

**Building research capacity in higher education: Perceptions of Faculty working in a state university in Kyrgyzstan**

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# BUILDING RESEARCH CAPACITY IN HIGHER EDUCATION: PERCEPTIONS OF FACULTY WORKING IN A STATE UNIVERSITY IN KYRGYZSTAN

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**Building research capacity in higher education: Perceptions of Faculty working in a state university in Kyrgyzstan**

**Abstract**

The role of research has been essential in disseminating knowledge and advancement of universities. In this essence, research capacity at universities is a solid instrument to equip the faculty members with necessary research tools. In order to conduct research, faculty members need enough capacities such as analytical skills and academic writing skills and may position research as a complex process to stay motivated and positive consistently (Altbach, 2014; Ridley, 2011). Within the Kyrgyzstani educational system, the teaching faculty, as part of their qualifications, are required to earn an academic degree to increase the quality of research and university rank (MoES, 2015). In effect, the official ordinance of the president of the Kyrgyz Republic is to introduce Ph.D. programs at universities and increase high-impact publications (MOES, 2021). The present study aimed to explore the faculty's perceptions of research capacity at the one university in Kyrgyzstan. Semi-structured interviews were addressed to 10 faculty members with academic degrees. The findings suggest that many university teachers display a low motivation to conduct research due to the teaching load, low salary, gender norms, and publishing challenges in higher education institutions. Research opportunities are hampered by a lack of internal and external financial support. There is a dearth of scholarly activities to improve research and academic writing skills. The findings revealed that research standards present in the international curricula are not widely used at this university.

**Keywords:** research capacity, higher education, publishing, research opportunities

**Наращивание исследовательского потенциала в высшем образовании: Восприятие преподавателей, работающих в государственном университете в Кыргызстане**

**Абстракт**

Исследования играют важную роль в распространении знаний и развитии университетов. В этом смысле исследовательский потенциал университетов является надежным инструментом, позволяющим вооружить преподавателей необходимыми инструментами для проведения исследований. Для того чтобы проводить исследования, преподавателям необходимо обладать достаточным потенциалом, таким как аналитические навыки и навыки академического письма, а также представлять исследования как сложный процесс, чтобы оставаться мотивированными и позитивными последовательно (Altbach, 2014; Ridley, 2011). В системе образования Кыргызстана преподавательский состав в рамках своей квалификации обязан получить ученую степень для повышения качества исследований и рейтинга университета (МОН, 2015). По сути, официальным указом президента Кыргызской Республики предусматривается введение в университетах программ Ph.D. и увеличение числа высокоэффективных публикаций (МОН, 2021). Целью настоящего исследования было изучить восприятие преподавателями исследовательского потенциала в одном из университетов Кыргызстана. Полуструктурированные интервью были адресованы 10 преподавателям с учеными степенями. Полученные результаты свидетельствуют о том, что многие преподаватели университета демонстрируют низкую мотивацию к проведению исследований из-за учебной нагрузки, низкой заработной платы, гендерных норм и проблем с публикациями в высших учебных заведениях. Возможности проведения исследований для преподавателей сдерживаются отсутствием внутренней и внешней финансовой поддержки. Не хватает профессиональной поддержки для улучшения навыков проведения исследований и академического письма. Результаты исследования также показали, что исследовательские стандарты, которые присутствуют в

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международных учебных программах пока не нашли широкого применения в данном  
вузе.

Ключевые слова: исследовательский потенциал, высшее образование, публикации,  
исследовательские возможности

**Жоғары білім берудегі зерттеу әлеуетін арттыру: Қырғызстандағы мемлекеттік университетте жұмыс істейтін оқытушылардың пікірлері**

**Аңдатпа**

Зерттеулер білімнің таралуы мен университеттердің дамуында маңызды рөл атқарады. Бұл тұрғыда университеттердің зерттеу әлеуеті оқытушыларды зерттеу үшін қажетті құралдармен қамтамасыз етудің сенімді құралы болып табылады. Зерттеу жүргізу үшін оқытушылар аналитикалық және академиялық жазу дағдылары сияқты жеткілікті әлеуетке ие болуы керек, сонымен қатар зерттеулерді дәйекті және позитивті болып қалу үшін күрделі процесс ретінде ұсынуы керек (Altbach, 2014; Ridley, 2011). Қырғызстанның білім беру жүйесінде оқытушылар құрамы өз біліктілігі шеңберінде зерттеулер сапасын және университеттің рейтингін арттыру үшін ғылыми дәреже алуға міндетті (BFM, 2015). Шын мәнінде, Қырғыз Республикасы Президентінің ресми Жарлығымен университеттерде Ph.D. бағдарламаларын енгізу қарастырылған және тиімділігі жоғары Жарияланымдар санын ұлғайту (BFM, 2021). Осы зерттеудің мақсаты Қырғызстанның университеттерінің бірінде оқытушылардың зерттеу әлеуетін қабылдауын зерттеу болды. Ашық құрылымдалған сұхбаттарға ғылыми дәрежесі бар 10 оқытушы қатысты. Алынған нәтижелер университеттердің көптеген оқытушылары оқу жүктемесіне, жалақының төмендігіне, гендерлік нормаларға және жоғары оқу орындарындағы жарияланымдарға байланысты зерттеу жүргізуге деген уәждің төмендігін көрсетеді. Оқытушылар үшін зерттеулер жүргізу мүмкіндіктері ішкі және сыртқы қаржылық қолдаудың болмауымен тежеледі. Зерттеу және академиялық жазу дағдыларын жақсарту үшін кәсіби қолдау жеткіліксіз. Зерттеу нәтижелері сонымен қатар халықаралық оқу бағдарламаларында бар зерттеу стандарттары осы университетте әлі кең қолданылмағанын көрсетті.

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Түйінді сөздөр: зерттеу әлеуеті, жоғары білім, Жарияланымдар, зерттеу мүмкіндіктері

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# BUILDING RESEARCH CAPACITY IN HIGHER EDUCATION: PERCEPTIONS OF FACULTY WORKING IN A STATE UNIVERSITY IN KYRGYZSTAN

## Chapter 1. Introduction

### Introduction

This study aims to explore the faculty's view of challenges and opportunities to conduct research at state universities of Kyrgyzstan. State universities of Kyrgyzstan may increase their internal academic potential by building research capacity for the faculty. Research capacity implies the university's capability to equip the faculty with competent skills, qualifications, and funds to encourage them to conduct research. This study intends to explore how a state university builds research capacity for the faculty in Kyrgyzstan.

### Background of the study

Kyrgyzstan (officially the Kyrgyz Republic) is a landlocked, small country in northeast Central Asia, and its territory covers most parts of the Tian-Shan, Pamir, and Alai mountain ranges. Kyrgyzstan is an agrarian country with a low-middle income, and GDP per capita is \$ 1,166.7 (World Bank overview, 2021). A diverse country with more than 120 nationalities, it borders such countries as China, Kazakhstan, Uzbekistan, and Tajikistan. As one of the 15 Soviet republics, the Kyrgyz republic served in the economics, politics, and education of the Soviet Union. Hence, the government traditionally controlled and subsidized Kyrgyzstan's higher education institutions (HEIs). As a rule, the Soviet HEIs functioned as knowledge producers, and their central role was to prepare specialists for the Soviet industry.

Consequently, after the collapse of the USSR, Kyrgyzstan gained its independence in 1992 and was also transforming its higher education system. Thus, a changing labor market and quickly updating knowledge urged HEIs to implement innovative forms. However, the country did not have the capacity for immediate reforms. Therefore, multiple international donors entered the country (ADB, 2015). Merrill's (2011) study plausibly reflected that moment as "Kyrgyzstan is the recipient of educational export rather than the inviter of educational import"

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(p.11). The study may justify Fullan's (1992) "symbols over substance" (p. 746) theory.

However, "attrition of pockets of success" (Fullan, 1992, p.748) was inevitable because donor support was sustained for a limited period. Simultaneously, HEIs dealt with the outmigration of qualified cadres (Huisman, 2018; ADB, 2015; Smolentseva, 2018).

As a consequence, HEIs experienced a deficit in the teaching faculty. Moreover, many prospective teachers pursued a degree abroad as they did not see any career or high salary opportunities in returning to Kyrgyzstani universities (World Bank, 2019). Another concern in higher education was a high mobility rate among university instructors. Many were forced to teach at two or more universities to earn more money (ADB, 2015; Eurasian commission, 2012; Kataeva & DeYoung, 2018). This mobility of the university faculty has been a big enterprise and has created an imbalance of teaching hours and less time for professional development.

### **Statement of the problem**

In order to advance and disseminate knowledge, the universities must integrate research. Thus, the prerequisite for university advancement is building research capacity. In essence, The Kyrgyz Republic's president signed a decree to improve the research capacity of universities and increase the number of high-impact publications in order to meet international standards. However, the historical evolution of research must be considered in this context. Today's HEIs inherited the Soviet model of education. During the Soviet time, research was not an integral part of universities, and the Academy of Science was a colossal scientific machine responsible for producing research (Froumin et al., 2018; Smolentseva, 2018; Kataeva & DeYoung, 2018). The absence of a connection between teaching and research in Soviet HEIs resulted in problems in integrating the two in post-Soviet HEIs. Engaged solely in teaching, former Soviet higher education institutions were incapable of handing over research experiences to Post-Soviet universities. According to Heyneman (2010), post-Soviet HEIs were challenged to merge

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universities with former research institutions. Hence, deprived of state funding and subsidies, research institutions and higher education transformed into universities that still cannot provide adequate financial and professional support for researchers.

Moreover, academic degree titles still bear the Soviet terms; therefore, these related terms must be explained in this section. *Aspirantura* is a graduate program similar to a licentiate program, it is higher than a master's degree, but it does not correlate with Ph.D. Thus, *the aspirant* is a student of *aspirantura*. Thus, the graduate of *aspirantura* is awarded a *kandidat nauk degree* (candidate of science). *Doktorantura* is the highest scientific program after *aspirantura*. It is considered higher than Ph.D., and subsequently, the graduate is awarded a *doktor nauk degree* (doctor of science).

Moreover, both government and MoES have not considered the faculty's research background and the lasting impact of the Soviet-style of conducting research (ADB, 2012; Merrill, 2012). It indicates that to what extent conducting research complies with the international standards, specifically Western norms. In this essence, Altbach (2014) argued that many countries achieve "a significant research and practitioner community in higher education" (p. 1313) if organizations support higher education. Therefore, the study's central purpose was to explore how the faculty members perceive opportunities to build their research capacity and to which extent the faculty receive sustainable financial assistance and adequate professional education in conducting research from the university and from the research communities (if they are present).

### **The following research questions guided the study:**

- How do faculty members perceive opportunities to build the research capacity in their university?

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- What funding opportunities does the university provide for faculty in conducting research?
- How does the university support researchers in improving research skills and background knowledge?
- What challenges do faculty have in conducting research, and how do they overcome them?

### **Significance of the study**

The significance of the study is two-fold. First, by exploring how the faculty perceives research opportunities for conducting research at a state university in Kyrgyzstan. It will enable the university administration and the Ministry of Education to create research opportunities for the faculty. Second, it will attempt to emphasize the significance of research and increase the faculty's interest in conducting research and developing their research skills. Third, Ph.D. holders may be utilized more effectively in the research networks and academic writing skills improvement training. Finally, it might be helpful for the university administration and MoES to be aware of challenges that faculty encounter in their research and enable them to address those challenges by providing policies and professional support to enhance faculty research skills. This research will improve the university's policy and contribute to the body of the language (Creswell et al., 2012). Moreover, this study may raise the university's awareness of the importance of building research opportunities for researchers. For instance, universities may seek more ways to raise internal funds and attract external funds to provide financial assistance to researchers. It is also an opportunity for participants to express their insights about research and the challenges they experience in conducting research. Consequently, faculty members willing to conduct research may receive more professional support. Policymakers can hear participants' views and ideas as notes for improvement. Also, this study may increase participants' and other faculty's curiosity about conducting research.

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### **Outline of the Thesis**

The thesis is organized in six chapters. Chapter 1 introduces the study's context, the background of the study, the statement of the research problem, the purpose of the study, and the research questions. In addition, it recognizes the primary audience for the paper and why this study is beneficial for them. Chapter 2 presents the themes that have been extensively discussed in the existing literature. Chapter 3 illustrates the research design, methodology, sample, data collection procedures, and clarifications of data analysis. The chapter also discusses ethical considerations. Chapter 4 comprises the investigation findings guided by the research questions articulated. The following section, Chapter 5, debates the results concerning the current literature in the field. Further, Chapter 6 summarizes the findings and their research implications and makes recommendations for the stakeholders and future policies. Finally, the study's limitations and suggestions are presented.

### **Chapter 2. Literature Review**

This section reviews recent literature on the importance of research in higher education. Thus, trends are discussed in building research capacity for higher education within far and near international context. Research plays a critical role in producing new knowledge and new ideas. Seminal contributions have been made by Altbach (2009) in his study “The emergence of a field.” The scholar emphasizes that research improves the quality of higher education and contributes to society. McLean et al. (2018) express a similar viewpoint and underline that research can bring more educated individuals engaged in the educational field and other spheres of society. In the same way, Kataeva and DeYoung’s (2018) study also states that research is an essential element for the evolution of a university; it promotes the dissemination of knowledge, and most importantly, it plays a significant role in university ranking. While universities produce knowledge, it is also crucial to mention that universities are knowledge consumers and use data

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simultaneously. For instance, universities need to analyze enrollment and recruitment data to report the student and faculty ratio. Similarly, research is important for the university to monitor the level of academic performance (Altbach, 2014).

### **The international context of research**

The review of the literature on building the research capacity identified three important groups of factors that have received extensive scholarly attention: (1) university-related factors, (2) context-related factors, and (3) personal (individual) factors related to research productivity.

Multiple international studies explored the financial, technical, and professional assistance to researchers at universities (e.g., Biesta et al., 2011; 2014; Masika et al. 2014); McLean et al., 2018; Mayer and Oancea, 2021; Williamson 2019). Financial support for research advancement is necessary for universities themselves in the first place. Universities need to use data and bring new research insights into the classroom. Masika et al. (2014) have found that insufficient funding hampers the production of effective research. This finding is similar to McLean et al. (2018), who argues that only strong financial and technical assistance enables researchers to “conduct, conceive, communicate and manage” robust research (p, 126). Building on this idea, Williamson (2019) has contrasted non-funding research programs to subsidized programs; the latter increase faculty aspirations for conducting research and enhance the research quality, while financially, unassisted researchers are challenged to fulfill their research aspirations. Mayer and Oancea (2021) argue that researchers, despite the limited finances, are compelled to conduct their research under restrictive time constraints. However, financial problems are often in parallel with the low research qualifications/skills.

Hence, scholars assert that professional development is essential for university teachers to recognize and scrutinize educational issues in order to conduct research. However, the studies vary in their findings regarding how professional support is connected to low motivation in

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conducting research. McLean et al. (2018) and Biesta et al. (2011) found that the lack of technical assistance decreases the capacity of researchers. Biesta et al. (2011) also conclude that professional preparedness to conduct research is pertinent to a researcher's ability to theorize and access high-quality technologies. Biesta's (2011) finding is supported by the McLean et al. (2018) study, which argues that researchers need strong theoretical and conceptual groundwork to efficiently test hypotheses and accomplish rigorous practical and theoretical research.

