

# Research Publication Challenges Faced by Dentists in India: A Narrative Review of Multilevel Barriers

K SARAN<sup>1</sup>, G KRISHNAPRAKASH<sup>2</sup>, SIBYL SILUVAI<sup>3</sup>, KP INDUMATHI<sup>4</sup>

## ABSTRACT

Research articles are essential for achieving academic excellence, frequently impacting career progression, funding opportunities, and the prestige of educational Institutions. However, for dental students, postgraduates, and faculty in India and neighbouring countries, producing consistent and high-quality research remains a significant challenge. The present narrative review explores the complex and interconnected barriers affecting research productivity in the field of dentistry. These barriers are classified into three major categories. Institutional constraints this encompasses insufficient research funding, poor infrastructure, and a lack of administrative assistance. Personal challenges these include time limitations arising from academic or clinical obligations, low motivation, inadequate expertise in scientific writing, and the need to balance multiple responsibilities. Structural barriers ambiguous promotion rules, insufficient training in research methodologies, and the absence of interdisciplinary collaboration also hinder research engagement. The present review aims to identify the obstacles encountered by dentists in India regarding research publication through an analysis of peer-reviewed literature, reports from the Dental Council of India, and the University Grants Commission, as well as policy documents such as the National Education Policy (NEP) 2020. It also addresses current initiatives such as faculty development programs, research workshops, and Institutional policies designed to enhance the research culture. To overcome these obstacles, it is advisable to implement practical solutions such as establishing research cells, developing structured mentorship programs, enhancing access to statistics and writing assistance, allocating time and rewards specifically for research endeavours. The present article seeks to motivate Institutional leaders, educators, and legislators by outlining both the challenges and potential solutions, thus fostering a more conducive atmosphere for significant research among dental professionals at all levels.

**Keywords:** Dental research, Educational measurement, Organisational policy, Personnel management, Research personnel

## INTRODUCTION

Today, research is the backbone of innovation and therapeutic advancement for academic Institutions collaborating with academia globally. However, there are many challenges with research that make it hard for academics to accomplish their goals. As a result, many Dental colleges struggle to make important contributions to the literature [1-3].

The state of Dental research in India is still in its infancy, despite the existence of over 300 Dental colleges, the highest number globally. Furthermore, the establishment of new Dental colleges is on the rise in India. The country has a total of 323 Dental Institutes, with 27,618 students graduating with a Bachelor of Dental Surgery (BDS) degree annually, and around 7,175 students obtaining a Master of Dental Surgery (MDS) degree. The dentist workforce across numerous Dental Institutions in India comprises approximately 25,773 individuals [4]. In the Indian context, faculty members and postgraduate students are expected to enhance their research contributions; yet, several institutional, personal, and structural barriers impede their capacity to consistently produce impactful publications.

A bibliometric analysis from the Scopus database indicates that India accounted for less than 5% of global Dental publications in 2022, with a substantial proportion published in non indexed or low-impact journals [5]. According to Bassani R et al., India contributed 3% to the global share of systematic reviews in dentistry in the PubMed database during the year 2017 [6]. This highlights a clear gap between academic capacity and research output.

Research related to research productivity in Asia is limited, as it is predominantly influenced by studies conducted in the United States, Canada, and Western European nations [7]. In contrast,

countries such as South Korea and Singapore, although having fewer Institutions, demonstrate superior per capita research output due to organised research training, increased funding, and faculty support initiatives [8].

Dentists frequently encounter several obstacles, including inadequate funding, insufficient training, and institutional practices that prioritise teaching over research. The dual burden of clinical and instructional responsibilities, limited resources, and inadequate mentorship further exacerbates these challenges [9].

Another factor contributing to the persistence of these issues is the absence of clear institutional policies—such as protected research time, seed funding mechanisms, or publication incentives- which leaves faculty members without formal support for research projects [10]. The University Grants Commission and the Dental Council of India both emphasise the need for frameworks that promote research; however, implementation remains inconsistent across Dental Institutions in India [4,11].

In 2023, the Indian Parliament passed the Anusandhan National Research Foundation (ANRF) Act to provide strategic guidance for research, innovation, and entrepreneurship across various scientific fields [12]. The National Education Policy (NEP) 2020 also highlights the importance of fostering a research culture through policy interventions and institutional restructuring [13]. Additionally, psychosocial factors can discourage faculty members from engaging in research activities [14,15].

Another contributor to low publication rates across Dental Institutions is the lack of recognition and rewards for research contributions [16]. Institutions that allocate dedicated funding for faculty-led initiatives tend to demonstrate higher research output and quality. Furthermore, developing partnerships with international universities

and research organisations helps bridge the gaps in resources and expertise, enabling faculty to engage in diverse and impactful research [17].

