Anglophone novice scholars. In P. Habibie & A. K. Hyland (Eds.), *Novice writers and scholarly publication. Authors, mentors, gatekeepers* (pp. 79-95). Cham: Palgrave Macmillan.

- Ferguson, G., Pérez-Llantada, C., & Plo, R. (2011). English as an international language of scientific publication: A study of attitudes. *World Englishes*, 30(1), 41-59.
- Flowerdew, J. (1999). Problems in writing for scholarly publication in English: The case of Hong Kong. *Journal of Second Language Writing*, 8, 243–264.
- Flowerdew, J. (2000). Discourse community, legitimate peripheral participation, and the nonnative-English-speaking scholar. *TESOL Quarterly*, 34(1), 127–150.
- Flowerdew, J. (2008). Scholarly writers who use English as an additional language: What can Goffman's “stigma” tell us? *Journal of English for Academic Purposes*, 7(2), 77-86.
- Flowerdew, J. (2015). Some thoughts on English for research publication purposes and related issues. *Language Teaching*, 48(2), 250–262.
- Gaudet, S., & Robert, D. (2018). *A journey through qualitative research: From design to reporting*. London: Sage Publications.
- Gea-Valor, M. L., Rey-Rocha, J., & Moreno, A. I. (2014). Publishing research in the international context: An analysis of Spanish scholars' academic writing needs in the social sciences. *English for Specific Purposes*, 36, 47-59.
- Gosden, H. (1992). Research writing and NNSs: From the editors. *Journal of Second Language Writing*, 1(2), 123-139.

- Green, R. G., Hutchison, E. D., & Sar, B. K. (1992). Evaluating scholarly performance: The productivity of graduates of social work doctoral programs. *Social Service Review*, 66(3), 441-466.
- Habibie, P. (2016). Writing for scholarly publication in a Canadian higher education context: A case study. In C. M. Badenhorst & C. Guerin (Eds.), *Research literacies and writing pedagogies for masters and doctoral writers* (pp. 51-67). Leiden: Brill Publishing.
- Habibie, P. (2019). To be native or not to be native: That is not the question. In P. Habibie & A. K. Hyland (Eds.), *Novice writers and scholarly publication. Authors, mentors, gatekeepers* (pp. 35-52). Cham: Palgrave Macmillan.
- Habibie, P., & Hyland, K. (2019). *Novice writers and scholarly publication*. London: Palgrave Macmillan.
- Hanauer, D., & Englander, K. (2011). Quantifying the burden of writing research articles in a second language. Data from Mexican scientists. *Written Communication*, 28(4), 403-416.
- Hardat, S., Greven, C. & Schroeder, U., (2018). Supporting novice researchers in domain familiarization – A question-guided research community map creation and reflection tool. In Krömker, D. & Schroeder, U. (Ed.), *DeLFI 2018 - The 16th E-Learning Conference on Computer Science* (pp. 177-188). Bonn: Society for Computer Science

- Harris, E. (2004). Building scientific capacity in developing countries: Simply transferring knowledge and instrumentation is not enough to help developing countries build their own research base. Such efforts must be tied to national and local needs to create trust and services for society in the long term. *EMBO reports*, 5(1), 7-11.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-based Nursing*, 18(3), 66-67.
- Hill, J. A. (2016). How to review a manuscript. *Journal of Electrocardiology*, 49(2), 109-111. <https://doi.org/10.1016/j.jelectrocard.2016.01.001>
- Hill, R. (1998). What sample size is “enough” in internet survey research. *Interpersonal Computing and Technology: An Electronic Journal for the 21st Century*, 6(3-4), 1-12.
- Hirvela, A., & Yi, Y. (2007). From expectations to empowerment. In C. P. Casanave & X. Li (Eds.), *Learning the literacy practices of graduate school* (pp. 121–133). Ann Arbor, MI: University of Michigan Press.
- Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge: Cambridge University Press.
- Howitt, D. (2016). *Introduction to qualitative methods in psychology* (3rd ed.). Harlow, Essex: Pearson Education.

- Hurmerinta-Peltomaki, L., & Nummela, N. (2006). Mixed methods in international business research: A value-added perspective. *Management International Review*, 46, 439-459.
- Hyland, K. (2000). *Disciplinary discourses: Social interaction in academic writing*. London: Pearson.
- Hyland, K. (2007). English for professional academic purposes: Writing for scholarly publication. In D. Belcher (Ed.), *Teaching language purposefully: English for specific purposes in theory and practice* (pp. 83-105). New York: Cambridge University Press.
- Hyland, K. (2012). Welcome to the machine: Thoughts on writing for scholarly publication. *Journal of Second Language Teaching & Research*, 1(1), 58-68.
- Hyland, K. (2015). *Academic publishing: Issues and challenges in the construction of knowledge*. London: Oxford University Press.
- Hyland, K. (2016a). Academic publishing and the myth of linguistic injustice. *Journal of Second Language Writing*, 31, 58-69.
- Hyland, K. (2016b). *Academic publishing: Issues and challenges in the construction of knowledge-Oxford Applied Linguistics*. Oxford: Oxford University Press.
- Hyland, K. (2019). Participation in publishing: The demoralizing discourse of disadvantage. In P. Habibie & A. K. Hyland (Eds.), *Novice writers and*

scholarly publication. Authors, mentors, gatekeepers (pp. 13-33). Cham: Palgrave Macmillan.

Ion, G., Iftimescu, S., Proteasa, C., & Marin, E. (2019). Understanding the role, expectations, and challenges that policy-makers face in using educational research. *Education Sciences*, 9(2), 1-13.

Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences*. San Diego, CA: EdITS.

Kamler, B. (2008). Rethinking doctoral publication practices: Writing from and beyond the thesis. *Studies in Higher Education*, 33(3), 283-294.

Kaplan, B., & Maxwell, J. A. (2005). Qualitative research methods for evaluating computer information systems. In J. G. Anderson & C. E. Aydin (Eds.) *Evaluating the organizational impact of healthcare information systems* (pp. 30-55). Springer, New York, NY.

Kehm, B. M. (2004). Developing doctoral degrees and qualifications in Europe: Good practice and issues of concern. A comparative analysis. *Studies on Higher Education*, 2000(6), 10-33.

- Kim, K., & Karau, S. J. (2009). Working environment and the research productivity of doctoral students in management. *Journal of Education for Business*, 85(2), 101-106.
- Kourilová, M. (1998). Communicative characteristics of reviews of scientific papers written by non-native users of English. *Endocrine Regulations*, 32, 107-114.
- Lacey, C. (1970). *Hightown grammar: The school as a social system*. Manchester, UK: Manchester University Press.
- Lages, C. R., Pfajfar, G., & Shoham, A. (2015). Challenges in conducting and publishing research on the Middle East and Africa in leading journals. *International Marketing Review*, 32(1), 52-77.
- Langer, A., Díaz-Olavarrieta, C., Berdichevsky, K., & Villar, J. (2004). Why is research from developing countries underrepresented in international health literature, and what can be done about it? *Bulletin of the World Health Organization*, 82, 802-803.
- Langum, V., & Sullivan, K. P. (2017). Writing academic English as a doctoral student in Sweden: Narrative perspectives. *Journal of Second Language Writing*, 35, 20-25.
- Lee, A., & Boud, D. (2003). Writing groups, change and academic identity: Research development as local practice. *Studies in Higher Education*, 28(2), 187-200.

- Lei, J. (2019). Publishing during doctoral candidature from an activity theory perspective: The case of four Chinese nursing doctoral students. *TESOL Quarterly*, 53(3), 655-684.
- Lei, J. (2021). Neoliberal ideologies in a Chinese university's requirements and rewards schemes for doctoral publication. *Studies in Continuing Education*, 43(1), 68-85.
- Li, Y. (2013). Chinese doctors connecting to the English publishing world: Literature access, editorial services, and training in publication skills. *Publications*, 2(1), 1-13.
- Li, Y. (2016). "Publish SCI papers or no degree": Practices of Chinese doctoral supervisors in response to the publication pressure on science students. *Asia Pacific Journal of Education*, 36(4), 545-558.
- Liefner, I. (2003). Funding, resource allocation, and performance in higher education systems. *Higher Education*, 46(4), 469-489.
- Lillis, T., & Curry, M. J. (2010). *Academic writing in a global context: The politics and practices of publishing in English*. London: Routledge.
- Lillis, T., & Curry, M. J. (2013). *Academic writing in a global context: The politics and practices of publishing in English*. London: Routledge.

Lincoln, Y. S., Guba, E. G., & Pilotta, J. J. (1985). *Naturalistic inquiry*. California: Sage Publications.

Ma, L. P. F. (2021). Writing in English as an additional language: Challenges encountered by doctoral students. *Higher Education Research & Development*, 40(6), 1176-1190.

Maher, M. A., Feldon, D. F., Timmerman, B. E., & Chao, J. (2014). Faculty perceptions of common challenges encountered by novice doctoral writers. *Higher Education Research & Development*, 33(4), 699-711.

Manista, F. C. (2012). "Open don't mean free": A reflection on the potential advantages and disadvantages of publishing research via open access. *Journal of Librarianship and Scholarly Communication*, 1(2) 1-3.

Mason, S., & Merga, M. K. (2018). A current view of the thesis by publication in the humanities and social sciences. *International Journal of Doctoral Studies*, 13, 139-154.

Merga, M. K. (2015). Thesis by publication in education: An autoethnographic perspective for educational researchers. *Issues in Educational Research*, 25(3), 291-308.

Merga, M. K., Mason, S., & Morris, J. E. (2020). 'What do I even call this?' Challenges and possibilities of undertaking a thesis by publication. *Journal of Further and Higher Education*, 44(9), 1245-1261.

- Mišak, A., Marušić, M., & Marušić, A. (2005). Manuscript editing as a way of teaching academic writing: Experience from a small scientific journal. *Journal of Second Language Writing*, 14(2), 122-131.
- Molina-Azorín, J. F. (2011). The use and added value of mixed methods in management research. *Journal of Mixed Methods Research*, 5(1), 7-24.
- Moreno, A. I., Burgess, S., Sachdev, I., López-Navarro, I., & Rey-Rocha, J. (2013). The ENEIDA questionnaire: Publication experiences in scientific journals in English and Spanish. Universidad de León, ENEIDA's website <http://eneida.unileon.es/eneidaquestionnaire.php>.
- Moreno, A. I., Rey-Rocha, J., Burgess, S., López-Navarro, I., & Sachdev, I. (2012). Spanish researchers' perceived difficulty writing research articles for English medium journals: The impact of proficiency in English versus publication experience. *Ibérica*, 24, 157–184.
- Morgan, D. L. (1996). Focus groups. *Annual Review of Sociology*, 22, 129–152.
- Mosier, C. I. (1947). A critical examination of the concepts of face validity. *Educational and Psychological Measurement*, 7(2), 191-205.
- Mu, C. (2020). An ethnographic case study design. In C. Mu, (Ed.) *Understanding Chinese multilingual scholars' experiences of writing and publishing in English* (pp. 67-87). Cham: Palgrave Macmillan.