The second major theme identified after the literature review is personal traits. The personal traits have contributed significantly into the research process. Therefore, prominent philosophers wrote their theories on the individual attributes that help to become a unique researcher. Specifically, Hume, (restored and printed in 1983) argues that personality factors shape a researcher's attitude towards conducting research; the output of research is based on individual principles of a researcher. Primary inspiration and motivation to conduct research can be maintained by the researcher's high responsibility, inquisitiveness, and resilience. In order to conduct quality research, faculty members need enough capacities such as analytical skills, the ability to write academic papers, and a deep understanding of the trends that are worthy of research (Altbach, 2014; Hill & Thabet, 2021; Lyytinen et al., 2007). However, the Murray et al. (2009) study on capacity-building factors claim that personal traits are valuable if researchers have good expertise and opportunities to conduct research. In fact, research capacity significantly depends on opportunities, motivation, and expertise (Murray et al., 2009). Notably, this argument is just because the above-mentioned factors in Murray et al. (2009) study comprise the research capacity. Subsequently, researchers are motivated to produce quality research if they have professional and financial opportunities.

Equally important when an industrious, patient, persevering, and curious researcher maintains studiousness throughout his/her research journey (Ridley, 2011). Similarly, Kostoulas

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et al. (2019) note the research competence of university teachers. Firstly, research enables teachers to immerse in ongoing learning and develops their professional qualifications, increases educators' curiosity, and thereby inquisitive educators bring new approaches to university and have a positive impact on the students. Secondly, good research demands a literature review. Notably, academic literature can shape educators' attitudes to research; it enlarges teachers' understanding of research.

Ultimately, a researcher may possess numerous personal traits to be productive. Ridley's (2011) study has labeled them as "research virtues" (p, 287). Ridley (2011) has closely studied John Dewey's and David Hume's definitions of a productive researcher. Accordingly, these research virtues are open-mindedness, wholeheartedness, and responsibility (Dewey, 1916, as cited in Ridley, 2011). Furthermore, Ridley (2011) cites Hume's (1983) morals of a researcher as a prudent and eloquent individual who also possesses an excellent memory, discretion, and wisdom; an individual who can have deep judgment and insight of the things. This is specifically important nowadays, since Kyrgyzstan is undergoing curricular changes. Writing dissertations and theses were mainly based on summarizing literature. Researchers did not follow international thesis or dissertation organization or citation, for instance, literature review, methodology, findings report. The same study by Ridley (2011) argues that humility is important for researchers, yet researchers must be courageous in the circumstances when they must support their own argument. Ridley (2011), further on, separates these personal traits into three groups: intellectual impartiality, i.e., a person's ability to be open to ideas; intellectual sobriety, i.e., accepting reasons, evidence, and argument; and intellectual courage, i.e., a persevere and determined researcher (Ridley et al., 2011, p. 287). However, such intellectual capabilities may position research as a complex process to consistently stay motivated and positive (Pratt et al., 1999). For instance, researchers may stop researching their topic when they face challenges with reasoning or finding evidence and argument.

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Another important personality trait of a researcher is a willingness to conduct research. Willingness can increase researchers' curiosity and encourage them to conduct research despite continual financial hardships and long writings. Thus, Houston et al. (2010) conclude that a lack of willingness to conduct research is exacerbated by these beliefs: a) the research process is a difficult and long journey, b) any research "has to be published" (p. 558); c) research is not similar to other kinds of work; d) research is accessible only to those "who identify themselves strongly as researchers" (p. 558); e) research must be produced in a setting of strong researchers. But, when the policymakers consider the areas for improvement, researchers can question various research models, applying appropriate research methodology and designs, and can create a ground for practical and theoretical work, the researchers acquire confidence and take ownership for conducting research (Altbach, 2014; Chernousova, 2007).

### **The role of academic networks and publication.**

Diverse academic networks have been encountered in the studies of Jacob & Meek, 2013; Johnson, 2008; Nielsen, 2016; and Martinovic et al., 2012. Altbach (2014) argued that research networks are "quintessential public good institutions – educating, producing knowledge for society, and in many instances serving as major cultural resources" (p.1307). Thus, the peculiar task of universities is establishing international networks between researchers. International collaboration provides researchers with mobility and increases their potential to produce quality research (Jacob & Meek, 2013). For instance, active involvement in networks inspire the researchers for extensive sharing and discussing academic articles. According to Jacob and Meek (2013), universities, as scientific mobility generators, in a greater way improve and transfer knowledge. Previously, the connection of scholars was productive. namely, a tight research network within the USSR republics was one of the strengths of Soviet time research. This network functioned as one whole apparatus. As a result, this collaboration played a great role in the research advancement of that period (Johnson, 2008). Thus, academic networks do not

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only promote academic mobility but also improve internationalization processes in higher education institutions.

Two more promising perspectives the academic networks are 1)co-publishing provide and are the citation rate (Nielsen, 2016). In this respect, “Male researchers significantly outperform their female colleagues regarding citation impact” (p. 2045). Therefore, the collaborative work of female researchers may decrease this discrepancy in the citation rate. Taking account of female publications as more “single-authored”, international research networks will “considerably broaden the audience around the authors” and foster more “multi-authored” publications (p. 2053). Subsequently, co-publishing with female researchers is significant; it can expand the research geography and raise the status of female researchers around the world.

While the studies aforementioned focus on research communities in university environments; Martinovic et al. (2012) point out an effective collaboration between a university and school teachers. If incorporated into school classrooms, research improves students’ knowledge and involves more teachers in research. This approach is shifting the “assumption that universities are the sole discoverers of theoretical knowledge” (p, 386), eliminating a strict barrier between school and research. Kazakhstan Educational Research Association (KERA) is an example of an effective academic network of university instructors and school teachers which aims to educate in the “basics of research methods” and attract teachers into research (KERA, 2019). Ultimately, such educational networking forges educators’ inquisitiveness to research; teachers become more resilient in a research journey.

Today’s academia has increased the meaning of “Publish or perish”. Coupled with difficulties of academic writing, there is a force to publish in English. Jiang et al. (2017) claimed that “In this reputation race, novice scholars whose native language is not English find

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themselves squeezed by increasing demands. (p. 429). However, the study argues that this publishing anxiety can be reduced by researchers' collaborative support and efforts; in a shared atmosphere of offering and receiving assistance, young researchers gain confidence in writing. Moreover, collaborations decrease frustration and foster new learners to become scholars. Lyytinen et al.'s (2007) similarly states that publishing is a must case for scholars and a "frustrating process" (p.199) of writing can be decreased by "mentorship" in a scholarly community or as a classical "faculty-student" scenario (p. 199). In the meantime, Hill & Thabet, 2021 undertake a comprehensive reflection on a relationship of research and publishing at current universities. According to their study, this time is specifically challenging but interesting because "research is only merging now" in many countries, and these countries are "generating research publications" simultaneously (p. 325). Ultimately, these studies are relevant for the Kyrgyzstani research and publication landscape nowadays. In other words, the governments/s decree on publications and integration research in higher education universities are primary tasks of education in Kyrgyzstan today, and that will be elaborated in the following sections.

### **Higher education and research in the Soviet Union**

There have been numerous significant studies investigating higher education and research in Soviet times. Several authors have recognized that higher education in the Soviet Union had some particular features. Mainly, it was "state-centered," and higher authorities were responsible for planning and administering educational processes (Froumin 2014; Smolentseva et al. 2018). The scholars agree that higher educational institutions (HEIs) trained a particular number of specialists in specific fields while other government structures provided job places for graduates.

The Ministry of Education did not oversee all higher educational institutions; some of them were under the administration of certain ministers and state departments (Smolentseva et al., 2018, as cited in David-Fox, 2012; Ryzhkovskiy, 2012). Thus, such an approach restricted

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institutions from taking initiatives and growing as their budget and statistics depended on other ministers. Moreover, it is considered that the necessary information for plan and education management was top secret that even heads of the institutions could not have access to whenever they wanted (Heyneman, 1995; 1997a; 1997b; 1998; World Bank, 1995).

Another distinct characteristic of Soviet Education was that all institutions complied with the uniform “principles and requirements” (Smolentseva et al., 2018, as cited in Ovsyannikov & Iudin 1990; Kuraev 2015). Accordingly, Russian was the primary language for educational, academic, and scientific materials and curricula; all the joined educational events were held in Russian. However, social and economic situations were not sufficiently balanced between the republics, and therefore, many issues in education remained unsolved (Fruomin-Kouzminov, 2018; Johnson, 2008; Smolentseva et al., 2018). For this purpose, the Soviet government established higher education institutions outside European countries of the USSR.

Regardless of their increased number, HEIs did not have enough capacity to enroll a larger population. Nonetheless, Smolentseva et al. (2018) study highlights some significant accomplishments of that period, the Soviets provided free higher education, and it constantly expanded throughout the country. Concurrently, it eliminated the barriers for some segments of society that had fewer opportunities to gain education, such as “workers, peasants, women, and various nationalities” (Smolentseva et al., 2018, p 9).

The research was also essential during the Soviet period. However, during this period, research was strictly separated from higher education which is another distinct feature of Soviet education, and it was successful in some ways (Fruomin, 2018). Government subsidies funded the research, and there was a strong network of researchers within the Academies of Science and other research institutes (Johnson, 2008). It is noted that universities and specialized institutions were developing simultaneously with different purposes; while universities were more oriented

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to specialized instructions with applied sciences, the specialized institutions paid more attention to research (Smolentseva et al., 2018, as cited in Sivertsev, 1976). However, this greatest strength of Soviet science was simultaneously its most significant weakness because, after the collapse of the USSR, the Soviet republics stopped receiving state funds for research. As a result, previous ties within research communities were disconnected, and the Academies of Science weakened (Johnson, 2008). Therefore, research was stifled during the immediate post-Soviet era.

### **Higher education and research after the fall of the Soviet Union**

The fall of the Soviet Union drove the post-Soviet countries into a vast unknown abyss. Masses of individuals now could access an elite education for a small number of people that lasted centuries (Altbach, 2014). The education system of Kyrgyzstan faces significant changes, thus the year of the collapse of the Soviet Union became a decisive point in building the modern education system in Kyrgyzstan. The chapter discusses influential aspects of this reform process, which are the introduction of some political and legal frameworks (Johnson, 2008), funding and administration problems (Johnson, 2008), modernization, marketization, and methodological issues, as well as professional and licensing challenges (Heyneman, 2010).

According to Johnson (2008), political and legal regulations related to decentralization and privatization were inappropriate; thus, they negatively influenced education's academic system and quality. Another crucial point of the crisis is the downfall of the state funding and administrative capacity in the 1990s, which became the most destructive period in education in post-Soviet countries, including Kyrgyzstan (Johnson, 2008). The new laws and regulations were not always effective because the universities were implementing these international standards one by one without a comprehensive analysis (Merrill, 2012)

The next issue of faculty deficit is relevant even nowadays. Heyneman (2009) points out that faculty did not possess the necessary qualifications; attracting new and qualified faculty was

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also nearly impossible because of the low salaries. The deficit was also caused by the outmigration of scientists, researchers, and qualified instructors (ADB, 2015). Besides, the remaining faculty with scientific degrees were mostly the representatives of the older generation (ADB, 2015).

With that being said, it is also important to point out the positive sides of the education system and research after the collapse of the Soviet Union in the Kyrgyz Republic, as addressed by Johnson (2008) and Shadymanova and Amsler (2018). These scholars conclude that higher education in Kyrgyzstan was diversified and provided many different training fields (Shadymanova & Amsler, 2018, p.230). Moreover, the Kyrgyz language was declared an official language during that period.

University instructors were also affected by the dissolution of the Soviet Union. During the Soviet period, they were motivated and received sufficient financial support to acquire scientific degrees. *Aspirantura* students gained these degrees through effective research production, contribution to society's development, and successful defense of their dissertations (Kataeva & DeYoung, 2018). This tendency, however, changed after the Soviet era.

In contemporary Kyrgyzstan, there is a lack of competent and qualified faculty and researchers (DeYoung, 2010). Many professors and qualified instructors moved from Kyrgyzstan to Russia or Europe after the breakup of the Soviet Union (Eurasian commission, 2012; Froumin et al., 2018; Johnson, 2008; Merrill, 2012). As a result, Kyrgyzstani HEIs did not have the resources to train qualified faculty and researchers. Thus, this literature review discusses the importance of financial and professional support for faculty to conduct research, identifies the qualities researchers need to possess to produce effective research, and builds a research-based network that fosters faculty engagement.

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### **Overview of higher education in Kyrgyzstan**

Kyrgyzstan's higher education has traditionally been highly centralized and controlled by the Ministry of Education and Science. Like other Soviet republics, higher education institutions (HEI) experienced a transformation period after the collapse of the USSR. Kyrgyzstan has participated in many domestic and international policy formations during these years. Merrill's (2012) study underlined the diversified plethora of Kyrgyzstani higher education due to international and academic programs. According to Heyneman (2010), the nature of Central Asian higher education was identical because all these Soviet republics worked on the restructuring of tertiary education of the Soviet model, which included provision diversification, decentralization of higher education, marketization, and adoption of new curriculum structures.

The Year 1991 was a starting point of transitioning into a free economy, and a new Law "On Education " was adopted in 1992 ([www.stat.kg](http://www.stat.kg)). Currently, Kyrgyzstan has 53 HEIs: 34 public and 19 private universities (Erasmusplus. kg, 2017). The expansion of the higher education sector was a major change in a relatively short time (DeYoung 2011, Heyneman & DeYoung 2006). There was a significant increase in student enrolment because there were more post-secondary institutions compared in Soviet Kyrgyzstan. At its independence, only nine higher education institutions existed in the country, while in 2020, this number reached 73: 33 state and 40 private (MoES, 2021). Many international agencies also founded institutions. Thus, 30 public and private universities are located in the country's capital. However, the government funding and quality drastically declined due to a rapidly growing number of universities (DeYoung, 2011). Once considered elite, a university was accessible to common individuals for less effort and cost. Thus, structural and curricula standards were abundantly implemented and some authors gave a professional look at those reforms.

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Subsequently, in their analysis of higher education reform in post-Soviet Kyrgyzstan, Shadymanova and Amsler (2018) note that HEIs responded to new political-economic changes. The Kyrgyz government adopted numerous strategies and laws to change the structures of HEIs in the new free-market economy. Mindful of Heyneman's (2018) study, higher education irresistibly faced changes in the former Soviet countries, and Kyrgyzstan experienced similar processes as other post-soviet countries.

All Post-Soviet countries needed to respond to marketization. Shadymanova and Amsler (2018) explain that higher education in Kyrgyzstan transformed into an "expansive, diverse, unequal, semi-privatized, and marketized higher education" (p. 230). The authors bring some information about the background of the problem, the transformation of HEIs, including diversification and differentiation, some practices of the Bologna Process, and a new testing system for the university entrance (Shadymanova and Amsler, 2018).

Many scholars agree that diversifying Kyrgyzstani HEIs was not in distinct manners of diversification (Heyneman, 2010; Shadymanova & Amsler, 2018). Indeed, the diversification and differentiation models were aimed at following the state's requirements. For instance, although HEIs were broadening in their structure and functions and were expanding throughout the country, the Ministry of Education and Science (MoES) and "state regulations" controlled licenses and regulated the teaching curriculum (Shadymanova & Amsler, 2018). It is also worth mentioning the emergence of the new innovative and modern Higher Education Institutions such as Kyrgyz-Turkish Manas University, regulated by Turkey and American University of Central Asia, regulated by the United States of America, AtaTurk Ala-Too University, Kyrgyz-Russian Slavic University (Heyneman, 2010; Shadymanova & Amsler, 2018).