The globalisation of academic research has underscored the need for open-access publications and international collaborations, allowing researchers to share their findings widely and learn from one another across borders [18].

The present narrative review aimed to explore the barriers that impede research productivity among dentists in India. By categorising these challenges into institutional, personal, and structural domains, the review seeks to provide a structured overview of the multifaceted issues that hinder academic output.

## DISCUSSION

### Barriers to Research and Publication

According to a review of the literature, barriers to research and publication can be classified into:

- A. Institutional constraints
- B. Personal challenges
- C. Structural barriers

#### A) Institutional constraints:

- i) **Administrative constraints:** Research productivity can be constrained by administrative restrictions that create challenges affecting the quality and scientific rigor of research. A cross-sectional study conducted in Chennai found that 65% of academics were unable to devote sufficient time to research due to teaching responsibilities [1]. A smaller proportion of faculty members reported that administrative duties and heavy workloads impeded their ability to conduct research. Institutional practices that prioritise teaching and patient care over research further exacerbate these limitations [2]. In a study by Basudan A et al., 87.5% of participants reported time constraints due to workload and hectic schedules as their primary barrier to research, while over 60% also cited a lack of administrative and technical support for research activities [19]. Similarly, Bishen KA et al., found that 57.53% of participants indicated the absence of dedicated administrative and technical support for their research projects from their Institutions or universities [20].
- ii) **Limitations in resources and finances:** Financial support for Dental research is generally inadequate. High publication fees, coupled with restricted access to prestigious journals and statistical software, prevent many dentists from conducting high-quality research [21]. Alsulami AF et al., conducted a study showing that 9.9% of participants faced challenges in research due to limited access to data, including missing or inaccessible electronic medical records [22]. Giri PA et al., found that 26% of postgraduate students cited insufficient research facilities as a major obstacle to conducting research [23]. Several studies—by Hegde A et al., (29.3%), Basudan A et al., (84.4%), Giri PA et al., (41.4%), Alsaleem SA et al., (55%), and Sabzwari S et al., (28.8%)—highlighted financial barriers as major challenges faced by participants [2,19,23-25]. Nanda J et al., reported that 42.4% of participants considered the payment of publication fees to be a substantial obstacle [16]. These findings are consistent with the observations of Sandesh N et al., Ogunbodede KF et al., and Rowley J et al., [21,26,27].
- iii) **Inadequate leadership and institutional policies:** Effective leadership has been directly linked with increased research productivity, according to several studies examining institutional frameworks in higher education [28]. Giri PA et al., (16.4%) and Sabzwari S et al., (42.5%) reported that inadequate support from guides and supervisors was a major obstacle [23,25].

Hegde A et al., noted that the lack of proper mentorship was the most frequently cited barrier, affecting 23.3% of postgraduate Dental students [2], whereas Ganesh A et al., found that 20% of respondents identified a lack of mentorship as a significant issue [1]. Like-wise, Alsulami AF et al., observed that 38.9% of participants perceived an unsupportive research supervisor as a substantial barrier to publishing their work [22]. Ganesh A et al., also found that 33% of students reported a lack of interest from their guides, while 22% of faculty members noted a lack of interest from students [1]. Bishen KA et al., reported that 30% of respondents encountered obstacles in their research and publication efforts due to departmental or interdepartmental politics, particularly involving authorship conflicts [20].