- Mu, C., & Zhang, L. J. (2018). Understanding Chinese multilingual scholars' experiences of publishing research in English. *Journal of Scholarly Publishing*, 49(4), 397-418.
- Mungra, P., & Webber, P. (2010). Peer review process in medical research publications: Language and content comments. *English for Specific Purposes*, 29(1), 43-53.
- Mur-Dueñas, P. (2019). The experience of a NNES outer circle novice scholar in scholarly publication. In P. Habibie & A. K. Hyland (Eds.), *Novice writers and scholarly publication* (pp. 97-115). Cham: Palgrave Macmillan.
- Murray, R., & Metheny, N. (2002). Writing for publication: The transition from course assignments and presentations to journal publication. *Missouri Nurse*, 18-21.
- Nerad, M. (2010). Globalization and the internationalization of graduate education: A macro and micro view. *Canadian Journal of Higher Education*, 40(1), 1-12.
- O. Nyumba, T., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and Evolution*, 9(1), 20-32.
- O'Cathain, A., Murphy, E., & Nicholl, J. (2010). Three techniques for integrating data in mixed methods studies. *British Medical Journal*, 314, 1147-1150.

- Odena, O., & Burgess, H. (2017). How doctoral students and graduates describe facilitating experiences and strategies for their thesis writing learning process: A qualitative approach. *Studies in Higher Education*, 42(3), 572-590.
- Page-Adams, D., Cheng, L. C., Gogineni, A., & Shen, C. Y. (1995). Establishing a group to encourage writing for publication among doctoral students. *Journal of Social Work Education*, 31(3), 402-407.
- Paltridge, B., & Woodrow, L. (2012). Thesis and dissertation writing: Moving beyond the text. In R. Tang (Ed.), *Academic writing in a second or foreign language* (pp. 88-104). London: Continuum.
- Parchomovsky, G. (2000). Publish or perish. *Michigan Law Review*, 98(4), 926-952.
- Parker, A., & Tritter, J. (2006). Focus group method and methodology: Current practice and recent debate. *International Journal of Research & Method in Education*, 29(1), 23-37.
- Peacock, S. (2017). The PhD by publication. *International Journal of Doctoral Studies* 17, 123-135.
- Perez-Llantada, C. (2014). *Scientific discourse and the rhetoric of globalization*. London: Bloomsbury.
- Pérez-Llantada, C., Plo, R., & Ferguson, G. (2010). “You don’t say what you know, only what you can”: The perceptions and practices of senior Spanish academics

regarding research dissemination in English. *English for Specific Purposes*, 30, 18-30.

Polit, D. F., & Beck, C. T. (2012). Trustworthiness and integrity in qualitative research. In D. Polit & T. Beck (Eds.), *Nursing research: Principles and methods* (pp. 582-681), Philadelphia: Lippincott Williams & Wilkins.

Powell, S. (2004). *Award of the PhD by published work in the UK*. Lichfield: UK Council for Graduate Education.

Robins, L., & Kanowski, P. (2008). PhD by publication: A student's perspective. *Journal of Research Practice*, 4(2), 1-20.

Roller, M. R. (n.d.). Rapport & reflection: The pivotal role of note taking in in-depth interview research. *Research Design Review*. Retrieved July 3, 2021, from <https://researchdesignreview.com/2017/06/26/rapport-reflection-the-pivotal-role-of-note-taking-in-in-depth-interview-research/>

Salkind, N. J. (2012) *Exploring research*. Upper Saddle River, NJ: Prentice Hall.

Saunders, D. B., & Blanco Ramirez, G. (2017). Resisting the neoliberalization of higher education: A challenge to commonsensical understandings of commodities and consumption. *Cultural Studies ↔ Critical Methodologies*, 17(3), 189-196.

- Shvidko, E., & Atkinson, D. (2019). From student to scholar: Making the leap to writing for publication. In P. Habibie & A. K. Hyland (Eds.), *Novice writers and scholarly publication* (pp. 155-175). Cham: Palgrave Macmillan.
- Skeggs, B. (1997). *Formations of class & gender: Becoming respectable*. London: Sage Publications.
- Song, S. Y. (2014). *Non-native English speaking doctoral students' writing for publication in English: A sociopolitically-oriented multiple case study* (Unpublished doctoral dissertation). The Ohio State University, USA.
- Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26-29.
- Sukamolson, S. (2007). Fundamentals of quantitative research. *Language Institute Chulalongkorn University*, 1(3), 1-20.
- Tardy, C. M. (2009). *Building genre knowledge*. West Lafayette, IN: Parlor Press.
- Tashakkori, A., & Teddlie, C. (2003). Issues and dilemmas in teaching research methods courses in social and behavioural sciences: US perspective. *International Journal of Social Research Methodology*, 6, 61-77.

- Thanheiser, E., Ellis, A., & Herbel-Eisenmann, B. (2012). From dissertation to publication in *JRME. Journal for Research in Mathematics Education*, 43(2), 144-158.
- Thomas, B., & Skinner, H. (2012). Dissertation to journal article: A systematic approach. *Education Research International*, 12(1) 1-12.
- Thurmond, V. (2001). The point of triangulation. *Journal of Nursing Scholarship*, 33(3), 254-256.
- Tinsley, H. E., & Brown, S. D. (Eds.). (2000). *Handbook of applied multivariate statistics and mathematical modeling*. New York: Academic Press.
- Uzuner, S. (2008). Multilingual scholars' participation in core/global academic communities: A literature review. *Journal of English for Academic Purposes*, 7, 250–263.
- Van Belle, G. (2002). *Statistical rules of thumb*. New York: John Wiley & Sons.
- Vance, D. E., Talley, M., Azuero, A., Pearce, P. F., & Christian, B. J. (2013). Conducting an article critique for a quantitative research study: Perspectives for doctoral students and other novice readers. *Nursing: Research and Reviews*, 3, 67-75.

- Weyers, M., Strydom, H., & Huisamen, A. (2008). Triangulation in social work research: The theory and examples of its practical application. *Social Work/Maatskaplike Werk*, 44(2) 207-222.
- Wood, A., Flowerdew, J., & Peacock, M. (2001). International scientific English: The language of research scientists around the world. *Research Perspectives on English for Academic Purposes*, 71-83.
- Xu, F. (2019). Learning the language to write for publication: The nexus between the linguistic approach and the genre approach. In P. Habibie & K. Hyland (Eds.), *Novice writers and scholarly publication* (pp. 117-134). London: Palgrave Macmillan.
- Zhu, W. (2004). Faculty views on the importance of writing, the nature of academic writing, and teaching and responding to writing in the disciplines. *Journal of Second Language Writing*, 13, 29-48.

APPENDICES

Appendix A: Doctoral Students' Interview Questions

INTERVIEW QUESTIONS FOR THE PH.D. STUDENTS

According to EMU's Regulations for Graduate Studies and Examinations (Article 26/2), **"For the thesis jury to be appointed, the candidate should fulfill scientific activities and meet special conditions (at least one publication related to the thesis topic has to be published or be accepted for publication in SCI, SCI-expanded, SSCI, AHCI indexed journals) specified in the Academic Evaluation Criteria."**

1. What do you think about this requirement? Your feelings/ideas about it.
2. Currently at what stage are you as regards this requirement?
3. How did you learn the academic writing genre?
4. Do you think you have a weakness in academic writing? Why?
5. Which one is more challenging/difficult for you when writing in English?
Why?
 - a. Content
 - b. Language
 - c. Process
 - d. Composing your article
6. How do you overcome these problems?
7. Is 'writing in English' a challenging task for you?
 - a. If yes, what makes it challenging?
8. Do you think being a nonnative speaker creates an obstacle in publishing your article?
 - a. If yes, how?
9. Do you think your weakness in academic writing is a primary constraint in the publication process? Why?
10. What other constraints can you think of?
11. What kind of support do you get from your supervisor regarding your English language?
12. To what extent do you think it is the responsibility of the supervisor to give feedback to the supervisees about their academic writing?
13. Do you think you need extra support regarding academic writing to increase your chances of publication?

- a. If yes, what kind of support could it be?
- 14. Do you use any online programs or consult any English teachers to improve your academic writing in your articles?
- 15. To improve your academic writing, how do you describe the role of
 - a. You yourself as a Ph.D. candidate and as the author of an academic publication?
 - b. Your supervisor?
 - c. Your university (EMU)
- 16. Do you think having good knowledge and experience in the academic genre (previous experience in publication, conferences, workshops with authors and reviewers) will help you publish your article in SSCI journal?
 - a. Why?
 - b. How?

Do you have any other comments about article publication writing?

Appendix B: Questionnaire

Dear Ph.D. candidate,

As you have completed your qualifying exam, you are supposed to be in the thesis phase. At this stage, you are expected to publish an article in SCI, SCI-e, SSCI, or AHCI as a condition for graduation. This requirement has some challenges as you are still a novice author, and you need some experience in academic writing and research methodology to be able to publish your article in a highly ranked journal.

The current study examines the challenges you have in publishing your article in SCI, SCI-e, SSCI, or AHCI. The questionnaire even examines the support you receive from your supervisor and the university to make the publication phase easier.

This questionnaire was designed after interviewing 19 Ph.D. candidates at EMU, who explained the challenges they face in composing and publishing their articles. Then, the questionnaire was designed based on the themes resulting from these interviews.

Please be sure that your responses to the questionnaire will be confidential and the results will be used only for research purposes.

Yours sincerely,

Ahmad Fawzi Shamsi

Ph.D. Candidate

Part I: Background

Age

- ☐ 21 – 30
- ☐ 31 – 40
- ☐ 41 – 50
- ☐ +51

Gender

- ☐ Male
- ☐ Female

Ph.D. Program

- ☐ Applied Mathematics and Computer Science
- ☐ Architecture

- Business Administration
- Chemistry
- Civil Engineering
- Communication and Media Studies
- Computer engineering
- Economics
- Electrical and Electronic Engineering
- English Language Teaching
- Finance
- Industrial Engineering
- Information and Communication
- Technologies in Education
- International Relations
- Mathematics
- Mechanical Engineering
- Physics
- Tourism Management

Which semester are you in?

- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Eighth
- Ninth
- Tenth
- Other (please specify)

Have you passed your qualifying exam?

- Yes
- No

What is your status at university?

- Registered
- Waiting for Publication

Which test did you take to be exempted from the English courses at EMU?

- TOEFL
- IELTS
- EMU Proficiency Exam
- Other (please specify)

What was your score?

.....

Choose the English course(s) you took at EMU (if any).

- ☐ ENGL 509
- ☐ ENGL 511
- ☐ ENGL 513
- ☐ ENGL 515

Educational Background		Yes	No
a	I studied my BA in English.		
b	I studied my MA in English.		
c	I published an article in my first language before beginning my Ph.D.		
d	I have started working on my article.		
e	I received one or more rejections from a journal.		
f	I plan to have more than one article for publication.		
g	I attended one conference or more to find a suitable topic for my article.		
h	My supervisor and I speak the same first language.		
i	I published an article in English before beginning my PhD. If yes: What is the name of the journal? Was it a publication in a journal attached to a conference? ○ Yes ○ No If yes, what was the name of the conference? Was it a special issue? ○ Yes ○ No Was your publication in an open-access journal? ○ Yes ○ No What kind of author were you in the article(s)? ○ Main author ○ Co-author		

Part II: Support

A) Supervisor Support		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My supervisor supports me in my article.					
2	My supervisor is specialized in the field of my topic.					
3	My supervisor has a good command of English.					