Diversification of higher education increased the number of higher education institutions from 12 in 1990 to 52 in 2015 (Shadymanova & Amsler, 2018). The existing higher education

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institutions have renamed their titles and started offering a broader spectrum of educational services. However, diversification did not mean that they all offered a higher quality of education, but this was a small step towards improvement.

In their overview of the marketization of higher education, Bunner and Tillet (2007) explain that the transition process promoted the emergence of private higher education and new "national approaches" to HEIs. Furthermore, the marketization of HEI required new skills, knowledge, and attitude to grow economically (Bunner & Tillet, 2007). Thus, as mentioned earlier, twelve higher education institutions carried out unique responsibilities for the Soviet economy (Heyneman, 2010). Each of these HEIs prepared cadres for a specific sector of the Soviet industry (Fruimin, 2018; Heyneman, 2010; Johnson, 2008). Several authors have recognized that for once elite higher education, the new market economy resulted in the massification of HEIs (Fruimin, 2018; Heyneman, 2010; Huisman, 2018; Johnson, 2008; Silova, 2007; Smolentseva, 2018).

Higher education in Kyrgyzstan also diversified by applying Bologna system practices. Perhaps, this was one of the significant changes in education. Many universities introduced a "three-cycle system": Bachelor's, Master's, and Ph.D. levels. Although Kyrgyzstan was not a member of the Bologna Declaration, it is essential to implement a three-level program because it gives wider opportunities for the Kyrgyzstani universities to participate in the educational activities with the European universities (Erasmusplus. kg, 2014; Shadymanova & Amsler, 2018).

However, it should be noted that the Bologna system exists side-by-side with the Soviet system of education. The Soviet higher education is a 5-years full program, and a scientific degree can be earned within a two-years of *aspirantura* ([www.stat.kg](http://www.stat.kg)). The Ministry of Education and Science of Kyrgyzstan (2021) recently issued a document on implementing the

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Ph.D. program in Kyrgyzstan. Thus, several HEIs, such as Osh State University, Manas University, and the Academy of Diplomacy, obtained licenses to start Ph.D. programs in their institutions (MoES, 2021). This is a huge leap towards improving research and implementation of the Bologna Process.

Kyrgyz National scholarship testing (NST) was launched in 2002, and it remains one of the most successful educational reforms in the Post-Soviet area (ADB, 2015; Shamatov, 2014). NST is an entrance test to universities, and it allows students to earn grants from the government. The American Councils for Collaboration in Education and Language Study (ACCELS) and the financial support of USAID assisted the Kyrgyz Government in introducing NST (Shamatov, 2014, as cited in Drummond & DeYoung, 2004). The study emphasizes that NST is an effective platform for university entrance, eliminating corruption in university enrollment.

An overall landscape of Kyrgyzstani HEIs “Kyrgyzstan is the recipient of educational export rather than the inviter of educational import” (Merrill, 2011, p, 11). Kyrgyzstan is a low-income country, previously dependent on the Soviet education system, and has faced serious problems providing research opportunities for educators. As a result, many prospective teachers pursue a degree abroad as they do not see any career or high salary opportunities in returning to Kyrgyzstani universities (World Bank, 2019). Moreover, the high mobility rates among instructors between universities are another concern in higher education; to earn money, many university instructors are forced to teach at two or more universities (Kataeva & DeYoung, 2018). Therefore, an imbalance of teaching hours and less time for professional development does not encourage university teachers to conduct research, and thereby it may cause low academic performance. The research field is reviewed in the following section.

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### **Factors related to research capacity building in Kyrgyzstan**

Lately, research productivity in higher education has improved; however, there is a paucity of research conducted at universities. As mentioned in the previous sections, the existence of research and university on separate platforms during the Soviet times may explain this concern (ADB, 2015; Altbach, 2009; Jonbekova, 2020; Kataeva & DeYoung, 2018; Silova et al., 2007). Subsequently, the current research capacity in higher education institutions of Kyrgyzstan depends on the Soviet education model and various structural changes since Kyrgyzstan's independence. These issues are specifically visible after the government's decree on publications in Impact-factor journals and research (MoEs, 2021). In particular, universities experience a dearth of Research Methods courses, unfamiliarity with international research standards, and a lack of academic writing papers (Jonbekova, 2020).

Kataeva and DeYoung (2018) pointed out that the role of research is weakened. Universities are incapable of giving more exposure to research; there is an absence of systematic courses for improving research methods and skills, and there is a dearth of scholarly activities. This may be the time for Kyrgyzstani universities to create conditions for early and mid-career researchers to gain brand-new skills and advance their expertise in research. Facilitating research and involving educators in scholarly activities may immensely contribute to preparing the new generation of researchers.

At the same time, the pressure on the teaching staff to gain an academic degree is high because hiring degree holders is an essential criterion for accreditation in the process of HEIs (Eurasian commission, 2012).

As was studied in the previous literature, research financing is essential. However, reports on fund allocation and research performance at governmental universities in Kyrgyzstan show

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that university faculty receive very minimal financial aid. According to these reports, research funding is minimal, while research completion due dates are still strongly enforced (Eurasian commission, 2020). Subsequently, researchers are forced to seek research and publication opportunities due to low subsidies from nongovernmental and governmental funds (ADB, 2012; Eurasian commission, 2020; Erasmus, 2019; Kataeva & DeYoung, 2018). Therefore, the deficit of faculty members with Ph.D. degrees is critical, and it has raised additional obstacles to universities in response to university accreditation (Merrill, 2011).

In the meantime, in March 2020, the President of the Kyrgyz Republic signed an ordinance to implement a Ph.D. program at HEIs in order to raise the research output. However, this decree still creates many disputes if Kyrgyzstan is fully transitioning to a three-tier level or if the Soviet research system will exist simultaneously. Indeed, Kyrgyzstani higher education will significantly benefit from implementing Ph.D. programs; it will help align with international, more specifically with Western practices and standards. For instance, co-supervision includes coursework requirements, exchange programs, non-degree study in foreign universities, and international publishing, which is dire in this country.

While policymakers digest this decree and consider the future of research, the faculty receive very minimal financial aid for their research performance at governmental universities. According to the reports, research funding has been cut while research completion is strongly enforced (Eurasian commission, 2012). At the same time, researchers are forced to seek research and publication opportunities due to low subsidies from nongovernmental and governmental funds (Kataeva & DeYoung, 2018). While stressing the faculty, the government ordinance on mandatory publications is also an effective instrument to compel them to conduct research. It indicates that the research horizon opens for the teaching faculty once they engage themselves in research.

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In conclusion, this literature review intended to find research capacities for faculty. The attempts to do a literature review were in countries far and near Kyrgyzstan. While examining existing literature, three main themes were discovered: 1) financial and professional support, 2) individual factors that help to be a successful researcher, and 3) research networks and publications.

### **Chapter 3. Methodology**

#### **Introduction**

This chapter justifies the methodology chosen to explore research capacity and the faculty's perception of research opportunities. It will elucidate the design selected for the study, followed by a description of the research site. After that, the study's sample, data collection tool, and data collection and analysis procedures will be discussed. Finally, ethical considerations are outlined.

#### **Research design**

To answer the research questions, this study applied a qualitative design, and it focused on the experiences of faculty members in their research journey at a state university in Kyrgyzstan. The qualitative research design was chosen as it could scrutinize the participants' experiences in depth and disclose more detailed information on the topic (Creswell, 2012). In light of those mentioned above, the qualitative research design was appropriate for disclosing the faculty's perceptions of research opportunities and experiences in overcoming research challenges. A case study was suitable to discover the faculty's views of research opportunities at one particular university; it is also argued that the case study helps to explore the central phenomenon in-depth (Creswell, 2012). Following the idea, Bamber (2015) states that a case study helps understand in-depth what situations and context influence the study's central phenomenon by using qualitative semi-structured interviews. Consequently, the study explored

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how faculty members embraced challenges and opportunities in conducting research at a state university in Kyrgyzstan. Four research questions were designed to determine what financial and professional support faculty receive to conduct research.

Semi-structured face-to-face interviews helped examine and generate individual and typical participants' experiences while conducting research. This study chose semi-structured interviews because they help participants elaborate on their experiences. They have opportunities to respond flexibly about their experiences and views. In other words, they "voice their experiences" (Creswell, 2012, p. 218). Also, face-to-face interviews allow the researcher to see the emotions of an interviewee and build follow-up questions. The key in semi-structured interviews is open-ended questions. When asked open-ended questions, the interviewees are not restricted in creating their responses. Based on the research questions, eleven questions have been included in the interview protocol (see Appendix B). The interview protocol included age, gender, place of work, and status of a participant. The participant's demographic information was crucial because the study intended to discover the views of the faculty members on research opportunities from different generations. Additionally, gender presence was of vital importance. Although female educators and researchers outnumber the male researchers (Science in Kyrgyzstan, 2020), it was crucial to explore what challenges they face in finding balance between home and work, in accessing funds for research, and in publishing.

In addition, it should be highlighted that this study seeks to give a voice to researchers of one Kyrgyzstani university and consequently learn their opinions on research capacity. Therefore, the qualitative research design is more suitable as it is utilized when the scholars need to "empower individuals to share their stories, hear their voices" (Creswell, 2013, p.79). By hearing the voice of researchers in this study, educational stakeholders have an opportunity to learn more about research concerns and expectations.

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### **Research Site**

The research site for this study is a Kyrgyzstani state university that offers various educational programs, including undergraduate, postgraduate, *aspirantura*, and *doktorantura* programs. There is a three-tier higher education system, and a few departments still apply the Soviet 5-year diploma system (*Systema vysshego obrazovania*, 2014). The university's profile is more than 10 thousand students, and it prepares cadres in pedagogy, languages, history, economics, computer science, and many other fields. The university has international ties with other countries. The university does not have autonomy and functions within the Ministry of Education and Science framework. Admission to this university is based on the results of the National Scholarship Testing. Also, it should be mentioned that the university has accreditations from local accreditation agencies such as Quality Agency EdNet in Education. The university was selected for the study's research site since faculty with *kandidat nauk* degrees were available.

### **Sample and Sampling strategy**

The participants represented one of the state universities in Kyrgyzstan. The interviews were with the faculty members from various departments of the university. Nine interviewees were *kandidats nauk* and full-time faculty, while some were simultaneously teaching at other universities. The study recruited participants who had already earned *kandidat nauk* (candidate of science) degrees and one who was studying in *aspirantura*. Ten interviewees participated in the study; seven female and three male faculty members with experience of no less than three years. A few participants hold administrative positions. I recorded nine interviews, and for one interview, I took notes.

As a characteristic of qualitative research, non-probability sampling was used. A researcher may access available and convenient participants through a nonprobability sampling

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(Creswell, 2012). The participants are faculty members at one of the state universities in Kyrgyzstan. In other words, this sampling allowed me to recruit those faculty members who voluntarily participated in the study (Creswell, 2012). The age of the participants ranged from 30 to 60 years old, with a working experience of no less than three years. The presence of both genders and different ages was essential. Succinctly, the study captured a broader picture of the research situation at a state university.

### **Data collection procedures**

The present research utilized an interview method to gather qualitative data on the topic. Although many types of interviews have advantages and disadvantages, I selected the one-on-one semi-structured interview. In educational research, it is convenient to apply the one-on-one interview because data is collected "from only one participant in the study at a time" and is in (Creswell, 2012, p. 218). Data were collected from 9 full-time faculty members and one who worked as a part-time faculty member. Consequently, the findings of this study can be characteristic to only some groups of educators but not to the general educational society in Kyrgyzstan. A researcher may face challenges when "studying people in their homes or workplace"; therefore, it was critical to approach the study's "data collection with sensitivity to the challenges and ethical issues of gathering information face-to-face" (Creswell, 2012, p. 205).

Moreover, data collection was conducted in a pandemic situation. Providing a safe space for each participant was one of the crucial parts of the study. The research site was not frequently subject to research; therefore, the faculty was not open to research. Hence, it created some challenges in finding the sample for the data collection. I approached multiple departments at the university; course managers assisted me in accessing the faculty who earned an academic degree and had experience in conducting academic research.

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### **Ethical considerations**

Following ethical guidelines and principles is essential for conducting research. The researcher must anticipate ethical issues throughout the research process. Before starting data collection, approval from the Nazarbayev University Graduate School of Education Ethics Committee was required. Data collection and reporting are sensitive approaches (Creswell, 2012); thus, the participants were informed that their participation was voluntary. Participants were clearly detailed about the purpose of the study and their ability to skip the questions they may feel uncomfortable with or withdraw from the study if desired. The participants were assured about the confidentiality and anonymity of the data received from them. The participants' consent to use their words in research was obtained. I promised anonymity of participants' names to avoid possible consequences. All the participants were given a number such as Participant 1, Participant 2. All data is secured and adequately saved using reliable technology with a secure password. Data collected will have no access to others except for the researcher and the supervisor. Moreover, data will be destroyed after research completion. To avoid discomfort in sharing their experiences during interviews, the interviews were conducted at places convenient for participants.

### **Limitations of the study**

The research discussed in this paper is subject to some limitations. The sample of the study included only ten participants. Therefore, the study's findings cannot be generalized to all the faculty with a kandidat nauk degree. In terms of the research sample, the recruits were from one state university, which may not coincide with the faculty's research experiences across the state universities in Kyrgyzstan. Younger researchers are underrepresented in the sample. Therefore, the study was limited to receive a more transparent picture of more current research opportunities. The current study's findings have contributed to the body of knowledge on the education of future teachers. Considering the vital importance of research, the study explored

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how the faculty view research opportunities and how the university attempts to build research capacity.

### **Chapter 4. Findings**

#### **Introduction**

Chapter 4 presents the findings of the study. This study aimed to explore the faculty's perceptions on building research capacity at a state university in Kyrgyzstan. I applied four research questions to discover the faculty's perceptions and experiences in conducting research at one of the state universities. 1) How do faculty perceive opportunities to build the research capacity in their university? 2) What funding opportunities does the university provide for faculty in conducting research? 3) In what ways does the university support researchers in improving research skills and background knowledge? 4) What challenges do faculty have in conducting research, and how do they overcome them? The findings will be organized by the research questions and supported by the participants' quotes.

#### **How do faculty perceive opportunities to build the research capacity in their university?**

The analysis of interview data identified that the participants' perceptions about their research careers and available research opportunities varied: some were progressing on the career ladder, others were active participants in research communities, and some were engaged solely in teaching. In the Soviet higher education institutions, earning an academic degree was prestigious because degree holders made status, social benefits, tight collaboration between research networks, and provided "quality teaching" (Johnson, 2008; Kataeva & DeYoung, 2018). Another motivation to conduct research during the USSR was career opportunities and high salaries. Many participants expressed that the decrease in motivation to conduct research is mainly attributable to their heavy teaching hours, low wage, writing academic papers, and bureaucratic procedures for submitting dissertations.

