

# A REVIEW OF FACTORS AND ACTIVITIES CONTRIBUTING TO PROFICIENT ACADEMIC BUSINESS RESEARCHERS.

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# Research on Researchers???



# Resources

- Textbooks (see Blaxter, Hughes, & Tight, 2001; Boyer, 1990; Davidson & Lunt, 2000)
- Research process or publication acceptance (see Campbell, 1995; De Lange, 2005; Draft, 1995)
- Anecdotal descriptions (see Frost & Stablein, 1992; Humphrey & Lee, 2004; Perry, 2002)
- Unpublished...



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# Previous Research

- Research output
- Suggestions for obtaining publication
- Journal quality and rankings
- Institution rankings



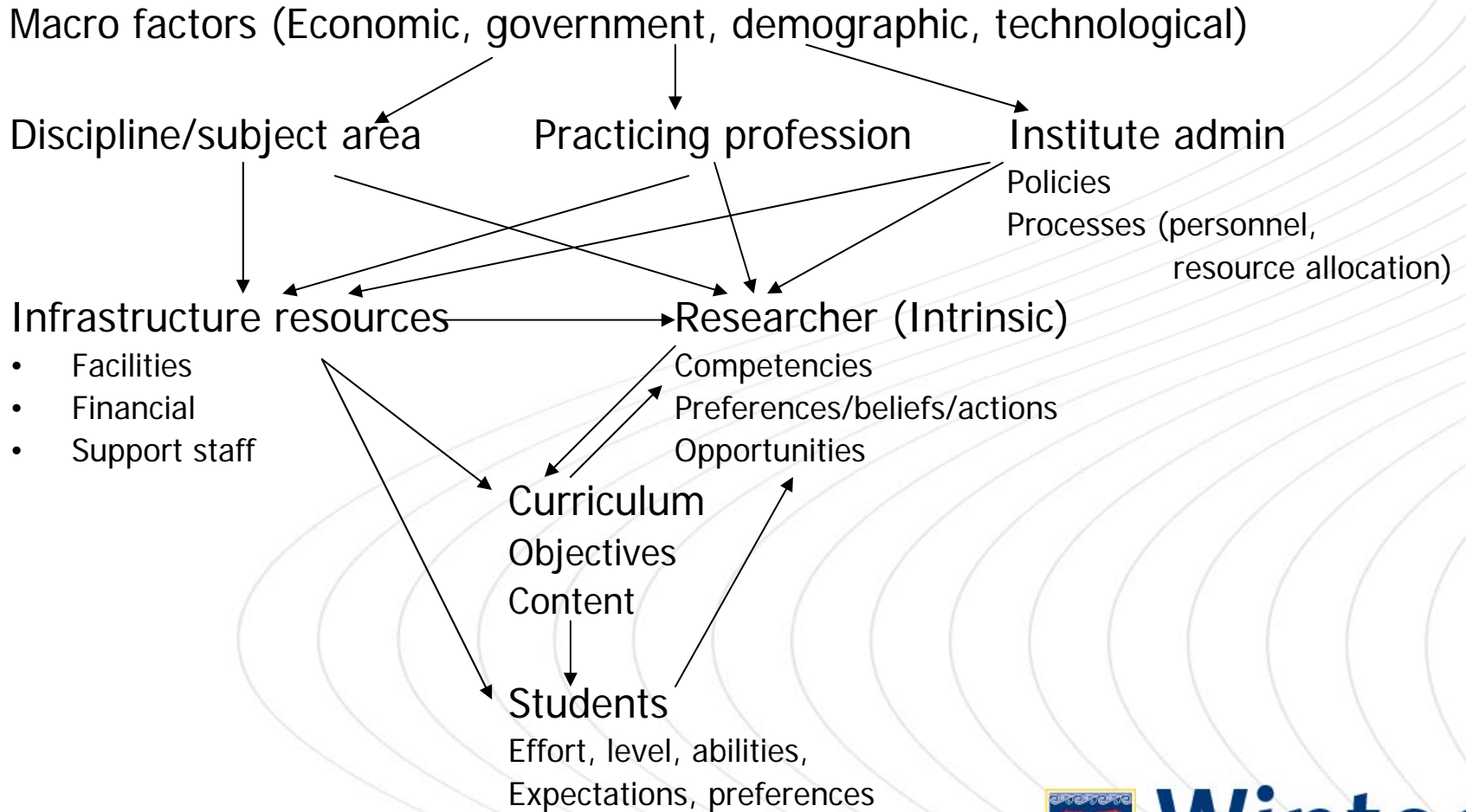
# Business Disciplines Not the Same

- Accounting publication less than finance, management, & marketing (Swanson, 2004; Tower, Desai, Carson, & Cheng, 2005)
- Refer to PBRF or RAE results
- New scholars use of non-discipline journals (Christensen, Finger, & Latham, 2002)
- Output does not equate to career success (Kirchmeyer, 2005)



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# Framework of Factors & Activities





# Substantiated Factors of Research Proficiency

## Research outputs

- Faculties rely on small subset of staff to publish (Durben et al. (1999))
- Academic level, training (PhD), gender, staff in smaller departments provide greater research output (Tower et al., 2005)
- Age 40+, typically 50-60 (Cargile & Bublitz, 1986)



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# Substantiated Factors of Research Proficiency

Surveys (Chow & Harrison, 1998)

- Supportive colleagues
- Time strictly for research
- Access to computers & databases
- Supportive research environment
- Financial & other support
- Doctoral assistants
- Mentor/leader
- Library

Surveys of doctorates (Cargile & Bublitz, 1986)

1. Reduced teaching load (Class time & prep.)
2. Access to computers & databases
3. Colleagues research abilities
4. High quality graduate students
5. Reduced committee assignments





# Substantiated Factors of Research Proficiency

## Interviews (Chow & Harrison, 2002)

- Following & critically looking at the literature
  - Multiple papers & new ideas
- Keeping abreast of real world issues
  - Topical and theory in practice
- Working with colleagues
  - Colleagues, students, co-authors



# Training & Learnt Skills

- Training & education lead to development of skills required of researchers