4	My supervisor corrects my language mistakes.					
5	I get feedback from my supervisor about the content of my article.					
6	My supervisor gives me the time I need for my article.					
7	I meet my supervisor regularly to discuss my article.					
8	My supervisor shows me how to write my article, and then I follow his/her style in the next draft.					
9	My supervisor informed me about the challenges of article publication.					
10	My supervisor helped me in finding a topic for my article.					
11	My supervisor helps me in my literature review.					
12	My supervisor helps me in my data collection.					
13	My supervisor helps me in analyzing my data.					
14	My supervisor helps me in the discussion and conclusion.					

B) University Support		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15	My PhD courses focus on academic writing.					
16	My PhD course instructors guided me to improve my academic skills.					
17	The university should offer more courses/workshops about 'writing for publication'.					
18	The courses offered by the university about academic writing are enough.					
19	Academic writing course should be given by an instructor experienced in publishing articles in my field.					
20	The university should review its publication policy (one SCI/SCIE/SSCI/AHCI publication or two articles in Scopus).					

Part III: Supervisee Role

Ph.D. Student Role	Strongly	Disagree	Neutral	Agree	Strongly
---------------------------	-----------------	-----------------	----------------	--------------	-----------------

		Disagree				Agree
21	The main responsibility of composing a publishable article is on the Ph.D. candidate.					
22	I have weaknesses in academic writing (language).					
23	I have weaknesses in research skills.					
24	I learn my academic writing skills from senior Ph.D. students in my department.					
25	I learned my academic skills from my master's degree.					
26	I read a lot of articles to get more knowledge about my topic.					

Part V: Challenges

	Language	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
27	I think the language part is a major problem in my publication.					
28	My article publication will be difficult because I am not a native speaker of English.					
29	I use online programs to improve my research language.					
30	I think academic writing skills come over time.					
31	I need proofreading for my article to get it published.					
32	Academic writing is difficult at the beginning only.					
33	My academic writing skills limit my ability to convey my content-area knowledge.					

Label the level of difficulty of each of the following items of writing an article.

	Writing an Article	Very easy	Easy	Normal	Difficult	Very difficult
34	Writing the abstract					
35	Writing the introduction					
36	Writing the literature review					

37	Designing the data collection method					
38	Collecting data					
39	Writing the results					
40	Writing the discussion					
41	Writing the conclusion					

Part VI: Comments

Please explain

Your experience about finding a publishable topic for your Ph.D. research.

.....
.....
.....

Your experience in article publication other than your Ph.D. research.

.....
.....
.....
.....

Please add any comments you have about the challenges you have in publishing an article.

.....
.....
.....

Thank you for your collaboration

Appendix C: Focus Group Discussion Questions

Part I: Perceptions about the publication condition, its challenges, and the needed support.

According to EMU's Regulations for Graduate Studies and Examinations (Article 26/2), *"For the thesis jury to be appointed, the candidate should fulfill scientific activities and meet special conditions (at least one publication related to the thesis topic has to be published or be accepted for publication in SCI, SCI-expanded, SSCI, AHCI indexed journals) specified in the Academic Evaluation Criteria."*

1. Do you think the article publication condition at EMU is a reasonable one? Why? Or why not?
2. Throughout your experience as a Ph.D. candidate at EMU, what publication challenges have you faced or heard from your peers?
3. What kind of support have you received to compose your article, from your
 - a. Supervisor?
 - b. Faculty?
 - c. University?
 - d. Peers?
4. What sort of support do you still need to improve your article publication chances?

Part II: Commenting on the Remarkable Results in the Questionnaire

The following items are the results of the questionnaire distributed to 147 doctoral students who finished their qualifying exam and started working on their dissertations and articles. I would like you to comment on the results of each item and give your opinion about the reasons behind these results.

Item	Disagree
My supervisor shows me how to write my article, and then I follow his/her style in the next draft.	26.5%
My supervisor helps me with my literature review.	26.1%
My supervisor helps me in analyzing my data.	27.6%
My Ph.D. courses focus on publication skills.	54.8%
My Ph.D. course instructors guided me to improve my publication	43.8%

skills.	
The courses offered by the university about academic writing are enough.	63.2%
I learn my academic writing skills from senior Ph.D. students in my department.	67.4%

Item	Agree
The university should offer more courses/workshops about 'writing for publication'.	88.4%
Academic writing course should be given by an instructor experienced in publishing articles in my field.	88.3%
The university should review its publication policy (e.g. one SCI/SCI-e/SSCI/AHCI publication or two articles in Scopus).	68.1%
I have weaknesses in academic writing (language).	27.2%
I have weaknesses in research skills.	17%
I need proofreading for my article to get it published.	68.3%

Part III: Further Comments

1. What other stories may you say here about article publication at EMU?
2. Do you have any other comments?

Appendix D: Interview Questions Supervisor ‘1’

INTERVIEW QUESTIONS FOR THE Ph.D. SUPERVISORS

According to EMU’s Regulations for Graduate Studies and Examinations (Article 26/2), “**For the thesis jury to be appointed, the candidate should fulfill scientific activities and meet special conditions (at least one publication related to the thesis topic has to be published or be accepted for publication in SCI, SCI-expanded, SSCI, AHCI indexed journals) specified in the Academic Evaluation Criteria.**”

1. Do you think this article publication condition is a reasonable one? Why
2. What challenges have your supervisees faced in their publication journey?
3. What kind of support do you give them to overcome these challenges?
4. What support do they still need to improve their article publication chances?

The following items are the results of the questionnaire distributed to 147 doctoral students who finished their qualifying exam and started working on their dissertations and articles. I would like you to comment on the results of each item and give your opinion about the reasons behind these results.

Publication Condition

Question	Agree
The university should review its publication policy (e.g. one SCI/SCI-Expanded/SSCI/AHCI publication or two articles in Scopus).	68.1%

Supervisees

Question	Agree
I have weaknesses in academic writing (language).	27.2%
I have weaknesses in research skills.	17%
I need proofreading for my article to get it published.	68.3%

Supervisors’ Support

Question	Disagree
My supervisor shows me how to write my article, and then I follow his/her style in the next draft.	26.5%
My supervisor helps me in my literature review.	26.1%
My supervisor helps me in analyzing my data.	27.6%

Faculty & Instructors’ Support

Question	Disagree
My Ph.D. courses focus on publication skills.	54.8%
My Ph.D. course instructors guided me to improve my publication skills.	43.8%
The courses offered by the university about academic writing are enough.	63.2%
I learn my academic writing skills from senior PhD students in my department.	67.4%

University Support

Question	Agree
The university should offer more courses/workshops about 'writing for publication'.	88.4%
Academic writing course should be given by an instructor experienced in publishing articles in my field.	88.3%

In total, there are 15 students who responded to the questionnaire from the faculty of tourism. I would like to show you some of their results to discuss them.

- 8 students said they didn't have their BA in English, and 6 didn't have their MA in English. Does this have any effect on the students' performance when writing their articles in English?
- 7 students reported attending a conference to have the idea of their article, which is considered a high percentage compared to other departments. What makes the students attend conferences more than their peers in other departments?
- 11 students said their supervisors don't correct the language in their articles. To which extent do you believe it is the role of the supervisor to revise the language mistakes similar to the content?
- 10 students said their supervisors didn't help them in getting their topic. Do you believe students should have a ready topic and then choose the supervisor? Or they should both work on it? Why?
- When evaluating the difficulty level of the article writing, the results of your students were as follows:

	Easy	Normal	Difficult
Introduction	1	7	7
Literature Review	5	4	6
Data Collection	1	2	12
Results	4	7	4
Discussion	5	6	4
Conclusion	5	7	3

- What makes writing the following parts more difficult than the others:
 - Data collection
 - Introduction
 - Literature review
- Do you have any other comments on the article publication challenges for your students?

Appendix E: Interview Questions of Policymakers

INTERVIEW QUESTIONS FOR THE Ph.D. SUPERVISORS

According to EMU's Regulations for Graduate Studies and Examinations (Article 26/2), **“For the thesis jury to be appointed, the candidate should fulfill scientific activities and meet special conditions (at least one publication related to the thesis topic has to be published or be accepted for publication in SCI, SCI-expanded, SSCI, AHCI indexed journals) specified in the Academic Evaluation Criteria.”**

Publication Condition (Rules)

Question	Agree
The university should review its publication policy (e.g. one SCI/SCI Expanded/SSCI/AHCI publication or two articles in Scopus).	68.1%

- Do you think this article publication condition is a reasonable one? Why (not)?
- Some people claim that getting published in certain fields of study is easier compared to others. For example, they say that it is easier in hard sciences compared to soft sciences (social subjects). What do you think about this?

Supervisees (Subject)

Question	Agree
I have weaknesses in academic writing (language).	27.2%
I have weaknesses in research skills.	17%
I need proofreading for my article to get it published.	68.3%

A. English language

When cross-tabbing the results of the questionnaire with the English courses taken by the students at university, such as 513 and 515, there were significant differences. In one of our interviews with a supervisor, she told us that students who take English courses at EMU are good at speaking but they lack academic writing skills. What is your comment?

	Took 513 and 515	Didn't take 513 and 515
I have weaknesses in academic writing (language)	54%	22%
I have weaknesses in research skills.	59%	30%

B. Proofreading

Many students reported their need for proofreading services (66%), and this percentage was higher among those who took English courses at our university. One supervisor even asked for a proofreading center at EMU. What is your opinion about this?

Supervisors (Support)

Question	Disagree
My supervisor shows me how to write my article, and then I follow his/her style in the next draft.	26.5%
My supervisor helps me in my literature review.	26.1%
My supervisor helps me in analyzing my data.	27.6%

- Do you think the supervisor's experience (and expertise) in the publication is a factor in the Ph.D. student's publication chance?
- In the group discussion, students stated that there are some supervisors in certain departments who don't have article publication for a while and others have had no publication in the last five years, which makes them unable to supervise students for publication. The students asked if those 'few' doctors should be allowed to supervise doctoral students when they lack the needed expertise for this issue. What is your opinion about this?

Instructors (Support)

Question	Disagree
My Ph.D. courses focus on publication skills.	54.8%
My Ph.D. course instructors guided me to improve my publication skills.	43.8%
The courses offered by the university about academic writing are enough.	63.2%
I learn my academic writing skills from senior PhD students in my department.	67.4%

- Some students reported having some research experiences during their courses phase, but they were required to write articles with no feedback. Do you think it is possible to implement article publication as a major part of the courses?

University (Support)

Question	Agree
The university should offer more courses/workshops about 'writing for publication'.	88.4%
Academic writing course should be given by an instructor experienced in publishing articles in my field.	88.3%

- This varied from one department to another. During the group discussion, some students stated that the ‘seminar course’ is not taught at all in their department. Others said they take it thoroughly and they benefited a lot. Why do you think there is this variance in providing the doctoral students with this course?

What would you like to say as a final word?

Appendix F: Interview with a Ph.D. Student (Abed)

Interviewer: So first, I'll start with part of the bylaw. I will I will read it first here it says for the thesis jury to be appointed, the candidate should fulfil scientific activities and meet special conditions. These conditions are at least one publication related to the thesis topic. In SCI, SCI expanded SSCI or AHCI index journals. Now, what do you think about this requirement for graduation for PhD?