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### *Teaching load*

According to participants, the typical teaching workload for instructors varies between 1600 - and 1700 hours per academic year. Classroom teaching accounts for 900-1000 hours; the remaining 700 hours are devoted to other aspects of teacher preparation, such as curriculum, test assessment, and extracurricular activities. These teaching hours are formally titled “*stavka*” (a faculty teaching load for one academic year), and full-time instructors are recruited for one *stavka* or one and a half *stavka*. Moreover, many participants mentioned that they had to teach at other universities for financial reasons. For instance,

I am an instructor in a vocational college. Here, I teach Computer Science to college students. I used to work as a course manager at a university, and I simultaneously taught at that university. I was offered the position of department chair with a higher salary and better conditions for work. I have my own office. I am pursuing an *aspirantura* nowadays. It is my third year in the *aspirantura*. Also, I teach master’s students at a university. (Participant 6)

Plentiful structural changes at state universities put additional responsibilities on faculty, especially on the university leadership (Merrill, 2021). Faculty are more engaged in comprehending new strategies and intensive teaching. The Ministry of Education wants to implement further changes, and frequent paperwork stresses instructors and management.

Every time the new Minister of Education is appointed, paperwork multiplies. It is better to teach and be free of administrative work. I am distracted by these new administrative responsibilities and have no time to conduct my doctoral research. The State Standard of Education has been modified; that is another reason I have too much work. Instead of focusing

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on other research projects and writing articles, I am dealing with the ministry papers. I will not be surprised if they change something again tomorrow (Participant 7).

### *Financial challenges*

Interviewees complained a lot about their low wages and financial challenges. Although they received scholarships for their *aspirantura*, the earned degree did not give them a visible salary supplement, and the family members had to provide monetary support during their studies. For example, one participant said that her parents paid for the tuition and the expenses of her dissertation defense. She also shared that she wanted to earn a doctoral degree because it would give her a high status in society but was afraid to put a financial burden on her family again:

My parents insisted on earning a kandidat nauk degree and they helped me financially when I defended my *kandidatskaya* dissertation. However, I do not want to burden them again. They should not pay for my *doktorskaya* degree again (Participant 7).

### *Gender differences*

Many female researchers mentioned that their family responsibilities also require energy and time. Some described their lives as a constant 'race between work and home.' For many female researchers, it was challenging to combine teaching, home responsibilities, and conducting research simultaneously. The analysis identified that only two female participants out of seven planned to pursue a Doctor Nauk (Doctor of Science) degree. In contrast, all three male participants have already started working on their Doctoral degrees. The female participants were only choosing the title of their doctoral research, whereas the male participants designed their doctoral themes and had been assigned their dissertation supervisors. However, this finding can be relevant only to this sampling group because women with academic degrees

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in Kyrgyzstan outnumber male academics. Of 159 Doctors of Science, 67% are women (Science in Kyrgyzstan).

### **What funding opportunities does the university provide for faculty in conducting research?**

#### *Sources of funding*

The university's subsidies for research were dependent on internal and external grants. To a certain degree, three participants knew the grant procedure of the university. According to Participant 4, the university allocated 518 thousand Kyrgyz *soms* for research and scientific activities in the 2021-2022 year. Access to research funds was possible through the application process. Several participants commented:

The main drawback in conducting research is financing. At the same time, many faculty members are interested in conducting research, and it is right, then what is the point of teaching at the university if you do not engage in research. Our university has its internal grants for research activities. Faculty may apply for these grants; these grants are announced every academic year. All requirements are placed on the university's website (Participant 4).

Regarding the financial support for the research events, the university functioned within university fund distribution protocols. Now and then, funds covered certain research activities. However, the nature and landscape of financial support for research still sounded unclear.

We annually announce a competition (selection process) for research, and we receive applications for organizing research events. In other words, these grants are used only to remodel the university building, purchase equipment for labs, research travels, and organize research events (Participant 1).

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In addition to research grants, interviews revealed that some research areas receive funds from the Ministry of Education and Science via *Goszakaz* (Government order). The interviewees elaborated on the mechanisms of the *Goszakaz* topics. In collaboration with other government institutions, the Ministry of Education and Science suggests a list of issues for conducting research in Kyrgyzstan. The condition is that researchers receive incentives or salaries if they choose to research one of these themes. Nonetheless, some interviewees claimed that only a few topics were relevant to educational issues. Participants 1 and 4 had another perspective on the Ministry's proposal list.

The Ministry of Education receives applications if research themes are connected to the government's development. Self-initiated research problems that do not correspond to the government's suggested list will not receive finance. According to the latest release of the National Attestation Committee, topics proposed by '*goszakaz*' are less researched. At the same time, payment for these ministries' projects is not high; it ranges from 3000 to 5000 *soms* per month (Participant 1).

Available supports also existed for structural change; for instance, the university started supporting research and reorganized a few subdivisions into research centers. Participant 4 was able to apply for a grant through this research center. Concurrently, the university approved their research theme and allocated appropriate funding. This was also underlined in the participant's words:

A previous research center now has been reorganized into a data collection research center. Our department has promoted a research theme through this research center because we have the latest version of SPSS and some of our grad students can help us to collect and analyze data. The university allocated 218 000 *soms*; this grant came from the university's internal resources (Participant 4).

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Regardless of the mentioned financial sources, most interviewees stated that they did not receive any financial support for researching or publishing. They mentioned inequalities that place in accessing resources and expected transparency in budget.

### *Individual funding experiences*

While two participants (Participant 4, Participant 1) described grant opportunities as a transparent process, Participant 2 raised the problem of unfair distribution of these research funds. Her view was that research subsidies did not have a clear circulation, and not all researchers have access to this information. She held an administrative position previously, and she knew about the available funds for research. Thus, she reflected as follows,

Although the university has sufficient funds for research, the university administration does not inform faculty members. These financial questions are solved at the top management meetings (such meetings are also called the scholars' council (research council?). They publish their books and monographs for university money, but 'ordinary' researchers do not usually receive financial aid. Department chairs and the Deans participate in those meetings, but lately, they have stopped forwarding the information to faculty members. As a department chair previously, I participated in those administrative meetings and learned about the research funds (Participant 2).

Funding opportunities were not transparent and thus, most participants were disappointed for not receiving financial provisions ; most participants' responses were straightforward. The university and researchers' communications occurred only in some formal meetings. However, each faculty the profile of For instance, Participant 9 commented:

No, I do not receive any support at this university. I conduct my research with my efforts and by my means. I gave up requesting for financial support because I know I will be

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rejected again. That has been multiple times. Also, I have to apply for another job to find money to defend my *doktorskay*. I need to cover all the expenses of the attestation committee because there is no committee for my theme.

Some participants did not want to talk about the financial side of conducting research. They repeated: “Maybe someone received financial support, but I did not. You should clarify research funding in the finance office.” One interviewee also stated that the university does not pay attention to researchers:

“University normally does assist aspirants. Aspirants are quietly writing and writing on their own. When they complete writing, they announce the defense of their dissertations; I received only 5 thousand Kyrgyz *soms* as my honorarium when I defended my dissertation”. I think only researchers’ resilience and self-motivation is moving their research on (Participant 3).

### **In what ways does the university support researchers in improving research skills and background knowledge?**

#### ***Professional support units***

It was critical to find out how faculty members could nurture their research skills. Many participants underlined their supervisors' help during their research journey. Their research was possible to complete due to their supervisors.

The interviewees referred to three significant units that should assist the faculty in advancing their research skills. The university’s department for science and research and its subunit for research and scientific affairs, the center for “Faculty professional advancement and re-qualification,” and Institute for Basic Science were the essential bodies to give professional support in conducting research. However, only one participant elaborated about one unit, the

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remaining participants did not receive any support from these units. P1 stated that sometimes such work might seem invisible, but the aspirants receive significant help with proofreading and referencing.

The research and scientific affairs unit assists in working with the library database, citations, and final formatting according to the latest dissertation submission requirements. The most challenging part many researchers face is writing the reference list and *oformlenie* (the final formatting of the dissertation),” therefore, researchers address the unit to receive individual help during the dissertation submission period (Participant 5).

Being recommended by one participant, I visited the “Professional advancement and re-qualification” center. The center informed me that it closely collaborates with MoES but the main support should be from another unit. Thus, the employees of this center redirected me to the “*Aspirantura* and *Doktorantura* support” unit. The experience of communicating with this unit was elaborated in the other section.

### ***Curriculum***

The analysis also identified that the research component of the university was weak; the university did not have a comprehensive curriculum for the Research Methods course. For instance, the participants' age ranged from 28 to 55, and they mentioned that they learned how to write a dissertation solely from their supervisors. The youngest participant was already in her 3rd year of *aspirantura*, and she did not study research designs. She was surprised by the interview questions about Methods of Research. She reflected as following:

I am surprised that we still learn the subject we studied in a Master’s program. Now, it is interesting for me to find out about qualitative and quantitative research. I am unfamiliar

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with these research steps, and I have started my third year already. Right now, my main struggle is writing articles.

Exploring the professional support for faculty, a clearer picture appears. The professional support was very weak at this university.

It is required everywhere that university teachers should conduct research and earn a degree, I mean international standards. However, the university lacks professional support for research. I would like to emphasize that young faculty members need comprehensive guidance to conduct research. We need a solid direction to interest and engage young faculty members in research. (Participant 2).

### **What challenges do faculty have in conducting research, and how do they overcome them?**

#### ***Common publication challenges: publish or perish***

In the same vein, writing articles are prescribed by the faculty. According to the standards, researchers and faculty are required to have skills for writing, knowledge of research methods in their field. The analysis of the interviews showed a positive finding that many participants remained very active in publishing; markedly, one participant's publication output reached 100 articles. Another remarkable experience was published in international journals, for instance:

I published my article in the journal at St. Petersburg Technical University after Peter the Great. My articles were published in the Tomsk University journal in Russia, and Switzerland Technical University. During the USSR I designed a very important machine and I was offered a job by the Tomsk University in Russia. We negotiated about publishing my new creation and defending my dissertation there. However, my scientific

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supervisor in Kyrgyzstan did not allow me to do that. Later my career was ruined because my supervisor did not support me (Participant 9)

Also, according to participants, there are free of charge publishing opportunities in the university's editorial. However, the participants complained that publishing in local journals did not give them distinguishable scores. At the same time, contemporary academia sets high demands to publish in impact factor journals (Jiang et al., 2017). Consequently, the participants shared a common challenge in publishing in the Impact-factor journals. Participant 1 commented the following:

One of the National Attestation Committee requirements for aspirants and doctorate students is to publish in high-rating journals, registered in Science Index, Web of Science, or Scopus. However, the scholars demonstrate low writing skills. Sometimes, aspirants do not even cite the resources they use.

On this occasion, the participants' main problem was expensive charges for publications. Low salaries at this university do not allow the faculty to pay article processing fees for Web of Science or Scopus. The university provides financial support in rare cases, but the monetary aid is minimal.

Participants who teach at private universities reported having more publishing opportunities and higher incentives at private universities than at state universities. One challenge mentioned by the participants was that they could only publish in the Russian language. Out of 10 interviewees, four participants spoke English, but only one participant published in English. One participant (P2) regularly published in German and received research support from Germany. Participants underlined the significance of publishing in English in peer-reviewed journals.

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One participant who has achieved a high publication rate among the participants (one hundred articles) also highlighted this. This is how he shared his views on publication opportunities:

I published about ten articles in prestigious journals. My papers are available in Russian, but I plan to publish them in English in the future. Nowadays, the language of science is English; if a researcher does not write in English, the scientific community will not notice those discoveries. I include an English annotation in my articles. For instance, one book published in Routledge, New York, referenced my articles in Russian; therefore, we should strive to publish our articles in English.

### *Individual publication challenges and access to resources*

While discussing publication issues, participants also mentioned some individual challenges in writing papers. To meet the accreditation requirements, the faculty needed systematic publication. The university's science and research affairs unit provided personal support in writing and formatting articles. The unit's services included writing keywords corresponding with the official bases of word classification, various classifiers, what the paper should consist of, and how to write an annotation in three languages. Participants 1 and 2 mentioned the following:

Before they get to Scopus, they should know the format of articles, at least. For instance, the title and the keywords. The faculty lacks in formatting articles, moreover, they write within limited time constraints which adds more anxiety to their writing process (Participant 1).

Writing articles is the main pressure right now. However, some faculty members are embarrassed to ask how to write articles, and they do not ask, therefore there should be

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some workshops organized to support faculty or researchers who have no experience in academic writing or who do not know the format of internationally published articles

(Participant 2)

A young aspirant (P6) expressed that she, as a novice researcher, faces challenges in writing articles. In her words, the researchers lacked the necessary tools and skills to write compelling articles.

I think that our *aspirantura* program would be more productive if we received strategies on how to write articles. Before we get to publishing, we must acquire skills for producing quality articles. We have several disciplines in our *aspirantura* program. However, none of these disciplines are related to research methods. We do not have the courses which teach us how to conduct research.

Another distinctive challenge was in accessing resources. The participants wrote their dissertations during various periods. Both mature participants and younger researchers stated existing challenges in accessing the scholarly databases and literature. Previously, researchers used hard copies, and if necessary, they attempted to contact the authors via email. Today, the faculty's obstacles were in accessing peer-reviewed journals. As participants commented:

Literature is the main challenge. It is not always possible to find necessary literature, and it is not everywhere. Not all subscriptions can be through our university. I have to correspond with other ways to find the required literature. Access to databases, Web of Science, and Scopus is limited. You can only see the article's title; we can access the full text only after payment. We either need to buy the resources, or we need to subscribe through the university. Our salary does not allow us to access them (Participant 1).

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Many universities have rich libraries in foreign countries where researchers have free access to literature because their universities pay for the resources. Also, most researchers do not speak English, and therefore, access to literature is minimal (Participant 3).

### ***Bureaucracy in dissertation submission***

When discussing challenges in conducting research, the participants also highlighted particular challenges in the dissertation submission process. Previously, *Vysshaya Attestatsionnaya Komissiya* (VAC) Higher Attestation Committee of the Kyrgyz Republic, renamed as National Attestation Committee under the President of the Kyrgyz Republic since September 2021, is a “local dissertation committee” (Kataeva & DeYoung, 2017). The institution has various responsibilities as organizing the dissertation defense committees, expert commission for plagiarism, and other functions (VAC, 2017). The participants of the study and other scholars tend to use VAC. One of the participants stated that the process of submission dissertations was less stressful than previously:

Today researchers face more difficulties with their dissertations because of formatting and submission requirements. There are many bureaucratic requirements in NAC when submitting the final copy. I completed less paperwork than when I defended my dissertation. Therefore, I had less stress and I was more motivated. Even very skillful teaching faculty do not conduct research because of this bureaucracy (Participant 3)

### ***Overcoming challenges and researchers' traits***

The analysis showed that there was no single pattern to deal with challenges. The participants sought numerous comprehensive ways to overcome their challenges. However, the interviewees who joined research communities and participated in conferences felt more fulfilled as scholars.

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Four candidates of science participated in a 10 days project organized by Cyber University, Seoul. We were engaged in exciting activities, e.g., designing lesson plans and action plans, and developing a budget. As a result, we took the first place. All ministries and higher education institutions of Kyrgyzstan took part in this project. We received a stream of fresh air because our trainers were from Canada and other countries.

Conducting research is not a lonely journey and requires communication between researchers. Most importantly, it opens opportunities for co-publishing and increases the citation rate of the researchers (Hill & Thabet, 2021). Findings demonstrate that three participants collaborated with their foreign colleagues. Namely, research networks were with Kazakhstan, Russia, and Germany. The participants reflected that, participation in the foreign networks impacted on their research output and helps them to overcome difficulties of the research journey.