- Attainment of qualification from 'right' institutions & supervisors provides opportunities
- Dissertation effect (See Zivney, Bertin, & Gavin, 1995)
  - Research from thesis or dissertation
- Writing prospects established early in career (Boice, 1992; Boice & Jones, 1984; Cresswell, 1985; & Reskin, 1977). Research productivity & impact begins early in a career (Maranto & Streuly, 1994)
- Environment & conditions of new faculty members encourage procrastination & distress (Boice, 1989)



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# Individuals

- Personal attributes & skills of researcher important (Chow & Harrison, 1998)
- Though ability provides access to top doctoral programs that then determines productivity (Maranto & Streuly, 1994)
- Characteristics and personality?
- Tenure effect
  - Reduced research once passed probationary or tenure (See Swanson, 2004; Zivney, Bertin, & Gavin, 1995; Talib, 2001; Talib, 2002)
  - Disagree of effect (see Lane, Ray, & Glennon, 1990; Levitan & Ray, 1992; Hancock, Lane, Ray, & Glennon, 1992),
  - Time in academe instead (Chen, Gupta, & Hoshower, 2006)



# Importance of Choosing Potential

- Published research emphasised above teaching, politics, & service for promotion, tenure, & salary
- Though research seen as an extra burden at non doctoral granting institutions (Cargile & Bublitz, 1986)
- Intrinsic motivation more important than extrinsic rewards (Bailey, 1994),
- Though additional compensation important at non doctoral granting institutions (Cargile & Bublitz, 1986)
- Extrinsic for untenured, intrinsic for tenured (Chen, Gupta, & Hoshower, 2006)



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# A Proficient Business Researcher

“A person who has sought and obtained rigorous training in methodological and writing skills... gaining access to support resources (both colleagues and physical), this person has a strong work ethic and a very strong desire to succeed. He/she is highly dedicated to his/her work and persists and perseveres.”

(Chow & Harrison, 1998)





# Conclusion

- More so called best practices still yet to be substantiated in the research
- 'Non-productive' time needs to be built into timetable to allow for reading
- Importance of interacting with colleagues at large or small institutions
  - More important for ITPs?
- Students a large resource
  - Some ITPs at a disadvantage to universities
- Important to select right candidates for research positions in institution



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