ABED: The point is that in terms of quality, this is a good regulation for universities also very nice regulation because it increases the number of publication for the university. But the problem is SCI or SCI, for engineering, or science, students like physics or chemistry, I mean, arts and sciences. The number of journals is a sci or SCI expanded is quite a lot. So they can easily find a large number of journals in their field to publish. But when it comes to my field, which is social sciences, they require assess ci, and the number of journals related to social sciences related to education, languages and language education is quite limited. So the chance drops significantly. And I've always said that there should be a plan. What if, for example, you cannot publish in associate journal, you can self publish three is I or corpus? Okay? alternatively, I see the problem is not with the regulation, the problem is with the condition of the regulation,

Interviewer: I understand, okay. Do you think that usually students who come to PhD and they, they don't have any previous experience to go to application and directly they go to SSI? Do you think that it will be easy for them?

ABED: No, no. So

Interviewer: what can they do?

ABED: The problem is that these universities like accepting students for PhD, I mean, most of the programmes according to the see GPA of master and undergraduate programmes, if they ask, for example, when I applied for PhD, in LT, I submitted my proposal, okay. But they didn't assign a professor from okay. This is not happening in engineering department, or Engineering Faculty of Engineering, they assign a professor. So a student who is mature enough, educated enough, I mean, experience

enough in academic terms, comes with the proposal and understands what he's going to do or she's going to do for thesis. So the person understands the meaning of publication, okay, but someone like me who didn't have any experience in publication, okay. They said, okay, publish an article and I didn't know what, how demanding publishing an associate journal, or an associate article lease, so I submitted a proposal. But when I came, I understood that there is no professor in that specific area psycho linguistics, which I did my master's thesis. So I had to change my area of research. So it is a new world for me. Number one, number two, they didn't have any training courses, how to publish an article, okay, but nowadays, I see for example, Elsevier is offering right now, today receive an email. Livia is offering a free course, online, a webinar, how to publish. Well, that's great, but it had to be the job of the university when they put such a demanding regulation,

Interviewer: what is which stage did you reach here regarding this requirement? You managed to publish new I guess, right?

ABED: Yes, yes. Okay. I published. I hadn't publication publication, the piloting of my pieces. 2013. And I thought, okay, it is easy to publish. Aha. But that one was Scopus, okay, which is not too many monthly journals. Yes. But when it comes to SSI we have quarterly journals yearly, Germans semi annual journal. So the chance of publication drops?

Interviewer: So how did you learn the academic writing genre?

ABED: By reading many articles in my defence, I made the joke, I said that with my PhD degree, I received another degree how to be rejected. How to receive negative response from journals. So I sent an article rejected, then I try to read why they reject. So it was something that I did by myself, I read too many articles. I searched about publication how to publish how not to receive negative mark, are not too negative. The season on Google, okay? And I read many articles. And then I understood that if you want to publish in a specific journal, you have to read at least the past five years of the journal, understand the trend, find what they require. And then you when you're writing down your article, you should use their references, I mean, references from their journal, okay. And then it's very easy to publish experience. Now, do you think have

a weakness in academic writing now know why? Because seven years of waiting, you got enough experience?

Interviewer: Now, which part of the of the following is the most difficult in writing and English for you? The content writing and an article? Isn't the content the language the process or composing the article itself?

ABED: I guess I should to go for Okay, we have content language process composing. Okay, I believe that composing why Yeah, I'm because writing an article for a specific journal is quite different from academic writing per se. For example, when you write down your thesis, it is a type of academic writing you follow a specific type of genre, style, like APA style, so you choose your tenses you choose your structure, use specific type of grammatical styles, according to the APA style, okay, but there are many journals following other sites. So when you're writing down some for an article for a journal, like MLA, which is a different type, okay, like Washington, for example, Mr. Washington University this time, so, your style totally changes the composition also change. So, you have to I mean, I understood in or area social sciences, in other faculties like Faculty of tourism, business and economics, I studied about those professors who publish quite frequently. Then I understood the target to three journals. And they get familiar about the they restyle how to and then they know how to compose their article, but it's not like you write down an article and you can use it for others or just change the for example format like font, yes, the composition of now, is writing in English a challenging task for you know, okay, what makes a like, sorry,

Interviewer: another question comes here. Do you think that you are your your state as a non native speaker creates an obstacle in publishing your article?

ABED: Yes.

Interviewer: Why? Because of the structure, the structure how

ABED: for example, as someone who is competent in English as a foreign language, not second language even And who is in the field of teaching for the past 718 years, 1718 years? Yes. I have always believed that using passive structure is Markov. I can make Haha, style. When I wrote my article for the first time, and they receive negative decision from a journal. I tried to find out what the problem is. Then I understood that

they require active tenses, active structures and active sentences. So I rewarded rewrote my article. Again, I understood that the more the feedback that I received from reviewers is highlighting a kind of the physics the language, yes. Then I had to pay and ask these. I mean, reading proofreading company agencies in the United States, for example, to proofread for me, and then I understood that they are not changing that much. They didn't touch my article much. They just had some few small colour changes, they are played some few small changes, okay. But they provided me with a proof Certificate of proofreading. When I was submitting to Elsevier journal, I was submitting that one as well. Because the agency was Elsevier, then I found out that they accepted. Ah, so it's a kind of markets in business.

Interviewer: Yeah, I got. Now, what kind of support do you get from your supervisor regarding your English language for your article?

ABED: I received no, no

Interviewer: no support?

ABED: Nothing.

Interviewer: Now, do you think it's the responsibility of the supervisor to leave feedback to the supervisors about the academy writing on their articles?

ABED: It's not always the job of the department. Aha, the because the structure of the PhD programmes that image that research base, it is reading course. During the first four sisters, okay, they require the students pitch this than to pass seven to eight courses, okay. And they, there is a course called seminar. The description of the seminar course in all universities around the world, in PhD level is giving instruction on how to behave. I had them equally means taking part in the conference. Yeah. publication. Yeah. There should be a workshop, a training course. And they checked in universities like Cambridge University of Warwick University, they do not require publication for PhD, okay, but they provide it to Mt course, on how to write academically. Okay. We at CMU only had once a researcher, Who came and did a workshop for us. He was not from the field.

Interviewer: Okay.

ABED: And he was not native speaker in English on the one, which is no problem with that. But he came, and he was telling us go for the just, just, just, but he didn't help us and this type of writing, academic writing for public? Is that something done over a two hour? Workshop? It needs a training course. They were during the courses, they were telling us, yes, you should go and read abstracts of journals. But I comfort the same thing with other universities. I mean, like New Zealand, for example, yes. What they do, the faculty has a list of specific journals. And then they tell us to them species, go and read the abstracts of these journals for the past two, three years. And as a task as a homework, they record the PhD student to give them a report, what are the changes in the trend? In the field?

Interviewer: Okay,

ABED: this is something that they had to do before qualification exam, I say, but what they do they take an exam called qualification. Yes, the students are mature off. But did you ever teach them how to take part in an academic interview? No. So why are you asking a question like this? Bachman 1990 back one and Palmer 1994 and many other test testing professors and walk writers, the writing there is a principle in the testing I see. You can test what you teach. Sure, so they can it is quite nonsense, that the university demands something, which is not top is trained. So they asked for publication but they don't teach how to publish.

Interviewer: Do you think you need extra support regarding academic writing?

ABED: Yes.

Interviewer: Okay, which fields what kind of support Do you need

ABED: in on all the layers of academic writing? The point is that imagine First of all, other world class universities, they usually do not accept PhD students easily. The requirement for PhD is quite demanding. And which is quite logical and I respected in our university, as I said, the checker hit the field. See GPA in the past couple of years, they have tried to increase the requirements, okay. But they accept the student. And when I got accepted, I was 27. no experience in publication, no article. Yes, I had my thesis written. They even asked me a copy of my thesis, or a brief summary of my thesis. Which is nonsense. How do you accept a PhD student without knowing what

his or her field of interest is? And then when I came, I remember the first professor asked, you should do a publication. He didn't tell us how to do it. Just just quit. And when I asked, he said, you have to know Yes, he's right. a Ph.D. students should know about it. Yeah. But if you are accepting me, like what I am at that stage, it means that if I don't know, you have already accepted it. So you have to support

Interviewer: Okay, so do you use any online programmes or consult any English teachers? Native speaker?

ABED: Yes, nowadays I use, Sophie are available your university, which is observer publication has started the kind of university online and I attend the webinars, which are quite helpful.

Interviewer: Okay, how about proofreading? Do you use any?

ABED: I used to use their proofreaders for one of the articles that I understood that they share them with some Pakistani for example, English speakers, okay. Because they try to keep it. Cheap for them. So then I understood that there are some programmes like Grammarly, yes. Which I use it on. I'm quite happy with it.

Interviewer: Great. That's great. Now to improve the academic writing on the PhD students, they should read a lot. Yeah. Now I will ask you about this. Like regarding students, what should they do?

ABED: They should read? Read. Read a lot. You don't believe but because I I didn't have any experience? I didn't have any knowledge.

Interviewer: Yeah.

ABED: There was no one helping us. No one. So what I did I read a lot. And that helps you that boosted my knowledge. My experience, for example, I understood that when you are writing the first per luminary paragraphs in your article, okay. You have to provide enough references valid? Not from you shouldn't find them from Google Scholar, you should find them from Web of Science. And you should make sure that the minimum is corpus indexed Yes, articles. But you should go for high quality and with larger impact factors. Yeah. I mean, articles from high impact factor journals. Okay. And you should highlight those references within the first five paragraphs which

are per luminary paragraph. And also, I understood that for, for example, class tasks, they were asking us to give reports. So we had to start from handbooks references from handbook. Okay. But articles mother's birth, you should be very up to date, your references shouldn't be older than five years old. Okay. It is my finding from my experience.

And also, I found that the best thing is could have to do and I started doing and which succeeded. You should find who the chief editor is, okay. Rate his or her CV, understand what type of style he or she's writing. Okay, and find it and because the first most of the journals reject within the first 48 hours.

Interviewer: Yeah,

ABED: the editor decision? Yes. So they don't even send it through the reviewers reviewers. And the other things that I understood that abstract, which usually we don't care about, is very, very, very, very important. If you write down your abstract perfectly, okay, it should be abstract, clean, you're very smart process of procedure in the abstract of the information you provide, you should be very or easily understandable, direct to the point and attractive eyes. And then abstract is very helpful, does it?

Interviewer: What about the role of the supervisor to improve the academic writing of the supervisors?

ABED: If your supervisor is well known? has free is a frequent publisher, Article publisher himself or herself? Yes. knows about the trend in your field, okay. knows what our journals require. Okay? He or she can provide you with the best instruction, okay, with the very handy assisting information, okay. But your supervisor publishes once in a blue moon. Yeah, he or she is someone like you with free for more articles.

Interviewer: What about the role of the university to approve their account is the job of the university?

ABED: okay, how they made a regulation like this, okay, in part of their rules and regulation, as I said, it is good, because it increases the credibility of the diploma. And it increases the number of publication of the university, of course. So it is both of them. And it also increases the number of applicants, okay, because the university is more

credible. So, the university is the main winner. For sure. So university should expand some money, it is not very expensive, because they have already some professors who are frequent publishers, okay, to train PhD and also masters students, graduate students, and assisting them how to publish, right? This is something that even Stanford University's thing Yeah.

Interviewer: So now, the last question they think happy with knowledge and experience in the academy genre, for example, previous experience in publication, attending conferences, attending workshops with authors or reviewers, editors will help a lot publishing?