I am a co-author of three monographs. All these monographs were published in Kazakhstan, two of which were funded by a Kazakhstani society, ‘Rukhani Jangry’. I love research and I am constantly engaged in research. It is convenient for me with my academic schedule because I research in summer and return in autumn. Besides, I write reflection journals every day after work (Participant 8).

I traveled to St. Petersburg and gave a paper at St.Petersburg university. My colleagues at this university granted us with the new version of SPSS. This is a significant support from our educational partners. Currently, our students in a master’s program and *aspirantura* may use this new version of SPSS (Participant 4).

I closely collaborate with my colleagues in the German speaking countries. Thus, I travel to Germany every four years. It is a fully-funded professional development program.

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Through this program, I gained experience of writing articles and improved my research skills. When you communicate with the other world you discover more opportunities for your professional development and strive. (Participant 2).

When discussing the challenges in conducting research, many participants underlined the importance of a researcher's characteristics. They reflected that research was an exciting journey but filled with difficulties and obstacles, and only self-interest moved them forward. Participants 3 and 10 highlighted that since the university does not support them financially or professionally, conducting research at this state university immensely relies on strong desire, diligence, and perseverance. Many researchers start with enthusiasm, but they may be lost on their way.

### **Conclusion**

In conclusion, this chapter reports the findings of the study. The study aimed to discover the faculty's perceptions of research opportunities at one of the state universities in Kyrgyzstan. The following four research questions were applied: 1. How the faculty perceives opportunities to build the research capacity in their university 2. What funding opportunities the university provides in terms of conducting research 3. In what ways the university supports researchers in improving research skills and background knowledge 4. What challenges faculty faces in conducting research, and what strategies they use to overcome them?

The study's key findings are that faculty members generally display a low motivation to conduct research due to the teaching load, low salary, gender norms, and publishing challenges in higher education institutions. Notably, the main difficulties in conducting research were not only connected to high teaching workload; another major problem was lack of finances. The study's findings indicate that the university's effort to create research opportunities for faculty members is hampered by a lack of internal and external funds. There was also a lack of

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professional help to improve the faculty's research skills for writing articles which influenced the number of publications in high-impact journals. One of the study's significant findings is that in the faculty's view, building international research networks, developing academic paper writing, and strong personal characteristics help them improve the quality of research and overcome the challenges.

### **Chapter 5. Discussion**

#### **Introduction**

The study explored the faculty's perceptions of research capacity at one of the state universities in Kyrgyzstan. This study was based on the following research questions: 1) How do faculty perceive opportunities to build the research capacity in their university? 2) What funding opportunities does the university provide for faculty in conducting research? 3) In what ways does the university support researchers in improving research skills and background knowledge? 4) What challenges do faculty have in conducting research, and how do they overcome them? In general, the findings of this study suggest that the faculty perceived research opportunities as the least developed system at this university. The participants believed that the heavy teaching load and low wages created obstacles for the faculty to engage in conducting research. It was also identified that the financial support for conducting research was insufficient and not transparent. Another specific issue was the scarcity of professional support for improving research skills. The foremost challenge was writing "publishable papers" (Mathew et al., 2021, p 207) in Impact-factor journals. Most participants felt that they lacked adequate skills for writing an academic paper. At the same time, the attestation criteria for academic degrees at higher education institutions brought high pressure on the teaching staff (Eurasian commission, 2012). A positive finding was that the researchers participated in the international research communities to find motivation and disseminate research. The chapter is organized into four sections in the alignment

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with the research questions. In the first section, faculty perceptions of research opportunities will be discussed. In the second section, funding sources for research will be analyzed. In the second section, professional support for gaining research skills will be elaborated. In the fourth section, faculty challenges in their research journey will be discussed.

### **Faculty perceptions of research opportunities**

Although higher education institutions strive to build a research culture at their universities (MoES 2021), the research is still mainly organized by the Academy of Science. The National Attestation Committee (NAC) was responsible for dissertation defense processes. Hence, this is in line with other studies that demonstrate the significant role of the Academy of Science (Altbach, 2009; Froumin et al., 2018; Heyneman, 2010; Johnson, 2008; Kataeva and DeYoung, 2018; McLean et al., 2018). As the previous literature underlined, all the participants conducted their academic research under the auspices of the Academy of Science and defended their *kandidat nauk* dissertations at NAC. Moreover, the sample reflected on the new opportunities for conducting research, such as the latest version of the data analysis program SPSS, access to the Internet sources, and strict requirements for plagiarism, the participants did not talk about research as a part of their *aspirantura* program. In general, participants lacked an understanding of the international research conducting rules. For example, most participants described their academic research journey as reading and summarizing literature. In line with Merrill's (2011) study, this may indicate that the university still in the process of implementing international standards.

The study found that that a teaching load and salary posed certain challenges for faculty members. The teaching load was one of the essential barriers to research in participants' opinions. It was indicated that the university's teaching norms were heavy, which challenged the faculty to be engaged in other activities. These results match those observed in earlier study of

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Kataeva and DeYoung's study (2018) that discussed the problem of the teaching load; university teachers have to work extra hours to meet their financial needs. The faculty teach up to 40 hours per week instead of 18 hours (ADB, 2015; Eurasian Commission, 2012). Based on the interviews, the university was poised to increasing scientific degree holders, which is consistent with MoES (2021) requirement to integrate research and increase faculty with scientific degrees. All the participants commented on the attestation committee's expectations of faculty acquiring academic degrees. However, the university did not organize ample scientific activities to engage the teaching staff in pursuing a scientific degree. According to the interviewees, disproportionate teaching hours fashioned obstacles to find for the faculty to craft their teaching activities and Concurrently, they are engaged in teaching; besides, they also have family responsibilities. It was found that female researchers face double challenges with the teaching load. The women are more challenged to combine work and family; overwhelming duties from both sides force them to choose priorities.

Further reflections of interviewees were that high requirements for academic degrees place more stress on the faculty; on the one hand, the faculty deals with a large amount of teaching; on the other hand, the faculty lacks research skills. An implication of this is possibility that the most faculty did not study the Methods of Research course. Therefore, these findings may help us to understand that the researching system still complies with Soviet education. At that time the Methods of Research course was not taught at universities; even the *aspirantura* program did not provide this course. However, constant attempts to introduce this course can reduce the faculty's reluctance to conduct research. While elaborating her views on research and teaching load, one participant suggested that the university could reduce the teaching load anxiety among the researchers by introducing encouragement programs. For instance, she considered that the university could provide a paid day off for those who conduct research as a

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methodology day and reduce their teaching hours. Other challenges for gaining academic research skills are elaborated on in the coming sections.

It was found that the low pay and mobility of instructors posed problem in conducting research and earning an academic degree. All the participants underlined that the increase in their wages is indeed very modest after earning a *kandidat nauk* degree. It is in line with the World Bank (2019) report that when the faculty do not see visible improvement in their salary, they are less likely to seek opportunities and reasons to pursue academic degrees. A university teachers' salary is not affordable to pay for research expenses, for instance, printing, research travel, data collection, and others. However, the participants found encouragement and motivation to earn a *kandidat nauk* degree from other sources. For many of them the key emotional and financial support came from their families rather than the university when pursuing their degrees.

Even though, the academics do not have financial benefits, most participants believed academics could be honored and given high status in society. The remaining part believed that, an inadequate teaching load and critically low pay could not always excite them about their degree. Thus, there could be a question of whether the overwhelming majority of participants in this study were willing to advance their degrees. For instance, five of 10 participants, all three male and two female researchers, planned to pursue a *doktor nauk* degree. According to Science in Kyrgyzstan (2020), the *doktor nauk* degree holders decreased by 3%, whereas *kandidats nauk* increased by 26%. The reason might be that most participants acquired a *doktor nauk* degree during Soviet education, and many *kandidat nauk* scholars do not advance their degree to a *doktor nauk* degree. Based on the interviews, to have an additional source of income, many participants also taught at other universities. The finding is relevant to the studies of Merrill (2011) and Momunalieva et al. (2020), who pointed out that instructors simultaneously taught at many different universities to meet their financial needs. Kataeva and DeYoung (2018) also

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underlined the mobility of university teachers due to low salaries; university teachers work at many universities and give private lessons to earn money. The faculty needs more hours to teach because their salary will be higher; at the same time, they cannot teach more than 1,5 *stavka* at one university. Therefore, the faculty can only teach extra hours at other universities (MoES,2012).

Regarding wages, one participant suggested that those faculty conducting research should be paid at least half a *stavka* on top of their regular wages. Instead of teaching at many other universities, researchers could save their energy and dedicate their time to research. She furthermore added that her recommendations would not fulfill the salary gap, but it would be an excellent motivation to invite the faculty to conduct research.

### **Funding sources for research**

The study revealed a lack of financial research support by exploring the university's financial support. Research subsidies play a central role in motivating the faculty to conduct and produce quality research. For example, all the participants underlined that the dearth of financial provisions was a significant shortcoming of research. These views are relevant to the studies of Masika et al. (2014) and McLean et al. (2018), who indicated that financial support is a fundamental motive for being engaged in research. In line with Masika et al. (2014) and McLean et al. (2018), most participants commented on the necessity of funds. However, two participants expressed similarly to Williamson (2019) that monetary assistance impacts the research outcome. Williamson's (2019) study suggested mandatory financial support and compared funded and non-funded research; researchers who received funds showed a positive attitude toward conducting research and produced well-founded work, whereas under-funded or non-funded research resulted in poor quality work. If they relate the findings to Williamson's (2019) study, many interviewees reflected that they were unaware of how the university allocated funds

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for research, the provision of finances was never transparent to them. In the meantime, the Eurasian commission (2012) explained the shortage in research subsidies due to the dire “budget cuts” for research. Concurrently, Tiuliundeva’s (2008) study on financing higher education in Kyrgyzstan concluded that “educational organizations receive funds, including hard currency funds, from consulting, scientific research, publishing, manufacturing, and other kinds of activity that bring in revenue, and also from non-budget educational activity” (p78).

Additionally, another source of replenishment comes the budget of higher education institutions also replenish their budget from students’ tuitions. Therefore, concerns of most participants why research subsidies were in deficit despite the many sources of financing had a solid ground. Three participants mentioned that such inequalities in the fund distribution discouraged researchers. Therefore, the participants of this study expected more transparency in the budget allocation of the university. A routine explanation could be that the funds were used to maintain the university’s technical equipment, pay salaries, organize extra-curricular activities, etc. The following finding may well justify that 518 thousand Kyrgyz *soms* were allocated for research from the internal grants in the 2021-2022 academic year. In fact, this amount of money is small, considering the size of the state universities in Kyrgyzstan. However, a few participants claimed that a privileged group of the university administration had access to internal and external research funds. It indicates that effective mechanisms could be used to distribute the research funds. Admittedly, there were examples of support; a few participants received reimbursement for their conference participation outside Kyrgyzstan.

Interestingly, none of the participants received financial support while pursuing their *kandidat nauk* degrees. Interviews revealed another urgent concern; two participants planned to advance their academic degree to the *doktor nauk* degree and almost completed their monographs; however, the financial issues forced them to postpone their dissertation defense.

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This finding has two implications; firstly, one participant is in his late 30s. It is essential because *doktor nauk* degree holders mostly represent the senior generation and decreasing in number (stat.kg, 2021), and a younger generation striving for this degree must only be financially and professionally supported and promoted. Secondly, another participant applied for a more promising job to find resources for his doctoral dissertation defense. This should urge the administration because this may deprive the university of a valuable faculty member. According to one participant, internal grants and governmental allocations always existed, but only the top of the university administration used them. This happens because the highest ranks in the organizations were more privileged and could enjoy more benefits than ordinary people during the USSR, and this legacy continues nowadays.

By comparing the interview responses on the financial research support, it is difficult to explain the distribution of funds within this state university, and therefore the extent to access funds for research is unknown. This does depend on the participants' work duties. This finding hints at inconsistent financial support for researchers because interviewees in administrative positions were more aware of the financial sources for research. The participants without administrative responsibilities needed a more transparent picture of finances.

### **Professional support: gaining research skills**

The study scrutinized the university's research capacity from the participants' point of view. The research capacity implies various research activities that equip the faculty with the necessary skills to conduct and promote research at higher education institutions (Eurasian commission, 2012; Science in Kyrgyzstan, 2020). Concurrently, the findings revealed that many participants related their professional development to the research networks, conferences, and writing high-quality articles. Namely, a few participants reflected on their professional enhancement in the research field by participating in conferences and collaborating with research

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communities, more specifically with their international peers. Succinctly, those participants who traveled to research conferences and participated in international research networks seemed more enthusiastic about research because they drew inspiration from fellow academics and enhanced their research skills.

Moreover, these participants indicated that systematic interaction with other scholars contributed to their skills for writing papers. This finding is in agreement with the study of Primo (1999), who suggested that research networking, both domestic and international, is significant because researchers grow into mentors and improve their research know-how. Similarly, the study's participants achieved more accomplishments in collaboration with their peer researchers. Houston (2010) suggested that research communities have broad functions; they inspire new researchers and raise scholars dedicated to research and science.

Furthermore, the interviewees emphasized the value of such collaborations because they improved their research approach, enhanced their co-publishing opportunities, and improved their class teaching. One participant commented that he co-authored three monographs with Kazakhstani academics funded by the "*Rukhanyi zhangirigi*" association. Another participant elaborated that joint events could reduce researchers' barriers and support young faculty in writing academic papers. This is consistent with what has been found in previous studies. The faculty, continuously exposed to research events with academics, are more adapted to debating educational matters and willing to research issues in education (Masika, 2014). Likewise, Kataeva and DeYoung's (2017) study underlined that substantially integrated research augments researchers' skills and enhances teaching techniques. However, the interviews did not reveal a strong network in the Kyrgyzstani context because the interviewees significantly collaborated with foreign scholars. This might happen due to the research landscape; firstly, there was a significant outmigration of degree holders after the collapse of the USSR (ADB, 2015).

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Secondly, they received more educational experience from other countries because research has been developed over the years. These findings also are attuned to the Kazakhstani Education Research Association (KERA). The association unites school and university teachers to teach fundamental methods of research. The outcomes of KERA's activities are positive because it has encouraged many teachers to conduct research and integrate research into their classes.

By exploring the university's professional support landscape, the study also sought the presence of research methods courses in the university's curriculum as part of faculty research capacity building. The university *aspirantura* curriculum implemented the course in "Research methods"; however, one participant questioned the suitability of the faculty who teach "Research methods." In his opinion, this course should be taught by accomplished researchers knowledgeable in all the research steps. It indicates that the university needs a pool of competent academics because one of the critical ways to encourage and empower researchers is through well-structured "Research methods" courses, which are present in many international universities' curricula. The Soviet research agenda drastically differed from the international research. Therefore, post-Soviet Kyrgyzstan universities are still transforming today (Shadymanova & Amsler, 2018).

Succinctly, the youngest researcher's response was unexpected and expected. She was in her third year of *aspirantura*, but she did not take "Research Methods" yet, she was unfamiliar with the research design, and her research methodology was not identified. It indicates that the current study's site was still compliant with the Soviet education model. Unfortunately, this might not be a single example of the *aspirants* that go through such experiences. This finding is consistent with Shadymanova and Amsler's (2018) study that underlined the diversification and Bologna system occurred partially in Kyrgyzstan, not in its full capacity.

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### **Challenges and ways of overcoming them**

The current study's participants elaborated on their pre-and post-research challenges. The interviewees' reflections were in two areas: the language aspect of publishing and the ability to write "publishable papers" (Sanscartier et al. 2021, p207). The gap between skilled and unskilled publishers was distinguishable. This refers to the researchers' mobility and ability to develop and collaborate with seasoned scholars in their field.

In line with Lyytinen et al.'s (2007) study, the sample's primary concern was the surging trend of publishing in English. Half of the researchers had ample experience writing academic papers; however, they lacked the proficient level of English to be published in "top journals" (Hill & Thabet, 2021, p 325). These researchers commented that the language divide in academia created limited access to publishing in high-impact journals. Nonetheless, these participants were active publishers in Russian and German. They used the expertise and skills of their international peers to improve their academic writing skills. Hill and Thabet (2021) mentioned that the participants with a high publishing rate considered international scholars an excellent base for learning research and checking paper writing skills. This result ties well with previous studies wherein, Lyytinen et al.'s (2007) suggested that international scholars check someone's paper for typos, give constructive feedback, and encourage further writing.

The other half of the participants felt they needed strategies and techniques to produce academic papers of good quality. The researchers understood that writing quality papers was challenging even for "seasoned academics" (Merga, 2020, p.1250), but they needed clear guidance and methodology courses to engage researchers in writing academic papers. This finding is consistent with Mathew et al. (2021), who suggested that both mature and younger researchers needed more extended time to navigate the process of publishing and acquire adequate "skills for writing publishable papers" (p 207). In tune with Mathew et al. (2021), Hill

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and Thabet (2021) underlined that researchers encountered obstacles to publishing because they lacked experience and did not correctly familiarize themselves with the research process; most importantly, they feared their articles would be rejected and did not have any value.

One participant commented that the aspirants needed more writing exposure before receiving calls for papers. Time constraint for writing articles was stressful, and a lack of skills for writing doubled her burden. As the results show, the researchers needed skills improvement training to receive strict guidance on academic writing. However, training between now and then will not develop writing skills. Therefore, as earlier mentioned, the research methods course is a tool for any researcher; at the same time, researchers should incorporate research in their classes. Also, it is their responsibility to read articles and take intense inspiration from other academic writings. Researchers must “take ownership of their publication journey” and be more dedicated to the research process (Merga, 2021, p 1250). When the researchers acknowledge the benefit of reading academic papers, and the dissertations of their colleagues, they will gain more strategies to hone their writing skills. This finding also corroborates the ideas of Altbach (2014) who suggested that researchers must continuously search grounds for their posed questions.

### **Conclusion**

Having explored research capacity and faculty perceptions of research opportunities in one of the state universities in Kyrgyzstan, the findings were analyzed within the confines of posed research questions and in relation to previously addressed literature. On the one hand, the literature suggests that the advancement of research is mainly accompanied by research methods and skills learning, substantial and transparent financial support, a robust research network, and becoming a publishable scholar. On the other hand, there is a paucity of significant research engines, such as research skills improvement training, financial provision, academic writing skills, and poor implementation of “Research Methods” courses in the university curricula. Yet,

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the perceived benefits of improved relationships with international research networks and enhanced publication rates are consistent with the previous literature.

In general, the findings of this study suggest that the faculty perceived research opportunities as the least developed system at this university. The participants believed that the heavy teaching load and low wages created obstacles for the faculty to engage in conducting research. It was also identified that the financial support for conducting research was insufficient and not transparent. Another specific issue was the scarcity of professional support for improving research skills. The foremost challenge was writing “publishable papers” (Mathew et al., 2021, p 207) in Impact-factor journals. Most participants felt that they lacked adequate skills for writing an academic paper. At the same time, the attestation criteria for academic degrees at higher education institutions brought high pressure on the teaching staff (NAC, 2021). A positive finding was that the researchers participated in the international research communities to find motivation and disseminate research.

The next chapter will delineate the main conclusions, study limitations, and implications for future research.

### **Chapter 6. Conclusion**

In the previous section, I analyzed the findings, integrating them with the current literature in the field. In this section, the summary of research results will be presented concerning the posed research questions. The current study aimed to explore the research capacity and faculty perceptions of research opportunities at their university. By unfolding the results for this question, this chapter will also discuss how the faculty embrace their challenges while conducting research.

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Limitations of this research will be delineated with consequent implications for future research in the field.

The qualitative research sought to explore faculty perceptions of their engagements in research experiences. It was found that research evolves at a slow pace despite a mandated integration of research at Kyrgyzstani universities. Although it has been thirty years since Kyrgyzstan gained independence in 1992 and implemented multiple international standards such as the Bologna system, diversification, and differentiation, research capacity at state HEIs stifles. The findings suggest that the teaching staff wages are critically low, as an illustration, the degree holders do not see visible improvement in their pay. While the teaching workload and low salaries decrease the faculty's motivation to research, lack of financial and professional support remains the most urgent. For this reason, the quality of research deteriorates. Most importantly, there is a lack of transparency in the budget allocation for research.

In fact, the study undertakes that financial provision and professional assistance relate to publication challenges and writing scholarly articles. Thus, the government issued a decree to publish in peer-reviewed Impact-factor journals included in Scopus and the Web of Science. It indicated that academics must produce high-quality articles to publish in high-impact journals. Moreover, the accreditation system expects universities to increase faculty with academic degrees. However, the study has demonstrated that the separation of research and universities is still distinct. It is crucial to undertake that the faculty do not understand academic research in its full capacity, despite three decades of parting from Soviet education. However, all the pitfalls are not collected by the faculty. In essence, the inclination to the Soviet model of conducting research may be explained by the constant structural changes and fragmental implementation of international standards, for instance, the Bologna process. At the same time, there is a scarcity of cohesive and coherent steps towards improvement. However, it does not indicate that the

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situation with research is dire. Admittedly, there is much evidence of conducting robust research and publishing in high-impact journals. Specifically, a collaboration of scholars with international research networks is a blueprint of the study. While some kandidat nauks are more exposed to research and celebrating their publication successes, the remaining part, mainly young scholars and *aspirants*, struggle with writing academic papers and publishing in elite journals. This is explained by the absence or lack of Research Methods courses in the university curricula to train *aspirants* and students to conduct research. Besides, there is a paucity of strategies to strengthen research capacity and promote research. Concurrently, the teaching faculty can become more productive researchers if they learned a comprehensive course on research methods while they were students.

### **Recommendations for policymakers, HE leadership**

First of all, professional development opportunities should be created to increase research capacity. In compliance with the government decree on research, the teaching faculty needs extensive involvement in research activities. It is crucial to provide a transparent distribution of funds for research. Research capacity embraces various research events and skills to conduct research. Therefore, a basic Research Methods course should be taught a bachelor's degree because the students will understand conducting research.

Considering the discussed findings, scholars a more comprehensive perspective on research capacity at the university and its implications by addressing the limitations mentioned above.

### **Further research**

Further research could include a larger sample that should represent more departments at the university in the future. This study investigated the research capacity at one state university. Future studies on the current topic are therefore recommended at a state and private universities.

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As discovered, the participants' knowledge of financial support differed. In this regard, further investigation should be done on the distribution of financial support.

Furthermore, the participant viewed research as collecting and summarizing sources. A further study with more focus on the faculty's thesis and dissertation writing challenges is therefore suggested.

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**Appendix A**

**INFORMED CONSENT FORM**

**Faculty perceptions on challenges and opportunities to conduct research at a state university Kyrgyzstan**

**DESCRIPTION:** You are invited to participate in a research study. This study explores faculty perceptions on challenges and opportunities to conduct research at a state university in Kyrgyzstan. Your participation in this research is significant, and you will be asked to participate in the interview. During the interview, you will be asked questions about your personal views and experiences of challenges and opportunities to conduct research. Your responses will be confidential and private. Once you agree to participate in this study, we will follow the next procedure. You will first be required to sign consent form which confirms your participation. Our interviews will be conducted individually and you may use either Kyrgyz or Russian. I will record our interview on a recording device or on my phone app only with your permission. The recording will not be shared with anyone. Also, I will take notes during our interview if you do not agree to be recorded. I will store the recording on reliable technology and keep this recording in a secure place. Only my supervisor and I will have access to this recording. The collected data will be used for academic purposes only and will be destroyed after the data are analyzed and processed. Your participation in this study is voluntary, and if some questions are not comfortable, you may not answer them.

**TIME INVOLVEMENT:** Your participation will take approximately 60 minutes.

**RISKS AND BENEFITS:** The risks associated with this study are minimal. The data will be saved on a reliable technology with a secure password with no access to others. I will not indicate the participants' names; I will code their names or their names will be replaced with pseudonyms. All the information received from the participants will be confidential.

The benefits which may reasonably be expected to result from this study are that this study may raise the university's awareness of the importance of building research opportunities for researchers. For instance, universities may seek more ways to raise internal funds and attract external funds to provide financial assistance to researchers. It is also an opportunity for participants to express their insights about research and the challenges they experience in conducting research. Consequently, faculty members willing to conduct research may receive more professional support. Policymakers can hear participants' views and ideas as notes for improvement. Also, this study may increase participants' and other faculty's curiosity in conducting research.

Your decision whether or not to participate in this study will not affect your personal life or your employment.

**PARTICIPANT'S RIGHTS:** If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of

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benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

**CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, *Rakhat Shamshieva*, [rakhat.shamshieva@nu.edu.kz](mailto:rakhat.shamshieva@nu.edu.kz), +996 772841911

**Independent Contact:** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at [zumrad.kataeva@nu.edu.kz](mailto:zumrad.kataeva@nu.edu.kz).

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**The extra copy of this signed and dated consent form is for you to keep.**

## BUILDING RESEARCH CAPACITY IN HIGHER EDUCATION: PERCEPTIONS OF FACULTY WORKING IN A STATE UNIVERSITY IN KYRGYZSTAN

### ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

#### Восприятие преподавателями проблем и возможностей для проведения исследований в государственном университете Кыргызстана

**ОПИСАНИЕ:** Вы приглашены принять участие в данном исследовании. Это исследование будет изучать как преподаватели воспринимают проблемы и возможности для проведения исследований в государственном университете Кыргызстана. Ваше участие в этом исследовании очень важно, и мы приглашаем Вас принять участие в интервью. Во время интервью вам будут заданы вопросы о ваших личных взглядах, ваш опыт решения проблем и использовании возможностей для проведения исследований. Ваши ответы будут абсолютно конфиденциальными. Получив Ваше согласие на участие в этом исследовании, мы будем вести интервью по следующей процедуре. Сначала вам нужно будет подписать форму согласия, подтверждающую ваше участие. Наше интервью будет проводиться индивидуально, и вы можете говорить на удобном Вам языке, на кыргызском или на русском. Запись нашего интервью на звукозаписывающее устройство будет проводиться только с вашего разрешения. Запись никому не будет передана. Аудиозапись будет храниться в надежной технологии и в надежном месте. Только мой руководитель и я будем иметь доступ к этой аудиозаписи. Собранные данные будут использоваться только в академических целях и будут уничтожены после анализа и обработки данных. Ваше участие в этом исследовании является добровольным, если некоторые вопросы вам не подходят, вы можете на них не отвечать.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие займет около 60 минут.

#### РИСКИ И ПРЕИМУЩЕСТВА:

Риски, связанные с этим исследованием, минимальны. Данные будут сохранены на компьютере с безопасным паролем и без доступа к другим. Я не буду указывать имена участников; имена будут закодированы или будут заменены псевдонимами. Вся информация, полученная от участников, будет анонимной и конфиденциальной.

Преимуществом этого исследования заключаются в том, что оно может повысить осведомленность университета о важности создания исследовательских возможностей для исследователей. Например, университеты могут искать больше способов мобилизации внутренних средств и привлечения внешних средств для оказания финансовой помощи исследователям. Это также возможность для участников выразить свое видение исследований и проблем, с которыми они сталкиваются при проведении исследований. Следовательно, преподаватели, желающие проводить исследования, могут получить более профессиональную поддержку. Мнения и идеи участников исследования могут быть услышаны как примечания для улучшения исследовательской деятельности. Кроме того, это исследование может повысить интерес участников и других преподавателей к проведению исследований.

Ваше решение, участвовать или не участие в этом исследовании, не повлияет отрицательно на Ваш карьерный рост и личную жизнь.

#### ПРАВА УЧАСТНИКОВ:

Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и

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что у Вас есть право отозвать свое согласие или прекратить участие в любое время. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

**КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителем магистерской работы.

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес [zumrad.kataeva@nu.edu.kz](mailto:zumrad.kataeva@nu.edu.kz).

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле

Подпись: \_\_\_\_\_ Дата: \_\_\_\_\_

Копия данной формы с вашей подписью и датой проведения интервью будет храниться у Вас.

## ИЗИЛДӨӨ ЖҮРГҮЗҮҮ КЕЛИШИМИН МААЛЫМАТТЫК ФОРМАСЫ

Кыргызстандагы мамлекеттик университетинде мугалимдердин изилдөө жүргүзүүдөгү кыйынчылыктарга жана мүмкүнчүлүктөргө болгон көз караштары.

**СЫПАТТАМА:** Сиз изилдөө ишине катышууга чакырылдыңыз. Бул изилдөө Кыргызстандын мамлекеттик университетинде изилдөө жүргүзүү үчүн кыйынчылыктар жана мүмкүнчүлүктөр жөнүндөгү мугалимдердин көз карашын изилдейт. Бул изилдөөгө сиздин катышууңуз маанилүү жана сизди интервьюга (маекке) катышууңузду суранабыз. Интервью учурунда сизге жеке көз карашыңыз, кыйынчылыктар жана изилдөө жүргүзүү мүмкүнчүлүктөрү тууралуу суроолор берилет. Сиздин жоопторуңуз купуя бойдон болот. Бул изилдөөгө катышууга макул болгондон кийин, биз кийинки процедураны аткарабыз. Сиз алгач катышууңузду тастыктаган макулдук баракчасына кол коюңуз. Биздин интервьюлар жекече жүргүзүлөт жана сиз өзүңүзгө ыңгайлуу тилди колдонсоңуз болот, кыргызча же орусча. Мен интервьюбуздун аудиожаздыруусун сиздин уруксатыңыз менен гана жаздырам. Жаздырылган аудио эч ким менен бөлүшүлбөйт. Мен аудиожазууну ишенимдүү компьютерде сактайм жана коопсуз жерде сактайм. Бул жаздырууну менин жетекчим экөөбүз гана колдоно алабыз. Чогулган маалыматтар академиялык максаттарда гана колдонулат жана маалыматтар анализденип, иштетилгенден кийин жок кылынат. Бул изилдөөгө катышууңуз ыктыярдуу түрдө, эгер кээ бир суроолор ыңгайлуу болбосо, аларга жооп бербей койсоңуз болот.

**ӨТКӨЗҮҮ УБАКТЫСЫ:** Сиздин интервьюга катышууңуз болжол менен 60 мүнөткө созулат.

**ИЗИЛДӨӨНҮН КООПТУУ ЖАКТАРЫ ЖАНА АРТЫКЧЫЛЫКТАРЫ:** Бул изилдөө менен байланышкан тобокелдиктер минималдуу. Маалыматтар коопсуз сырсыз бар башкалар кире албаган ишенимдүү компьютерде сакталат. Мен катышуучулардын аттарын көрсөтпөйм; Мен алардын аттарын код аркылуу жазам же аттары псевдонимдер менен алмаштырылат. Катышуучулардан алынган бардык маалымат жашыруун болот.