ABED: a lot how I was confident about my language, I attended the conference. There was a native speaker, who was not even Professor not even assistant professor, master degree, okay, native speaker who gave the preliminary speech later, because he was good in the field. A well-known character, he was saying something in his presentation in his lecture. That was my idea as well. And then I, I told myself, can you have the same idea? The same mentality why no one listens to you. Okay. And they understood it is because of my junk, my language. They know how to select the words. They know how to use intonation. They know how to present they know the word, not from dictionary, from the society, from their schools, right. So as native speakers as native speakers, the same as I have big list of synonyms for a single word, my language, I know, you know, when and how to use it, in which context I should use, which one is the same for them. But for me, I have to search for it in the dictionary, check it and read the example sentences and try to imagine the context. And sometimes we use reward in the right place. For example, I received from reviewers a comment that he repeated, however, two times in one article in one paragraph.

Interviewer: Okay,

ABED: grammatically correct. Yeah. Know where I have read about it. Yeah, it is not correct. Then I shared this issue with one native speaker. I said, yes. Come on, you are not going to talk like Shakespeare. So it kills the flow of language. So why did you use 'however', so why didn't you reward your paragraph and use this? And I understood that yes. It is important to be a native speaker to publish easily. Well, not every native speaker can do it. They should be also experienced in academic language. But if we

read a lot, listen to them. I mean, attending conferences or watching conference clips on YouTube, okay, then, slowly, slowly, you can get the John Ryan, the language, this type of Okay.

Interviewer: Thank you so much. Really appreciate it.

ABED: You're welcome.

Appendix G: Interview with Policymaker 1

Interviewer: First of all, let me start with this reading the bylaws of our university here which says that, according to EA and US regulations for graduate studies and examinations article 26 On two, it says, For the thesis jury to be appointed the candidate should fulfill scientific activities and meet special conditions, which is at least one publication related to the thesis topic has to be published or a be accepted for publication in SCI, SCI expanded, SSCI, or AHCI index journals specified in the academic evaluation criteria. Now, based on this here. We started with the interviews, we asked the students basically the students said that it's really good for their career publication is really good for their career, but certain students said that they have some challenges in publishing their article in the statement. I mean like classifications or indexing. So we asked them this question in the questionnaire, we said, the university should review its publication policy, one of the suggestions was, for example, having to Scopus, or one SCI or SSI, 68% of the students agreed on that agreed or strongly agreed on that. So they were asking for Plan B. Now, later we discussed this with some supervisors, and I mean like, what's happened is that they said actually, we need an alternative, but it's not necessary to be to Scopus, or whatsoever. But in certain departments, there are departments where the students aren't able to publish because maybe the number of oil journals is not sufficient, sometimes they wait for publication for four or five years. What is your comment?

Policymaker 1: yes this is you know, we are actually following the rules. Yes, of Turkish higher education console, and also, the rules of higher education constantly in Cyprus, yes, there is no policy about the publications in Turkey, but we have here in Cyprus, some rules, and according to the rules of Higher Education Council in Cyprus,

the PhD students should have publication in the indexes that we define in our Bylaw. So, it is not possible to have an alternative, with the Scopus index size. So it's at the national level, it's at the top of the universities, the Higher Education Council here in Cyprus and according to the decision there. This is not possible. Actually this is the website, the higher education console in Cyprus. Yes, and this is the decision about the PhD publications, it is actually possible to everybody, to help you. You can clearly see, okay, the index is listed here. So, so the alternative, at the moment is not possible because of this reason.

Interviewer: Okay, so is there any possibility of having any suggestion towards the mean like minister of education in the future for certain departments because some departments claim that they have, they wait I mean like I know several people unfortunately they waited for publication for four or five years. And when we asked them why they said, actually, because the number of journals for example a student, published in a certain topic she said that like I only have four or five SSCI journals that publishing my topic, and sending it might wait for six or months or one year and after that they get with a rejection, so I need to go through these four or five, is it possible in the futures to have any suggestion for the great report for the Minister of Education for this,

Policymaker 1: I have been informed. There is a committee, he has school boards, to have a Bylaw. So, under this. Higher Education Council, so that all universities should obey those rules. But, as I remember, in the draft bylaws that I have reviewed. There will be some extra indexes. Not indexes, extra requirements like well it's not gonna be minimized. Yes, maximum. That's what I have read from the draft. So, I don't know what's gonna be the final form. So we have informed. We have been informed about the draft. We are asked some comments, or suggestions has been asked. But of course

the decision will be taken by the committee, and we will be informed, but if you are asking my opinion, it's not gonna be possible, probably, it's gonna be one SCI. Plus, maybe, I suppose. Now the problem but it's gonna be a plus, it's not gonna be, or Porsche.

Interviewer: I see. The problem is that, I mean like and this is like part of the questions here. They were saying that there are certain departments that claim the publication and their fields is much more difficult than the others. For example, Social Science departments claim to have more difficulties, education, communication, they say that they have more difficulties in publishing compared to other departments maybe physics or tourism or do you think that this is, I mean like really true here and...

Policymaker 1: no no there are some really special topics. Okay, I can understand this. There are not so many journals about those topics but in general, the Institute, monitoring the indexes of the publications, and we are checking, which faculties are having publication, more. And it is not actually true to say that the SSI, for example, is lower than the other ones, not lower the number of journals that publish a search we have so many publications. We have actually some of the instructors in our university at the top level. We are publishing papers in that field and some others are not in some other department yet, we don't tell yes. The important point here is that the supervisors should guide the students in such a way that it's a hot topic, and the topic is actually can be published, easy in the literature in this journals. The problem is actually selecting the proper topic

Interviewer: let me first point here, let me add something actually during the group discussion many of the students highlighted this issue here, saying that the supervisors, unfortunately are choosing repeated topics, which means the publication so I totally

agree with you, but I mean like still at the end of the day the students come here when they are novice authors, they don't know anything about publication, and we'll come to the students themselves will talk about this issue here. They don't have any previous experience, experience so choosing their topic might be a like expect it to be traditional so under like for example, in the things that they read, but maybe some supervisors like some again here I'm highlighting this year. Should are not doing the right thing so they are just telling the student Okay, choose the topic they choose they come. Okay, go for it, it doesn't matter whether it's publishable or not,

Policymaker 1: this is not a correct way of supervising students, especially the PhD Student Yes. And in addition to the policies that we have. We also make some changes in our BIOS, as you know, in our PhD programs we have also a seminar course, yes what we expect from the seminar course is actually the expected the seminar course, the student makes a general review. That's right. All the topic that he or she plans to have the teas, so she can see actually in the literature. Yes, what kinds of papers are available, if it is actually a good topic he has gone for this topic, and discuss this with the coordinator of the course. So by the end of the seminar course, actually we expect the student really as a very good background about the topic that is going to be studied, as the PhD thesis, so at this point, actually it is so important to be guiding the student correctly. To put it into the correct path. So there will be no such problems later on. Now so many appearances in this field. I'm not able to have papers. You can understand why

Interviewer: I got exactly what why I'm telling you here for dummies that, I mean like the students said that since starting with the seminar course, things changed to the better, but certain departments during the course discussion group discussion, certain students from certain departments, reported that they got nothing from the course at

all the course is only a presentation at the end of the semester, nothing else. Again if you check our Bylaw, we have exactly here, this seminar Yeah, what, why I'm trying to get, just to show you where the problem falls here. So, I mean like the says that, and many students in many different departments, reported the positive things about it, but certain departments are not applying the Bylaw, this is

Policymaker 1: what is this is the problem. Yes. Is the institute, PS, we cannot check one by one, each of those programs and how they are conducting your courses and seminars. So, in the institute console, we define what should be done. And what's going to be the benefit of doing it in the correct way. Otherwise, at the end of the term or at the end of this study, it is not done properly, as we have such problems. This is not good for their program. After bio, if they're not doing it in the appropriate way. The students will have problem, and the number of students who are joining the program to create lesson this course,

Interviewer: and this is what the students are saying actually, at least the university should I mean like check with some departments or with the departments in general to make sure that they are doing the things right in order just to get the high benefit this is their request that

Policymaker 1: they are coming, coming to the Institute from where, from the students or from the things that we hear about, okay, you can't have a talk to the chair but the nice department but without hearing anything without having any complaint in the institute level about those programs, how we can No. This is the list of our programs, yes CMC has thrown 103 on support so checking one by one, each of those programs is not practical and it's not possible worse and I can honestly tell this. Yeah, We actually, we have the chair of departments, and we expect those chairs to lie about

rules correctly. And as I have mentioned, they will see the benefits not only the program but the students also get a benefit and everything will be much more better for everybody. Exactly.

Interviewer: Okay, thank you so much for this job. Let's move to the supervisees the students themselves here. Of course we know that the students PhD students when they come to the program, they have no previous experience in publication, most of them, we asked the students if they previously published in their le one or in English, most of them didn't publish you see which is very expected, so there are no risk authors. Now, regarding this point here, we asked the students do you have any weakness in academic writing what I mean by academic writing here is the language part of writing good composing an article. 27% said yes, we have, which is like a good sign here and like 75% or 75% say that no they don't think they have problems. We asked them about their research skills problems 17% said that we, we do have which means that still more than 80% say they don't have any research problems, you see, but now when we cross that the results with those who got English language courses at our university 513 and 515. We found that those who took these courses had more problems than those who didn't. And I can tell you here in the question I have weaknesses in academic writing, those who took the two courses, 50 to 54% said yes we have, while those who didn't take it said that 22% In the second question I have weaknesses in research skills 59% said yes from those who took the courses compared to 30% from those who didn't take these courses. Now, it seems that there is some problem at the courses themselves, and this is why we ask the supervisors. Now one of the supervisors told us, actually the programs like the English growth programs are preparing the students in a very good way, but academic writing, is the problem, so she said like, we have students who speak well, but their problem is that once they come to academic writing, they

have a problem, they are not able to write, academically, you see. Now, in the group discussion, the students were saying something similar. They said we need an academic writing course where they just sit down and tell us this is a complex sentence. This is a compound sentence, you need to write this, you need to use this level of vocabulary, we need academic writing. First of all, is there any possibility of adding this course to the mandatory courses in the programs

Policymaker 1: Actually we also realize this problem, it is not only for the papers. Yes, it is also true for the thesis, because thesis should be written, also in an academic way, not divided we speak, or torture, and we know in some universities, there are academic writing centers. This has been also discussed here at the Institute level, and it is suggested to the rector office, not to district office but the regular office of the previous series to form such an Academic Writing Center. Yes, so they can guide the students how to write either their thesis, or

Interviewer: is this similar to proofreading, or it's something different?

Policymaker 1: No, it is not similar to proofreading, we do not want to just have the proofreading of we want to teach the students so how to write it. Okay, okay, how to offer courses, or these things that are, or maybe by the students guide the students, since it is not actually core space, I see it is supervising base. So, upon recording, maybe they will ask you to write some pages, yes, initially, then they will have no clue what are the problems what should be the way that it is going to be corrected. So, this was suggested by the Institute, and we have also some additional courses. These courses, those are not compulsory courses, again let me open about at the PhD level. Yes, in the graduate level and we say not, we cannot say that it is the PhD level but in general, graduates were different from those 500 years. Those are the end of our

website. We have here English language requirements section. We mentioned what the requirement is what we expect from students to low to no end. Absurd. In which language test and support. According to the score that they have, we are forcing them to take those courses. As you mentioned by form nine yes five euro. Yes. In addition to those students, those are some other alternatives. Probably you do not know those details. Yes English 523, for example, for thesis writing, or the postgraduate students. So this is the academic writing yes

Interviewer: but who offers these courses by department, I mean, are they all, those are the. Those are offered by the school Yes, because like foreign, foreign. What is it, you have to learn Foreign Language School of Foreign Languages Yeah, because like, to be honest with you, this is the first time I hear about these courses I myself, I'm from English language teaching and this is the first time I hear about that thing are these courses available, because like students are not familiar with these courses

Policymaker 1: Some of the programs, asked their students to take those courses for example the architecture if you have really interview periods, some students around the architecture department, you're either, They definitely want each student to take these courses at least discourse.