Бул изилдөөнүн натыйжасында күтүлүүчү артыкчылыктар:

бул изилдөө университеттин изилдөөчүлөрү үчүн изилдөө мүмкүнчүлүктөрүн куруунун маанилүүлүгүн жогорулатышы мүмкүн. Мисалы, университеттер изилдөөчүлөргө каржылык жардам көрсөтүү үчүн ички каражаттарды тартуунун жана тышкы каражаттарды тартуунун көбүрөөк жолдорун издеши мүмкүн. Ошондой эле катышуучулардын изилдөө жөнүндө түшүнүктөрүн жана изилдөө жүргүзүүдөгү кыйынчылыктары жөнүндө билдирүү мүмкүнчүлүгү. Демек, изилдөө жүргүзүүгө даяр профессордук-окутуучулук курам дагы профессионалдык колдоого ээ болушу мүмкүн. Катышуучулардын пикирлери жана ойлору изилдөөнү жакшыртууга салым кошот.

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Ошондой эле, бул изилдөө катышуучулардын жана башка мугалимдердин изилдөө жүргүзүүгө болгон кызыгуусун арттырышы мүмкүн.

Бул изилдөөгө катышуу же катышпоо сиздин жеке жашооңузга же жумушуңузга таасир этпейт.

**КАТЫШУУЧУНУН УКУКТАРЫ:** Эгерде сиз бул форманы окуп чыксаңыз жана бул изилдөөгө катышууну чечсеңиз, анда сиздин катышууңуз ыктыярдуу экенин түшүнүңүз жана сиз каалаган убакта макулдугуңузду кайтарып алууга же катышууңузду токтотууга укуктуусуз. Катышпай коюу альтернативасы дагы бар. Ошондой эле, сиз белгилүү бир суроолорго жооп берүүдөн баш тартууга укуктуусуз. Бул изилдөөнүн жыйынтыктары илимий же кесиптик жолугушууларда берилиши же илимий журналдарда жарыяланышы мүмкүн.

### **БАЙЛАНЫШ МААЛЫМАТТАРЫ:**

**Суроолоруңуз:** Эгерде сизде бул изилдөө, анын жол -жоболору, тобокелчиликтери жана пайдасы боюнча кандайдыр бир суроолор, тынчсыздануулар же даттануулар болсо, магистрдик диссертация жетекчиси менен байланышыңыз.

**Көз карандысыз байланыш:** Эгерде сиз бул изилдөөнүн кандайча жүргүзүлүп жатканына канааттанбасаңыз, же сизде кандайдыр бир тынчсызданууңуз, даттанууңуз же изилдөөгө же катышуучу катары сиздин укуктарыңызга байланыштуу жалпы суроолор болсо, анда NUGSE Изилдөө Комитетине [zumrad.kataeva@nu.edu.kz](mailto:zumrad.kataeva@nu.edu.kz).

Бул изилдөөгө катышууга макул болсоңуз, бул макулдукка кол коюңуз.

- Мен берилген маалыматты кунт коюп окуп чыктым;
- Мага изилдөөнүн максаты жана жол -жоболору жөнүндө толук маалымат берилди;
- Мен чогултулган маалымат кандайча колдонуларын жана кандайдыр бир жашыруун маалыматты изилдөөчүлөр гана көрөрүн жана башка эч кимге ачылбай турганын түшүнөм;
- Мен изилдөөдөн каалаган убакта себебин көрсөтпөстөн чыгууга эркин экенимди түшүнөм;
- Жогоруда айтылгандардын бардыгын толук билүү менен, мен өз эрким менен бул изилдөөгө катышууга макулмун.

Кол коюу: \_\_\_\_\_ Күнү: \_\_\_\_\_

**Бул кол коюлган жана даталанган макулдуктун кошумча көчүрмөсү сизде сакталат.**

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**Appendix B**

**Interview protocol**

**Research title:** Faculty perceptions on challenges and opportunities to conduct research at a state university in Kyrgyzstan.

**Pre-interview Information:**

**Date:** \_\_\_\_\_

**Place:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Gender:** male            female

**Time of the interview:** \_\_\_\_\_

**Duration:** \_\_\_\_\_

**Interviewee's specialty:** \_\_\_\_\_

**Description of the research:**

You have been invited to participate in an interview. Your participation in this research is significant, and thank you for agreeing to participate in this study. This study is about faculty perceptions on challenges and opportunities to conduct research at a state university in Kyrgyzstan. The findings of this study will make a positive change into research. Also, policymakers can hear participants' views and ideas as notes for improvement. During the interview, you will be asked questions about your personal views and experiences of challenges and opportunities to conduct research. I will ask you some open-ended questions about your experience. Your responses will be confidential and private. If you agree, I will record our interview on a recording device or on my phone app. The recording will not be shared with anyone. Also, I will take notes during our interview if you disagree to be recorded. I will store the recording on reliable technology and keep this recording in a secure place. Only my supervisor and I will have access to this recording. The collected data will be used for academic purposes only and will be destroyed after the data are analyzed and processed. Your participation in this study is voluntary, and if some questions are not comfortable, you may not answer them. Our interview will last approximately 60 minutes. Please, keep in mind that you may discontinue our interview at any time if you feel uncomfortable. Please read and sign the informed consent form. Do you have any questions regarding the interview before we start?

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Testing a recorder.

**Interview questions:**

1. Could you tell me about yourself?
2. How and why have you come to research?
3. Could you, please, share about your teaching responsibilities?
  - How many disciplines/subjects do you teach?
  - How many hours do you teach per week?
4. Could you, please, share about your service load?
  - Do you have any administrative responsibilities?
5. Could you, please, tell me about the requirements for conducting research at your university?
6. Could you, please, share if you receive any financial support for conducting research?
7. Could you, please, share about professional support you receive for conducting research?
8. Could you, please, share if you have any opportunities to travel and participate in any conferences?
9. Are there any research networks that you participate?
10. Could you, please, tell me if you face any challenges in conducting research?
11. Could you, please, tell me how you overcome these challenges?

Thank the respondents for participating in this interview.

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**Протокол интервью**

**Название исследования:** Восприятие преподавателями проблем и возможностей для проведения исследований в государственном университете Кыргызстана

**Информация перед собеседованием:**

**Дата:** \_\_\_\_\_

**Место:** \_\_\_\_\_

**Возраст:** \_\_\_\_\_

**Пол:** мужской                      женский

**Время собеседования:** \_\_\_\_\_

**Продолжительность:** \_\_\_\_\_

**Специальность интервьюируемого:** \_\_\_\_\_

**Описание исследования:**

Вас пригласили принять участие в интервью. Ваше участие в этом исследовании является важным, и спасибо за согласие принять участие в этом исследовании. Это исследование посвящено восприятию преподавателями проблем и возможностей проведения исследований в государственном университете Кыргызстана. Результаты этого исследования положительно повлияют в области исследования. Кроме того, лица, определяющие политику образования, могут услышать мнения и идеи участников как примечания для улучшения. Во время интервью вам будут заданы вопросы о ваших личных взглядах, ваш опыт решения проблем и использовании возможностей для проведения исследований. Ваши ответы будут абсолютно конфиденциальными. Получив Ваше согласие на участие в этом исследовании, мы будем вести интервью по следующей процедуре. Сначала вам нужно будет подписать форму согласия, подтверждающую ваше участие. Наше интервью будет проводиться индивидуально, и вы можете говорить на удобном Вам языке, на кыргызском или на русском. Запись нашего интервью на звукозаписывающее устройство будет проводиться только с вашего разрешения. Запись никому не будет передана. Аудиозапись будет храниться в надежном компьютере и в безопасном месте. Только мой руководитель и я будем иметь доступ к этой записи. Собранные данные будут использоваться только в академических целях и будут уничтожены после анализа и обработки данных. Ваше участие в этом исследовании является добровольным, если некоторые вопросы вам не подходят, вы можете на них не отвечать. Наше интервью продлится примерно 60 минут. Пожалуйста, имейте в виду, что вы можете прекратить наше интервью в любое время, если почувствуете дискомфорт.

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Пожалуйста, прочтите и подпишите форму информированного согласия. Есть ли у Вас вопросы по поводу собеседования перед тем, как мы начнем наше интервью?

Тестирование диктофона.

### **Вопросы на собеседовании:**

1. Не могли бы вы рассказать о себе?
2. Как и почему вы пришли к исследованию?
3. Не могли бы вы рассказать о своих преподавательских обязанностях?
  - Сколько дисциплин / предметов вы преподаете?
  - Сколько часов вы преподаете в неделю?
4. Расскажите, пожалуйста, о загруженности вашей работы?
  - Есть ли у вас какие-либо административные обязанности?
5. Расскажите, пожалуйста, о требованиях к проведению исследований в вашем университете?
6. Не могли бы вы рассказать, получаете ли вы финансовую поддержку для проведения исследования?
7. Не могли бы вы рассказать о профессиональной поддержке, которую вы получаете при проведении исследования?
8. Не могли бы вы рассказать, есть ли у вас возможность путешествовать и участвовать в каких-либо конференциях?
9. Есть ли какие-либо исследовательские общества, в которых вы принимаете участие?
10. Скажите, пожалуйста, есть ли у вас трудности при проведении исследований?
11. Расскажите, пожалуйста, как вы преодолеваете эти трудности?

Поблагодарю участников за участие в данном интервью!

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**Интервьюнун протоколу**

**Изилдөөнүн аталышы:** Кыргызстандагы мамлекеттик университетинде мугалимдердин изилдөө жүргүзүүдөгү кыйынчылыктарга жана мүмкүнчүлүктөргө болгон көз караштары.

**Интервьюга чейинки маалымат:**

**Күнү:** \_\_\_\_\_

**Жери:** \_\_\_\_\_

**Жашы:** \_\_\_\_\_

**Жынысы:** эркек                      аял

**Интервьюнун убактысы:** \_\_\_\_\_

**Интервьюнун узактыгы:** \_\_\_\_\_

**Интервью берүүчүнүн адистиги:** \_\_\_\_\_

Изилдөөнүн сыпатталышы: Сиз изилдөө ишине катышууга чакырылдыңыз. Бул изилдөөгө сиздин катышууңуз маанилүү жана сизди интервьюга (маекке) катышууңузду суранабыз. Изилдөөгө катышуу макулдугуңузду бергениңиз үчүн чоң рахмат. Бул изилдөө Кыргызстандын мамлекеттик университетинде изилдөө жүргүзүү үчүн кыйынчылыктар жана мүмкүнчүлүктөр жөнүндөгү мугалимдердин көз карашын изилдейт. Бул изилдөөнүн жыйынтыктары изилдөөгө оң өзгөрүүлөрдү киргизет. Катышуучулардын пикирлери жана ойлору изилдөөнү жакшыртууга салым кошот. Интервью учурунда сизге жеке көз карашыңыз, кыйынчылыктар жана изилдөө жүргүзүү мүмкүнчүлүктөрү тууралуу суроолор берилет. Мен сизге узатуучу суроолор сиздин тажрыйбаңыз жөнүндө болмокчу. Сиздин жооптор купуя бойдон. Эгер макул болсоңуз, мен маегибизди үн жаздыруучу аппаратка жаздырам. Жаздырылган аудио эч ким менен бөлүшүлбөйт. Мен аудиожазууну ишенимдүү компьютерде сактайм жана коопсуз жерде сактайм. Бул жаздырууну менин жетекчим экөөбүз гана колдоно алабыз. Чогулган маалыматтар академиялык максаттарда гана колдонулат жана маалыматтар анализденип, иштетилгенден кийин жок кылынат. Бул изилдөөгө катышууңуз ыктыярдуу түрдө, эгер кээ бир суроолор ыңгайлуу болбосо, аларга жооп бербей койсоңуз болот. Биздин маек болжол менен 60 мүнөткө созулат. Эгер сиз өзүңүздү ыңгайсыз сезсеңиз, каалаган убакта маегибизди токтото аласыз. Сураныч, макулдуктун формасын окуп, кол коюңуз. Биз баштаардан мурун маекке байланыштуу суроолор барбы?

Жаздыргыч аппаратты сыноо.

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**Интервьюнун суроолору:**

1. Өзүңүз жөнүндө айтып бересизби?
2. Сиз кантип жана эмне үчүн изилдөөгө келгенсиз?
3. Окутуу жоопкерчилигиңиз менен бөлүшө аласызбы? Сиз канча дисциплина окутасыз? Сиз жумасына канча сааттан сабак бересиз?
4. Сабак берүүдөн сырткары дагы кандай жумуштарды аткарасыз, бөлүшө аласызбы? Сизде административдик жоопкерчилик барбы?
5. Университетиңизде изилдөө жүргүзүү боюнча талаптар жөнүндө айтып берсеңиз?
6. Изилдөө жүргүзүү үчүн кандайдыр бир каржылык колдоо алсаңыз бөлүшө аласызбы?
7. Изилдөө жүргүзүү үчүн алган профессионалдык колдоо алсаңыз бөлүшө аласызбы?
8. Конференцияларга катышуу мүмкүнчүлүгүңүз болсо бөлүшө аласызбы?
9. Сиз катышкан изилдөө тармактары барбы?
10. Изилдөө жүргүзүүдө кандайдыр бир кыйынчылыктарга туш болсоңуз, айтып бересизби?
11. Сураныч, бул кыйынчылыктарды кантип жеңгениңизди айтып бере аласызбы?

Интервьюга катышкандыгы үчүн ыраазычылык билдирүү!

## Appendix C

### ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

#### Восприятие преподавателями проблем и возможностей для проведения исследований в государственном университете Кыргызстана

**ОПИСАНИЕ:** Вы приглашены принять участие в данном исследовании. Это исследование будет изучать как преподаватели воспринимают проблемы и возможности для проведения исследований в государственном университете Кыргызстана. Ваше участие в этом исследовании очень важно, и мы приглашаем Вас принять участие в интервью. Во время интервью вам будут заданы вопросы о ваших личных взглядах, ваш опыт решения проблем и использовании возможностей для проведения исследований. Ваши ответы будут абсолютно конфиденциальными. Получив Ваше согласие на участие в этом исследовании, мы будем вести интервью по следующей процедуре. Сначала вам нужно будет подписать форму согласия, подтверждающую ваше участие. Наше интервью будет проводиться индивидуально, и вы можете говорить на удобном Вам языке, на кыргызском или на русском. Запись нашего интервью на звукозаписывающее устройство будет проводиться только с вашего разрешения. Запись никому не будет передана. Аудиозапись будет храниться в надежной технологии и в надежном месте. Только мой руководитель и я будем иметь доступ к этой аудиозаписи. Собранные данные будут использоваться только в академических целях и будут уничтожены после анализа и обработки данных. Ваше участие в этом исследовании является добровольным, если некоторые вопросы вам не подходят, вы можете на них не отвечать.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие займет около 60 минут.

#### **РИСКИ И ПРЕИМУЩЕСТВА:**

Риски, связанные с этим исследованием, минимальны. Данные будут сохранены на компьютере с безопасным паролем и без доступа к другим. Я не буду указывать имена участников; имена будут закодированы или будут заменены псевдонимами. Вся информация, полученная от участников, будет анонимной и конфиденциальной.