Interviewer: So I say, so, maybe, is there any way for example to me like at least confirm or like let's say assure with the heads of the departments to promote these courses here, because like, to be honest with you again here, this is the first time with all my interviews, the questionnaires, the group discussion, have never heard of it from anybody. All what I know is the 509 511

Policymaker 1: sometimes you know the students do not want to pay more money. Sure. But, and those are, as you know, if you take such courses you need to get to mean

to pay, but at least I didn't know that it's an option. It says available on our course website we are again. But the problem is that students sometimes don't think on going inside and reading everything they try just to depend on the information they get from their department. Yes, actually we do not come face to face with the exact audience here this is why we have those discussions at the institute council which is actually having all the chairs or programs in the Dean's so they have all those details and they are actually the correct point that needs to guide the students, and mostly this should be by the supervisor, because it student does not need to take those aspirants, and whenever you start to work with the student, you can see actually what would interest, What's the English level student and you can let the student know that it's gonna be a problem for him or her, while writing the test. So, we have such a course. I advise you to take this course, otherwise you will not able to write it properly. So, I see. So as supervisors,

Interviewer: it seems that the problem is that at certain supervisors or certain departments, they need to activate what is there more what is issued by the Graduate Institute, and maybe the students need, Like, maybe from the university and you're a representative here of this office, I mean like of motivating the departments in showing these options to solve these problems for the students here,

Policymaker 1: we had opportunity to motivating at the institute, but not more than that, you don't tell me what they can do

Interviewer: for example maybe when like reporting something to the to the rector, for example, to have more meetings to have these things because like, it seems that there's a kind of disconnection between the theory or let's see what is there because I

see a really good things at the Bylaw and practice real life here. And this is why we have this weakness here, so the students aren't expecting the university we don't know who exactly needs to take the action, but the students are requesting this based on the questionnaire and the interviews and these things,

Policymaker 1: what we do in our institute console is that we have a certain agenda to follow. And we have also some parts, which we discussed freely. For example, get the institute, event, if we are facing some experiences, we explain them to the institute console members. So those are happening. We are trying to solve those problems in that way please No, and you also take some actions to solve those problems without before it comes to the institute level because I believe that if you wait up to a certain level, then the problem gets bigger and bigger. It's like balling the snot out Yes, exactly. And we have those discussions. In addition to the agenda. We have all those discussions at the institute level, and we expect all those to be also carried out by the departments by the chairs by the deans and make the life easier for the students. Okay.

Interviewer: Just a question here. Usually, who is the power in charge of, let's say, talking to the departments rather than just discussing with them, telling them that there is a problem. It needs to be solved by your department here. Is there any person or any buddy here at the university who usually because like, as far as I see I mean like the Graduate Institute just works on the things and issue the decisions and these things that are going with the latest standards of the international universities, but I mean like, maybe you don't have the dislike, the SEC let's call in the power to force it on the department so is there anybody any person at university.

Policymaker 1: Actually, V check the by No, and we expect the departments to have their applications according to the rules defined in the Bylaw, if we realized that it is

not done. We asked them, We forced them to be done. As it is stated in the Bylaw, and this is in addition to those things which are not actually defined in the Bylaw, or some other programs. We should have some complaints here at the Institute level, and we discuss it with the department in this case for example, whenever a student has a problem, we firstly, ask the student to come talk to the change. See if it is not so we ask to contract to the dean. And if it is not so we asked the student to write a petition official petition to the Institute, and we send this petition to the dean and department. And, once an explanation about the case, why we have such a problem and what is done to solve the problems. And if we are not satisfied. We guide, you should do in that way. But we, nobody will leave me right be my person here in charge of the Graduate Studies. I never prefer to force somebody, I tried to convince them. Yeah, this is the way that it should sit down.

Interviewer: Well, like we all know, unfortunately that students won't take that action against their department because of certain, I mean like consequences that they might have. So I hope that this study might show a second option for them.

So let's go to this next step here thank you for that for the previous ones here. Many students actually, you know that we said that too regarding the English language in total 27% that they had a problem in English language which means that 75% are fine, or more than 75 75% are fine with the language is still 66% When we ask them that do you think that you need proofreading services, 66% of the STEM students said yes, even a supervisor said that I myself need my word to be pro friends, and the supervisor said that there are certain universities who offer these services, is there any possibility of initiating such a center for proofreading, to help the students anyway they go somewhere else.

Policymaker 1: Actually, it is not only for the students. It is also for the academicians. Sometimes we have papers. They also need to be passing such a state regarding state. Yes. And why we discussed this case Institute. It's not actually so clear. If we really should have such a proofreading center or because they say that whenever somebody gets the thesis, yes if it is a perfect. This is the person who has said this thesis expects that this student is perfect in English. Yes, but whenever they start to talk to the students. Yeah, they realize that it is not actually exactly exact so a part prefers the thesis to reflect the real interest level real English level of the student. Yes. That's why they don't want the thesis to pass through a really concentrated proofreading process,

Interviewer: so maybe not the thesis at least the articles because at the end Jordan was asked for this academic touch your of English,

Policymaker 1: I can understand you but if you are able to have the academic writing centers, yes and guide the students to learn and write it in the correct way. The problem is you probably the problem will be solved. And if it is still a problem, maybe for the journals, they will take service from the other companies that are available on the internet,

Interviewer: or sometimes they don't even do anything but it just gives you this certificate Yes

Policymaker 1: unfortunately sometimes. I totally agree with you, maybe like going for the language center where we can prove this student is better than helping them to pay by themselves. Okay, hold on, let's go. Sorry for this,

Interviewer: let's go to the supervisors part here, in general, The students were satisfied with their supervisors, but this let's say 75 80% in the question that we offered

them. Let me just show you some of the questions were asked the questions here. The students, I said like my supervisor shows me how to write my article, and then I follow his or her style in next draft 26% This agreed, the Secretary, this I agree with that. When we asked the students here about this. It seems that some students again here like in general, the students are fine, but we're talking about these 25% or less. Some students in the group discussion we said okay well what is your comment about this issue. They said, Actually, there are certain supervisors who, like many of the supervisors graduated without this condition of publishing and sci fi so they don't know that our fields. This is number one. Number two, they reported that there are certain supervisors at certain departments who haven't published any SCI or scci in the last five years, and I checked one case it was in the last, last article published 2010 for one of his supervisors. I mean like, others said that, I mean like, even supervisors don't have this experience because they asked their PhD students. If this students publishers, they will get the benefit they will get the promotion. If not, they are not losing anything the student is losing his time here is. Now, based on this the students were suggesting, is it possible for example, not to allow those teachers, I mean like, to, to supervise PhD students, unless they have a certain amount of Article publication, like in a certain level, maybe you decide, every year they need to publish one or two or whatsoever, at least to get the experience so I don't have

Policymaker 1: the experience I cannot give the students the experience according to divider, there is just one restriction for the PhD supervisors, they need to graduate. That's right and masters limit thesis Yes, this is the only requirement. Yeah, but we know that there are some additional criteria criterias, which can be set by the program's themselves. Okay, so they made themselves, set some rules criterias for their academic supervisors, because each program is not safe. Sure, the number of staff is not seen.

So, we cannot set a specific rule about this, but this can be easily done by the program's themselves, they can say that if you are not having such an average of publication, in the, let's say last five years. Yes, you cannot supervise a PhD student.

Interviewer: Yeah, but, unfortunately, still it happens, I know one student that the lady who told me about her supervisor, again, since 2010. I mean, like, the student has been under like like a student maybe for eight or nine years, and she is still waiting, and she said that actually have never taken anything you see from my supervisor, she told me just go and write the article by yourself. So, we have problems now because of these things here again you say it's at the department level.

Policymaker 1: What we suggest, yes, again, to the Rector's office to the past. He said, Yes, to build a system. What is this system, it's an online system. We will have asupervisors' search system. Okay, so each professor here in the university will write the interest points, research interest points as bullets let's say yes, maybe five, six, research topic. And recent publications, some recent publications. And also, If it is a proposal, a PhD. So, if you are looking for somebody in a specific fields, yes. You don't need to visit one by one, those supervisors, professors in their offices you will just write on the systems we want to work on this topic. So you'll find the person you'll find that they're gonna be listed, even if the supervisor is not in your department yet, it might be in some other department, you might not hear his or her name, Maybe before, so you will have such an opportunity on front of you, and you will decide yourself by checking, also the publications of the supervisor so you will have an idea. If she is, or he is experienced, about having publications, so we really is the institute we really believing that we should have the advantages of the technology, such systems, yes to be built. Yes, I said, and this needs some support, Of course we cannot

do this, we give some suggestions, and as we expect a director's office to appoint somebody to follow this, to actually build the system, yes. So we can use it here.

Interviewer: I see. Thank you so much for this response. Let's move to another point here that was highlighted by the student during the interview level questionnaire even let me just show you here is about like the courses offered by EMU, I mean, we asked the students here, I mean like my PhD courses focus on publication skills during the course, if they learn publication skills, inside the courses 54% said no, we ask that PhD courses again we asked this question about maybe it's the course itself or the instructor, we asked like might be as the course instructors guided me to improve my publication skills 43.8% said no. I mean like, were like, it was something controversial actually between the students and the supervisors themselves saying that, whether it's like the responsibility of the student the teachers or instructors to teach the students these skills or not, but certain students reported that the supervisors are asking, sorry the instructors are asking us for example, inside the course to compose an article. So, but they didn't get the feedback at all this slide just as part of the scoring, like, of the total more than 30% if you prepare an article. If this article is ready, and it's sent for publication, and they got the benefit. They need to add the name of the instructor, but apart from that they don't get any feedback from the instructor here.

Policymaker 1: I believe that this is not the correct way of teaching. We do not teach to have a publication. Convenient to focus on the topic, and we should explain the details of this topic. If it's, if we have, as a consequence of the course, papers, it's perfect. I say, but it's the aim of the course, having a publication, I said, is not. There are some courses for this purpose. We teach the students, the 18 topics, how to write the papers, and some specific questions, How to have research in those specific questions but

Interviewer: are these courses in certain departments and PhD levels?

Policymaker 1: According to our bylaw. Yeah, we should take a course about the research method assessment of the work and ethics in the graduate level. Yeah. If you have taken a course at the master level, you don't need to take the Ph D. But if you didn't take it in the master level, you should take it at the PhD level, this is also defined by the bylaw. So, we expect the students to learn those details in those specific courses, of course not in any particular course I see, I totally disagree, just forcing the student in a course to give a higher point to work with an article to work on an article so that they can also benefit things as high as. This is a personal perspective yes perspective. I do not find it correct, I See, mighty speakers mentioned, giving seminars to the students will make students happy and more comfortable working on there. And I really believe that some departments are taking care of this, but some of them are totally insane, excluding this.