Преимуществом этого исследования заключаются в том, что оно может повысить осведомленность университета о важности создания исследовательских возможностей для исследователей. Например, университеты могут искать больше способов мобилизации внутренних средств и привлечения внешних средств для оказания финансовой помощи исследователям. Это также возможность для участников выразить свое видение исследований и проблем, с которыми они сталкиваются при проведении исследований. Следовательно, преподаватели, желающие проводить исследования, могут получить более профессиональную поддержку. Мнения и идеи участников исследования могут быть услышаны как примечания для улучшения исследовательской деятельности. Кроме того, это исследование может повысить интерес участников и других преподавателей к проведению исследований.

Ваше решение, участвовать или не участие в этом исследовании, не повлияет отрицательно на Ваш карьерный рост и личную жизнь.

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### **ПРАВА УЧАСТНИКОВ:**

Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

### **КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем: [shamshievarj@gmail.com](mailto:shamshievarj@gmail.com) , Шамшиева Рахат Женишбековна, 0772841911, 0703841911

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес [zumrad.kataeva@nu.edu.kz](mailto:zumrad.kataeva@nu.edu.kz).

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле

Подпись: \_\_\_\_\_ Дата: \_\_\_\_\_

**Копия данной формы с вашей подписью и датой проведения интервью будет храниться у Вас.**

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**Appendix D**

**Протокол интервью**

**Название исследования:** Восприятие преподавателями проблем и возможностей для проведения исследований в государственном университете Кыргызстана

**Информация перед собеседованием:**

**Дата:** \_\_\_\_\_

**Место:** \_\_\_\_\_

**Возраст:** \_\_\_\_\_

**Пол:** мужской                      женский

**Время собеседования:** \_\_\_\_\_

**Продолжительность:** \_\_\_\_\_

**Специальность интервьюируемого:** \_\_\_\_\_

**Описание исследования:**

Вас пригласили принять участие в интервью. Ваше участие в этом исследовании является важным, и спасибо за согласие принять участие в этом исследовании. Это исследование посвящено восприятию преподавателями проблем и возможностей проведения исследований в государственном университете Кыргызстана. Результаты этого исследования положительно повлияют в области исследования. Кроме того, лица, определяющие политику образования, могут услышать мнения и идеи участников как примечания для улучшения. Во время интервью вам будут заданы вопросы о ваших личных взглядах, ваш опыт решения проблем и использовании возможностей для проведения исследований. Ваши ответы будут абсолютно конфиденциальными. Получив Ваше согласие на участие в этом исследовании, мы будем вести интервью по следующей процедуре. Сначала вам нужно будет подписать форму согласия, подтверждающую ваше участие. Наше интервью будет проводиться индивидуально, и вы можете говорить на удобном Вам языке, на кыргызском или на русском. Запись нашего интервью на звукозаписывающее устройство будет проводиться только с вашего разрешения. Запись никому не будет передана. Аудиозапись будет храниться в надежном компьютере и в безопасном месте. Только мой руководитель и я будем иметь доступ к этой записи. Собранные данные будут использоваться только в академических целях и будут уничтожены после анализа и обработки данных. Ваше участие в этом исследовании

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является добровольным, если некоторые вопросы вам не подходят, вы можете на них не отвечать. Наше интервью продлится примерно 40-50 минут. Пожалуйста, имейте в виду, что вы можете прекратить наше интервью в любое время, если почувствуете дискомфорт. Пожалуйста, прочтите и подпишите форму информированного согласия. Есть ли у Вас вопросы по поводу собеседования перед тем, как мы начнем наше интервью?

Тестирование диктофона.

### **Вопросы на собеседовании:**

1. Не могли бы вы рассказать о себе?
2. Как и почему вы пришли к исследованию?
3. Не могли бы вы рассказать о своих преподавательских обязанностях?
  - Сколько дисциплин / предметов вы преподаете?
  - Сколько часов вы преподаете в неделю?
4. Расскажите, пожалуйста, о загруженности вашей работы?
  - Есть ли у вас какие-либо административные обязанности?
5. Расскажите, пожалуйста, о требованиях к проведению исследований в вашем университете?
6. Не могли бы вы рассказать, получаете ли вы финансовую поддержку для проведения исследования?
7. Не могли бы вы рассказать о профессиональной поддержке, которую вы получаете при проведении исследования?
8. Не могли бы вы рассказать, есть ли у вас возможность путешествовать и участвовать в каких-либо конференциях?
9. Есть ли какие-либо исследовательские общества, в которых вы принимаете участие?
10. Скажите, пожалуйста, есть ли у вас трудности при проведении исследований?
11. Расскажите, пожалуйста, как вы преодолеваете эти трудности?

Поблагодарю участников за участие в данном интервью!

## Appendix E

### ИЗИЛДӨӨ ЖҮРГҮЗҮҮ КЕЛИШИМИН МААЛЫМАТТЫК ФОРМАСЫ

Кыргызстандагы мамлекеттик университетинде мугалимдердин изилдөө жүргүзүүдөгү кыйынчылыктарга жана мүмкүнчүлүктөргө болгон көз караштары.

**СЫПАТТАМА:** Сиз изилдөө ишине катышууга чакырылдыңыз. Бул изилдөө Кыргызстандын мамлекеттик университетинде изилдөө жүргүзүү үчүн кыйынчылыктар жана мүмкүнчүлүктөр жөнүндөгү мугалимдердин көз карашын изилдейт. Бул изилдөөгө сиздин катышууңуз маанилүү жана сизди интервьюга (маекке) катышууңузду суранабыз. Интервью учурунда сизге жеке көз карашыңыз, кыйынчылыктар жана изилдөө жүргүзүү мүмкүнчүлүктөрү тууралуу суроолор берилет. Сиздин жоопторуңуз купуя бойдон болот. Бул изилдөөгө катышууга макул болгондон кийин, биз кийинки процедураны аткарабыз. Сиз алгач катышууңузду тастыктаган макулдук баракчасына кол коюңуз. Биздин интервьюлар жекече жүргүзүлөт жана сиз өзүңүзгө ыңгайлуу тилди колдонсоңуз болот, кыргызча же орусча. Мен интервьюбуздун аудиожаздыруусун сиздин уруксатыңыз менен гана жаздырам. Жаздырылган аудио эч ким менен бөлүшүлбөйт. Мен аудиожазууну ишенимдүү компьютерде сактайм жана коопсуз жерде сактайм. Бул жаздырууну менин жетекчим экөөбүз гана колдоно алабыз. Чогулган маалыматтар академиялык максаттарда гана колдонулат жана маалыматтар анализденип, иштетилгенден кийин жок кылынат. Бул изилдөөгө катышууңуз ыктыярдуу түрдө, эгер кээ бир суроолор ыңгайлуу болбосо, аларга жооп бербей койсоңуз болот.

**ӨТКӨЗҮҮ УБАКТЫСЫ:** Сиздин интервьюга катышууңуз болжол менен 40-50 мүнөткө созулат.

### ИЗИЛДӨӨНҮН КООПТУУ ЖАКТАРЫ ЖАНА АРТЫКЧЫЛЫКТАРЫ:

Бул изилдөө менен байланышкан тобокелдиктер минималдуу. Маалыматтар коопсуз сырсыз бар башкалар кире албаган ишенимдүү компьютерде сакталат. Мен катышуучулардын аттарын көрсөтпөйм; Мен алардын аттарын код аркылуу жазам же аттары псевдонимдер менен алмаштырылат. Катышуучулардан алынган бардык маалымат жашыруун болот.

### Бул изилдөөнүн натыйжасында күтүлүүчү артыкчылыктар:

Бул изилдөө университеттин изилдөөчүлөрү үчүн изилдөө мүмкүнчүлүктөрүн куруунун маанилүүлүгүн жогорулатышы мүмкүн. Мисалы, университеттер изилдөөчүлөргө каржылык жардам көрсөтүү үчүн ички каражаттарды тартуунун жана тышкы каражаттарды тартуунун көбүрөөк жолдорун издеши мүмкүн. Ошондой эле катышуучулардын изилдөө жөнүндө түшүнүктөрүн жана изилдөө жүргүзүүдөгү кыйынчылыктары жөнүндө билдирүү мүмкүнчүлүгү. Демек, изилдөө жүргүзүүгө даяр

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профессордук-окутуучулук курам дагы профессионалдык колдоого ээ болушу мүмкүн. Катышуучулардын пикирлери жана ойлору изилдөөнү жакшыртууга салым кошот. Ошондой эле, бул изилдөө катышуучулардын жана башка мугалимдердин изилдөө жүргүзүүгө болгон кызыгуусун арттырышы мүмкүн.

Бул изилдөөгө катышуу же катышпоо сиздин жеке жашоонузга же жумушуңузга таасир этпейт.

**КАТЫШУУЧУНУН УКУКТАРЫ:** Эгерде сиз бул форманы окуп чыксаңыз жана бул изилдөөгө катышууну чечсеңиз, анда сиздин катышууңуз ыктыярдуу экенин түшүнүңүз жана сиз каалаган убакта макулдугуңузду кайтарып алууга же катышууңузду токтотууга укуктуусуз. Катышпай коюу альтернативасы дагы бар. Ошондой эле, сиз белгилүү бир суроолорго жооп берүүдөн баш тартууга укуктуусуз. Бул изилдөөнүн жыйынтыктары илимий же кесиптик жолугушууларда берилиши же илимий журналдарда жарыяланышы мүмкүн.

### БАЙЛАНЫШ МААЛЫМАТТАРЫ:

**Суроолоруңуз:** Эгерде сизде бул изилдөө, анын жол -жоболору, тобокелчиликтери жана пайдасы боюнча кандайдыр бир суроолор, тынчсыздануулар же даттануулар болсо магистрант-изилдөөчү менен байланышыңыз: [shamshievarj@gmail.com](mailto:shamshievarj@gmail.com), Шамшиева Рахат Жеңишбековна, 0772841911, 0703841911

**Көз карандысыз байланыш:** Эгерде сиз бул изилдөөнүн кандайча жүргүзүлүп жатканына канааттанбасаңыз, же сизде кандайдыр бир тынчсызданууңуз, даттанууңуз же изилдөөгө же катышуучу катары сиздин укуктарыңызга байланыштуу жалпы суроолор болсо, анда NUGSE Изилдөө Комитетине [zumrad.kataeva@nu.edu.kz](mailto:zumrad.kataeva@nu.edu.kz).

Бул изилдөөгө катышууга макул болсоңуз, бул макулдукка кол коюңуз.

- Мен берилген маалыматты кунт коюп окуп чыктым;
- Мага изилдөөнүн максаты жана жол -жоболору жөнүндө толук маалымат берилди;
- Мен чогултулган маалымат кандайча колдонуларын жана кандайдыр бир жашыруун маалыматты изилдөөчүлөр гана көрөрүн жана башка эч кимге ачылбай турганын түшүнөм;
- Мен изилдөөдөн каалаган убакта себебин көрсөтпөстөн чыгууга эркин экенимди түшүнөм;
- Жогоруда айтылгандардын бардыгын толук билүү менен, мен өз эрким менен бул изилдөөгө катышууга макулмун.

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Кол коюу: \_\_\_\_\_ Күнү: \_\_\_\_\_

**Бул кол коюлган жана даталанган макулдуктун кошумча көчүрмөсү сизде сакталат.**

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**Appendix F**

**Интервьюнун протоколу**

**Изилдөөнүн аталышы:** Кыргызстандагы мамлекеттик университетинде мугалимдердин изилдөө жүргүзүүдөгү кыйынчылыктарга жана мүмкүнчүлүктөргө болгон көз караштары.

**Интервьюга чейинки маалымат:**

**Күнү:** \_\_\_\_\_

**Жери:** \_\_\_\_\_

**Жашы:** \_\_\_\_\_

**Жынысы:** эркек                      аял

**Интервьюнун убактысы:** \_\_\_\_\_

**Интервьюнун узактыгы:** \_\_\_\_\_

**Интервью берүүчүнүн адистиги:** \_\_\_\_\_

Изилдөөнүн сыпатталышы: Сиз изилдөө ишине катышууга чакырылдыңыз. Бул изилдөөгө сиздин катышууңуз маанилүү жана сизди интервьюга (маекке) катышууңузду суранабыз. Изилдөөгө катышуу макулдугуңузду бергениңиз үчүн чоң рахмат. Бул изилдөө Кыргызстандын мамлекеттик университетинде изилдөө жүргүзүү үчүн кыйынчылыктар жана мүмкүнчүлүктөр жөнүндөгү мугалимдердин көз карашын изилдейт. Бул изилдөөнүн жыйынтыктары изилдөөгө оң өзгөрүүлөрдү киргизет. Катышуучулардын пикирлери жана ойлору изилдөөнү жакшыртууга салым кошот. Интервью учурунда сизге жеке көз карашыңыз, кыйынчылыктар жана изилдөө жүргүзүү мүмкүнчүлүктөрү тууралуу суроолор берилет. Мен сизге узатуучу суроолор сиздин тажрыйбаңыз жөнүндө болмокчу. Сиздин жооптор купуя бойдон. Эгер макул болсоңуз, мен маегибизди үн жаздыруучу аппаратка жаздырам. Жаздырылган аудио эч ким менен бөлүшүлбөйт. Мен аудиожазууну ишенимдүү компьютерде сактайм жана коопсуз жерде сактайм. Бул жаздырууну менин жетекчим экөөбүз гана колдоно алабыз. Чогулган маалыматтар академиялык максаттарда гана колдонулат жана маалыматтар анализденип, иштетилгенден кийин жок кылынат. Бул изилдөөгө катышууңуз ыктыярдуу түрдө, эгер кээ бир суроолор ыңгайлуу болбосо, аларга жооп бербей койсоңуз болот. Биздин маек болжол менен 40-50 мүнөткө созулат. Эгер сиз өзүңүздү ыңгайсыз сезсеңиз, каалаган убакта маегибизди токтото аласыз. Сураныч, макулдуктун формасын окуп, кол коюңуз. Биз баштаардан мурун маекке байланыштуу суроолор барбы?

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Жаздыргыч аппаратты сыноо.

### Интервьюнун суроолору:

1. Өзүңүз жөнүндө айтып бересизби?
2. Сиз кантип жана эмне үчүн изилдөөгө келгенсиз?
3. Окутуу жоопкерчилигиңиз менен бөлүшө аласызбы? Сиз канча дисциплина окутасыз? Сиз жумасына канча сааттан сабак бересиз?
4. Сабак берүүдөн сырткары дагы кандай жумуштарды аткарасыз, бөлүшө аласызбы? Сиз административдик жумуш аткарасызбы?
5. Университетиңизде изилдөө жүргүзүү боюнча талаптар жөнүндө айтып берсеңиз?
6. Изилдөө жүргүзүү үчүн кандайдыр бир каржылык колдоо алган жөнүндө бөлүшө аласызбы?
7. Изилдөө жүргүзүү үчүн кандай кесиптик колдоо алгансыз? Ошол тууралуу бөлүшүп кетсеңиз.
8. Конференцияларга катышуу мүмкүнчүлүгүңүз болгонбу? Бөлүшө аласызбы?
9. Сиз кандайдыр бир изилдөө тармактарына катышып же мүчө болуп жүрсөңүз, ошол тууралуу айтып кетисизби?
10. Изилдөө жүргүзүүдө кандайдыр бир кыйынчылыктарга туш болсоңуз, айтып бересизби?
11. Сураныч, бул кыйынчылыктарды кантип жеңгениңизди айтып бере аласызбы?

Интервьюга катышкандыгы үчүн ыраазычылык билдирүү!