Interviewer: Perspective

Policymaker 1: yes perspective that I do not find it. Correct.

Interviewer: Thank you so much. It's really clear. We asked the students about the courses, and the trainings offered by the University for Article Publication like workshops, trainings or courses, you see. So as the students here whether these things are enough or not 63% said no, and we ask them that. I mean like about this issue here. We said that the university should add more courses or workshops about writing for publication, and experience in publication 88% said yes, we need more workshops by the university. In certain departments there are a lot, but in other departments, nothing at all. So, what is your comment about this?

Policymaker 1: Yeah, right. We also see that inviting speakers about those mentioned topics and giving seminars to the students will make students happy and more comfortable while they're working on their thesis. And I really believe that some departments are taking care of this, but some of them are totally how can I say.... excluding this from their agenda.

Interviewer: Exactly, exactly. That's right. So, like, asking the students about the university and their support, there were a general they were, I mean like, that's fine with the open access, article, find the articles access that we have in certain departments, they need some data, again they are available. Some other departments still ask for labs, especially the practical ones, but in general the support of the University is good. Yet, the students in certain departments were asking about some labs here or there. And again here, the training and the Graduate Institute, is it possible for example, to hold the trainings, apart from the departments level. For example, maybe at the beginning of every semester we might have a workshop for 3 days as a guideline for the new PhD students who finish their qualifying exam or maybe at the beginning of their enrollment, where we just teach them everything because many students don't know anything about SCI, they don't know how difficult it is, so they say it's okay that's fine. Maybe they don't know anything about article writing, they have no idea. Sometimes some of them might think article is something similar to sending an article to a newspaper. You see, so they don't have that mentality. So, at the university level here is it possible to have such a training at the beginning of every semester for two or three days for PhD students.

Policymaker 1: what we do as the institute is to organize some meetings with the students. And we, from our experience, we see that the attendance is very low.

Interviewer: exactly, because they don't know about that. I was surprised with what he's getting me on now.

Policymaker 1: In fact we announce it to the students. The first event that we have such rules, if they have some problems, they can find us what we can help them with, how we can discuss their problems....we are trying to help with this issue.

Interviewer: I mean like sometimes especially when you're student comes to the university doesn't know anything about it so he needs somebody to inform him at least for example there is a workshop here at the beginning of the semester, you need to attend if you see maybe, I mean like, not forcing us to do this but, urging them to go and attend such things to attend these meetings, this is the, like let's say this is the missing link between what is being done, and what is needed.

Policymaker 1: what we do is that, if we decide. Such a missing day. On our website, and we also inform all the departments. We prepare some rushers and ask them to put them on ice, So everybody learns this activity. For example, we were also having meetings for the students. The thesis writing level. Yes, what they need to follow, I mean we have some rules for the thesis. He have seen that we are not getting benefit from the speaker so we made them as videos. And those videos are available on our website. Maybe they don't want to attend to the meetings but at any time they can watch those videos and get the benefit.

Interviewer: So maybe I would probably this promotion let's say that we have good things after university but maybe promoting them could be one of

Policymaker 1: What can we do?

Interviewer: No, I'm not talking here about the Graduate Institute I'm talking at the university level, we have two things here but I like personally here this is my fourth year here and I've never heard of the things that you're telling me before, maybe I'm not interested in going to the Bylaw and checking with the updates that are there every now and then. But if somebody tells me, as a piece of information from the department that okay, there is this course that you need to attend. There is this course if you are interested there's this training course that will go forward that can help

Policymaker 1: we sometimes send, sometimes messages to the students through their email I see three it needs one still.

Interviewer: Yeah. I totally agree with you but this person page 88% saying that yes we need more. And, of course, I'm talking about 147 Students officer qualifying exam, at that time of the election time, there were 424 students who finish their qualifying exam at EMU from different departments, which means that this is the opinion of 1/3, of the students here so still maybe there is a need for more. This is what the students call for.

Policymaker 1: you are right?

Interviewer: thank you so much. I know that I took much of your time. Any other comments any advice for the PhD students to get their articles published and some of their career.

Policymaker 1: About the PhD, PhD students needs me said is that the PhD students should not think the publication only because I have seen several PhD students. I have not. I'm ready to graduate, or not. This is not a correctly application in the pH, this is a consequence of your studies. Yes, it is a product studies. You should come to achieve

level field so that you can have this degree. I am also a graduate of this university. I have started here in 1992, in my undergraduate studies I finished two programs at the same time. I have graduated from the electrical engineering program and also from the physics program at the same time, Masters level 10 PhD level here. Whenever I have started for my PhD, I have taken in one years all my courses. I finish all my courses. I have passed my qualifying exam at the end of this period. And it was in the first year or maybe the second year, I have also my application. I never told my supervisors to graduate until I feel that I'm ready to write the practice, we are not just aiming to graduate from the academy, cannot be an academician Exactly. We need to learn how to teach the students later on, we need to write ourselves, the qualifications, some help from your supervisor. The first paper that whenever I work with my students. Now, as the supervisor in the first day, I help them more than writing the second papers. I reduce my effort. Why started to electrify him to learn how to ride because I want him to initiate. Whenever we have some others. I told him, this is the idea, he should try him. I will check at the end. So, there should be some kind of gradual stem yes surprise. Yes, exactly how to do it themselves. Yes. So, this is, this is our is our supervisor so the student. Students are always hurrying up to graduate, science, they need to also, they need to also think that publication is not actually the PhD degree course. That's, that's my main point about the PhD students, and I want most of them to believe that this is really true, Maybe. At this point, is say that by saying I want to finish it early, I want to go to my country I want to start to my job, leaving me that after getting a job, and starting to work there, helping publication is not, is gonna be much more difficult than you have in the past. This is because independent studies. You are free to work on the topic to help the publication so if you have a mature. When you are really getting

used to having publications, maybe spending one more years will be a benefit for you on your favorite line

Interviewer: Yes, exactly. Exactly. Thank you so much. We really appreciate your time.

Appendix H: Interview with Supervisor 2

Interviewer: Okay, so first of all thank you so much. Um, first let me start with reading the bylaws of the university which says here for the thesis jury to be appointed the candidate should fulfill scientific activities and meet special conditions. These conditions are at least one publication related to the thesis topic has to be published or be accepted for publication in SCI SCI expanded SCI, or a sci indexed journals. Now, first of all here. Who do you think this article publication condition, a reasonable one at our university?

Supervisor 2: Yes, it is reasonable one because it increases the academic quality of our students and our PhD diplomas.

Interviewer: I see, okay, but do you think that it's mean like, achievable, or it's difficult, very difficult,

Supervisor 2: difficult of course for students, what makes it difficult, what challenges because publishing in one of these indexes needs a lot of experiences. Well that's winning experience, I don't know ever working, and they have some in our faculty, for example, we might have some challenges in collecting the data, doing some econometric analysis, because in our field. Nowadays without having some analysis, etc. It is really difficult to publish in such kind of indexes. So, like, it forces, our students to learn such analysis. And for applied them to be published, like they cannot work only theories, they cannot discuss theories in the thesis and graduate, because with those theoretical discussions, they cannot publish in these SSI index journals.

Interviewer: I mean like do you give them any enough support for filling this gap regarding analysis and these things as courses for example by the department or the

students need to learn by themselves. We have

Supervisor 2: courses, and we are teaching them, But when you put that into article writing progress, still it's a challenge for them, so they need like professional help by supervisors as well.

Interviewer: I see. I mean like, by the way, here we're talking about your department as banking and finance Right

Supervisor 2: exactly.

Interviewer: I mean, like, your department is among the best departments that say compared to other. I mean, let's say departments and faculties at university here. So, what makes your department or your faculty better at publication, compared to other one despite all the challenges

Supervisor 2: As I mentioned about this econometric analysis etc We changed our curriculum, starting from the undergraduate courses. So, we put some research courses in undergraduate, and we increased number of courses about research and econometric analysis in masters and in PhD as well. So, if our graduates wants to continue with Masters and PhD, they will have the sufficient background about this. That's why they have like good chance to publish more and more because they will learn from basics from undergraduate, but our students who come from abroad for example they have more challenges when you compare with our own graduates, and then department we have, like, really good researchers, as our professors, they are like top 10 in the university, and even in TRNC. We have really good researchers, and they help our students as well, like how to publish in good index journals, etc. That's why like amount of articles that were published in the department is good.

Interviewer: Okay, so what are the other needs for the students skill like I understand for me, I'm like, You're doing really good dealt from the undergraduate from the support from the supervisors, but what else do the students still need to improve their level of publication skills, let's say,

Supervisor 2: and they need to read more and more articles, they need to learn very recent, methodologies, about analysis, and they need to have like good relations with their supervisors, and they need to always ask help from supervisors, otherwise I mean, alone, individually, it is really difficult.

Interviewer: So you're in your opinion, the department is doing everything from their end, and now it's the job of the student to improve their gaps here and there so they can be able to publish.

Supervisor 2: Exactly and they shouldn't wait for example someone to help them, they need to always talk to their supervisor, their friends, they need to ask him, and supervisor will know for example, what, what his students asking from him.

Interviewer: Speaking of the asking their friends here. Unfortunately, it seems that our university in general this is one of the results of the questionnaire here is that we don't have this peer support, let's call it you see where we get the support from other PhD students, Maybe some students help each other maybe in language or whatsoever but they don't have a lot of support. As a plan by the university here. So, do you have any step for example or any plan at difficulty of your faculty years to solve this problem to prepare the students to come together to help each other.

Supervisor 2: And we don't have anything like that. But what I do personally when I have, for example, two, three PhD students under my supervision. When I do meeting,

sometimes we do all together, and we are discussing them topics with each other as well, or they're representing what they did up to now, and other students are joining to the discussion as well so I personally do this part as a department, we don't have such application, or say, Okay,

Interviewer: thank you so much. Now, I will give you some of the, let's say unique results that we got from the questionnaire and they want you just to comment on them, you see. So let me start first with the rule of publication rule here we asked the students. Do you think that the university should review its publication policy, which is usually SCI SCI expanded SCI or HCI publication to be two articles in Scopus instead 68% of the students said yes. What is your comment about this.

Supervisor 2: Yeah, this shows the challenges that our students have and they have difficulties in publication, we are aware of that and having, I'm not sure about just two will be enough to Article. Yes, I don't know I think Senate etc needs to discuss and find the solution for this. But of course they should have some alternatives.

Interviewer: Okay, got it. Thank you so much. Now regarding this students the PhD students, we asked them, I mean like, do you think you have weaknesses in academic writing the language regarding the language they said, 27%, if they said, Yes, we have a problem in language 70% said that we have a problem in research skills, which means that one every five students have a problem and research gives us one every four students have a problem in English language, what is your comment about this,

Supervisor 2: I think, in our curriculum for all the faculties, they need to have more and more research courses, but not like only terrorists, they need to do applications as well, like how to write down a research paper, how to implement a research project. I mean they need to do this to improve that research skill. Because when students come

to us, some of them like most of them don't know even how to write an abstract. So, I mean they need to know this before they start writing a thesis or something. So I think school, or faculty managers that we say should increase those research courses, etc, and about English. Still, I think we have some problems in our English Division I don't know prepper Preparatory School. And then, to be more like on writing because I have some students who can talk very fluently. But while they are writing they don't know how to write Academy grant writing should mean the focus. And I think university should have some proofreading services as well. Because I myself need as well for my own articles and I'm sending my articles too, because I'm not like a British person or anything. I studied here as well. That's why I have difficulties in academic writing as well for myself. And we need some professional proofreading services in the school.

Interviewer: Well actually this is like the last point here that was mentioned by the students I mean like I like the question was, I need proofreading for my article to get it published 68% percent said yes. So, this means that my like you're really in favor of establishing a center for proofreading. Exactly, exactly. I see. Okay, thank you so much. Now let's come to the supervisor here. I mean, like we asked the students. This is like here for the old, the whole university I'm not talking about your department is specific, but like, we ask them, my supervisor shows me how to write my article and then I follow his or her style in the next draft 26% said no, they disagreed. So, do you think that's I mean like in general, supervisors are really doing the job here or there are certain problems here and there in showing the students the way for publication.

Supervisor 2: I don't know how the way it is, in general, but I think they should show it like I mean you cannot just tell a student, go and write something and bring that to me I think you need to show them you need to direct them. You need to help them, and they need to follow your own articles your own style. Otherwise I mean you cannot

work together, you cannot write an article or thesis together, they don't follow your way.

Interviewer: Okay, I mean like the same questions were about literature review and analyzing data, they said like research similar results here, 26 or 27 said that no, we don't get any support from the supervisor here regarding data analysis. And, I mean like literature review. Do you think it's the job of the supervisors to do these things for the student, or to help the student or is just to tell the student go and do this thing here.

Supervisor 2: I think the best way is to tell the students about the data analysis part. Like a supervisor shouldn't sit down and download data and give read delete, but they need to guide students like where he can check how to download the data. So, that just guidance is important I think.

Interviewer: So maybe we can say that they don't want the supervisor is to guide but the student needs to do the job, exactly say thank you. Now let's come here to the support from the instructors forget about the supervisors now you'll be done as an instructor as well. You see, I mean like we asked certain questions to the students about their courses pays when they started taking their courses before we go into the qualifying exam, and then the article publication and thesis, I mean like we asked certain questions here for example my PhD courses focused on publication skills 54% said no. You see, and it seems that I mean like, this is like an every to one says that, like the course is focused on here. Of course it varies from one department to another. What do you think of this do you think that our courses at the end you'll end at your faculty are really, I mean like focusing on the article publication or just to finish the book for example or the curriculum.

Supervisor 2: I think the last one you said, most of our courses are not based research

or publishing papers, just, they're teaching the theories, etc. To publish you need to know those as well, but it's nothing to do with like how to write down a research paper, we have just one or two courses which is related with the analysis part in those courses in our department, let me say, we offer that type of course, like how to publish a paper just one or two courses maximum mph. But other than like most detailed technical things not practical ones.

Interviewer: Do you think that me like the courses should be, I mean like publication oriented or they need just the state as they are. Do you think that there is a need for an action by the university to make the courses or part of the course at least, focusing on propagation, or

Supervisor 2: yes, they should do that, then we need to focus more on application, I mean if they put that criterias for graduation to publish before you graduate, you need to support with your courses as well, that action. I say, Okay,

Interviewer: I mean like, one more question that we asked here. I mean, regarding the, like we talked about this before the peer feedback here. We asked the students, I learned my academic writing skills from my senior PhD students in my department 67% said no, no, we talked about this issue here but to which it's like, what can we do here as a department as supervisors and as a university, to encourage the students have their own communities together in order to increase the publication for everybody.

Supervisor 2: It is really difficult to have that because, like every student has its own way to study on topic that studying and different supervisors, especially when you have different supervisors, you cannot make students to work together and publish some articles. Yeah, because, like, every supervisor has it's his own way, and it will not be effective, I think, to study like that, but I think school cannot do anything for

this, but maybe supervisors for their own students. They can motivate them to study together publish together instead of publishing one article alone. They can publish more than one, when they study together. And in the end, they learn better in. In this way, how to publish etc. Okay.

Interviewer: Regarding this point here, do you think, for example, certain departments have something like this which is like they have a project, which needs many PhD students and everybody tackles a certain point, they think that if we have as a department or as a faculty here such projects. This will encourage people to work together as PhD students, or not necessarily.

Supervisor 2: I don't think so. Why is this. And because they will prefer. Our students will prefer to focus more on their own works, about their thesis. So I don't think that that will be helpful for them to focus on another project. Just together, all together, I don't know.

Interviewer: Thank you so much. I mean like here regarding the university support here, we asked the students, the university should offer more courses and workshops about writing for publication, 88% of the students said yes. Do you think that the workshops, and I mean like trainings that the university offered are enough for the students to improve their skills or that's not enough?

Supervisor 2: I think this question again depends on the department, okay, because in some of our departments, they have a lot of workshops, related with publications or methodologies that we are using some of them organize nothing. I think school should have some requirements for the departments like minimum for example in a semester, you should organize I don't know mean among five workshops about the so they can put such things. Just help students as well, because workshops and that kind of

organizations are very helpful especially for PhD students.

Interviewer: Okay, thank you so much, I mean like I have a few commands here about your departments and specifics I want to share them with you and I want you to comment about them, please. I mean like, basically here we have nine parts bins from your department, you see, we ask them about their previous experience in publication none of them have ever published an article in SSI or SSDI before commencing their PhD, although some of them did their master's degree here. Do you think that I mean like preparing the masters students for example, to publish not necessarily to be SCI but maybe in a local Jordan would help them a lot. Do you think that we need to have a policy for that for master's students.

Supervisor 2: Yes, we need to have, and usually again. For myself I have to talk. I mean during masters, it is really difficult to publish a winning local paper as well. But, because writing the master cheese's they are learning how to do research in masters level. And what I do usually after they finish their master thesis, I am helping them I'm guiding them how to convert the thesis thesis to research papers and not specifically SSI because it will not be enough I mean master level will not be enough to publish in SSI, but some of them in Scopus, or some local journals were trying to publish with some of them.

Interviewer: And one more thing that I noticed here about the students from your department is that, I mean like we asked them which semester they are, of course, all the students that we surveyed here, finished their qualifying exams when they're on like their thesis, I mean, like, one student was from the seventh semester at that time when we collected the data to where from eighth to from the ninth and for from more than 10 Forget about this here and now, only three of them started they're writing their

article which means the students are late in storage in writing, and it's not like commencing with their article writing. Like, do you think this is a problem, or it's not. If it's a problem what solutions if it's not a problem, why

Supervisor 2: am I doing, that is a problem because they're too late to start. As soon as students finish their qualification exam they need to start preparing their papers, because for the thesis even. I mean, in their third semester, they already registered to their thesis. So they end that semester before the qualifying exam, they can start looking for a topic you know, reading about that, because you need to read a lot, to write down pieces and publish from the thesis. That's why they're late, and the solution, I think. Supervisors should motivate them, should guide them, but it's really difficult, even before qualifying exam, they cannot focus because they want to focus on their courses, but at least I will know you can prepare them to choose the topic, etc. And as soon as they finish their qualifying exams. After that semester they need to start writing down my opinion,

Interviewer: actually this is one of the commands that I want to tell you here, it's not about your departments about other departments that maybe we can talk about it here. Some students said that although, like, legally speaking, we start with our thesis for the first semester and we start paying for that, but especially that was like bought from the group discussion here, but unfortunately we never do anything with a supervisor until like they tell us go for the short qualifying exam and come back so they say that we paid for the third fourth semesters and then for the qualifying for the semester, we pay for the thesis, but we never do anything. The sixth semester, we will have the first DMC and then that time we'll have a topic, which means that it's a waste of time here so you suggest that we will, we should start at the third semester, maybe with the minimum level but we need to start exactly, I see, okay, but

Supervisor 2: if they register two cases, I mean supervisor shouldn't tell them like going after your qualification exam. We will work, they need to work.

Interviewer: Yeah. I mean, like, the last thing that I want to talk here about I'm sorry for taking much of your time with them. Five out of nine students at your department said that they have difficulty in data collection, writing results and discussion, and four out of nine said that they have a problem in conclusion, they think it's these difficulties are because of the nature of the research that you do or it's because they need extra support. So what exactly is something normal. And

Supervisor 2: I think about data collection they shouldn't have problems here because we have a very expensive database here. Here we have a lab, and in that lab we have some computers and we have, we call a quantum data stream, and even from Turkey, they are writing us some PhD students if they come here and download they get permissions. Yeah because like in Cyprus, for example, we only have that database. So, I don't know maybe they need more help to guide them like how to use that database. If they think like that I don't know. Because like finance related data is available in that database. Maybe they need some more information about it. Okay, what about writing results

Interviewer: and discussion, are these things difficult for the students do you think that this is normal or Well,

Supervisor 2: I think, writing results is not difficult if they know the methodology very well, that they're using. So, if they can learn from the courses that we have that analytical courses that we have. If they learn those methodologies very well. They shouldn't have I mean, I believe that they should have results writing like difficulties but in conclusion, maybe it is difficult, because, in conclusion, you need to link the

results that you found and what to say about as policy implications recommendations that linkage is difficult, I

Interviewer: understand that. So most broadly I mean like the students are do not understand the relationship between the courses they take their pieces of Article, so maybe they don't take their courses seriously but once they come they will know that I mean like I didn't do well in methodology so I have difficulties now.

Supervisor 2: I think that's because of while we are taking our courses as PhD students, we focus more on like to get a good grade and pass the courses don't think that we are going to use those knowledge. In our research, because we are not planning ahead. So, again, maybe the supervisor advisor at that time, or the course instructor, they need to help the discipline the stand the importance of them.

Interviewer: Okay, thank you so much. Any other comments about this topic, your article publication challenges the PhD students, in order to improve their publication chances.

Supervisor 2: First of all, they need to follow the workshops, and they need to use the our facilities like our database, efficiently, and the last thing is to always contact with their supervisors, especially for their problems. That's really important. They need to follow lead researchers in their topics like finance, economics, whatever they're doing, what are like recent trends in publications about topics like that. I think that will be helpful.

Interviewer: Okay, thank you so much.



**Doğu Akdeniz
Üniversitesi**
"Erdem, Bilgi, Gelişim"

**Eastern
Mediterranean
University**
"Virtue, Knowledge, Advancement"

99628, Gazimağusa, KUZZEY KIBRIS /
Famagusta, North Cyprus,
via Mersin-10 TURKEY
Tel: (+90) 392 630 1995
Faks/Fax: (+90) 392 630 2919
E-mail: bayek@emu.edu.tr

Etik Kurulu / Ethics Committee

Reference No: ETK00-2019- 0164

28.06.2019

Subject: Application for Ethics.

RE: Ahmad Fawzi Shamsi

Faculty of Education

To Whom It May Concern:

On the date of **28.06.2019**, (Meeting number **2019/16-10**), EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Ahmad Fawzi Shamsi from the, Faculty of Education to pursue with his PhD. thesis work **"Investigating academic publishing challenges for PhD candidates in an English as a medium of instruction (EMI) context."** under the supervision of Prof. Dr. Ülker Vancı Osam. This decision has been taken by the majority of votes.

Regards,



Prof. Dr. Fatma Güven Lisaniler
Director of Ethics Committee

FGL/ns.

www.emu.edu.tr