#### B) Personal challenges:

- i) **Lack of skills and training:** A lack of training in research methodology and data analysis remains a significant barrier. A survey conducted by Sabzwari S et al., revealed that 47.2% of teachers expressed a lack of confidence in performing statistical analysis [25], while Alsaleem SA et al., reported that 74% of respondents lacked adequate skills in statistical methods, highlighting a widespread deficiency in statistical competence among academics [24]. Oshiro J et al., found that publication success rates were significantly higher among academics with greater research experience compared to those with less experience [29].
- ii) **Writing and manuscript preparation:** The primary cognitive barrier to academic writing identified by researchers was the difficulty in organising the Introduction, Methods, Results, and Discussion (IMRAD) sections. They encountered considerable challenges in drafting the introductory paragraph, synthesising literature effectively, understanding specific research methodologies and statistical tools, and formulating a coherent discussion section [15]. In a study by Oshiro J et al., nearly 25% of participants cited organising content—such as deciding whether certain material belonged in the introduction or discussion—as their main difficulty. Similarly, 15% reported struggling with writing clearly and effectively [29]. These findings align with a survey by Aydin A et al., in which academicians across disciplines identified language barriers, lack of confidence in writing, and uncertainty about manuscript structure as major obstacles [15]. According to Alsulami AF et al., 4.3% of participants reported poor proficiency in English [22].
- iii) **Time constraints and burnout:** The interplay of teaching, clinical responsibilities, and research activities frequently results in time limitations and fatigue among faculty members. This imbalance hinders sustained engagement in research. According to Ganesh A et al., (59%), Hegde A et al., (34.5%), Srinivasan et al., (54%), Bishen KA et al., (61.5%), Alsulami AF et al., (30.9%), Giri PA et al., (12.1%), Alsaleem SA et al., (75.5%), and Sabzwari S et al., (64.4%), the lack of time was the principal barrier preventing involvement in research and publications [1,2,17,20,22,23-25]. Many academicians also reported difficulties in managing their time effectively for research and writing. They frequently postponed writing tasks, struggled to plan their schedules or long-term goals, failed to complete work during the day, and even sacrificed sleep to meet deadlines [15].
- iv) **Technological gaps and research planning:** The lack of advanced research equipment and technology that could facilitate cutting-edge research further exacerbates existing challenges. A significant gap persists in access to computational resources, analytical software with data analytics capabilities, and fully equipped digital libraries. Research by Alsulami AF et al., revealed that many researchers faced difficulties in selecting appropriate topics and employing suitable research

methodologies. Approximately 19.1% of participants reported encountering problems due to poor research methodology, while 17.9% stated that choosing an overly advanced topic hindered their ability to complete or publish their work. These findings underscore the importance of topic selection and meticulous research planning for successful publication outcomes [22].

### C) Structural barriers:

- i) **Lack of research culture:** Fostering a robust research culture remains challenging in many Dental Institutions, where structural barriers persistently hinder progress. A study by Giri PA et al., found that 12.9% of postgraduate students demonstrated a lack of interest in research, reflecting a fundamental disengagement that may impede academic growth [23]. Similarly, Alsalem SA et al., reported that 65.7% of respondents cited a lack of motivation or rewards as barriers to meaningful research participation [24].
- ii) **Challenges with the peer review process and editorial expectations:** In addition to personal and institutional barriers, some researchers face challenges during the peer review and editorial process. Participants in a qualitative study conducted by Oshiro J et al., expressed concerns about editorial bias and inconsistent reviewer expectations. However, many acknowledged the importance of aligning their work with journal and reviewer standards, emphasising the need for clear and persuasive communication [29]. Another significant concern was the time-consuming nature of the peer review process. Many authors reported that navigating revisions, resubmissions, and final acceptance required sustained effort over several months.
- iii) **Ethical and regulatory challenges:** Ethical clearance and stringent regulatory requirements often delay research timelines, particularly in clinical and translational studies. Many researchers remain unaware of reporting policies and Institutional Review Board (IRB) procedures. In the Indian context, researchers frequently describe the ethical approval process as time-consuming and bureaucratically complex. A study by Patel M et al., highlighted that numerous Institutional Ethics Committees (IECs) in India operate with limited resources and lack standardised procedures, leading to significant delays in initiating research. Such delays can discourage publication efforts, especially among Dental postgraduates and faculty who already balance academic and clinical responsibilities [28]. Before commencing any research, it is essential to obtain approval from the appropriate regulatory and ethical bodies [22].
- iv) **Limited collaboration opportunities:** The lack of interdepartmental and interdisciplinary collaboration has diminished the depth and significance of research. Faculty members often work in isolation due to limited networking opportunities, both within and outside their Institutions. According to Bishen KA et al., 56.47% of respondents reported that their Institutions provided good interdepartmental coordination, which facilitated research collaboration [20].

### Strategies for Overcoming Barriers

- a) **Transforming Institutions:** Institutions should allocate protected time for research and streamline administrative procedures for securing grants. Establishing centralised research facilities equipped with modern instruments can help overcome resource limitations [3,15]. Such reforms have been successfully implemented by some Institutions, resulting in increased research output [5]. When Colleges and Departments actively support faculty and students by designating specific time for research, publication output improves significantly. A well-structured and realistic schedule

that accommodates research alongside academic and clinical duties helps reduce stress and allows individuals to focus, leading to substantial advancements in their work [2]. The Anusandhan National Research Foundation (ANRF) plays a pivotal role in developing research infrastructure and fostering an environment conducive to scientific inquiry, with a concentrated focus on national priorities, emerging frontiers, and strategic research domains [12].

- b) **Networking and mentoring:** Mentorship programs that connect senior researchers with junior faculty can help bridge skill gaps and enhance the overall quality of research. Encouraging collaboration among universities and organising networking events can further promote knowledge exchange and stimulate innovation [6]. Institutions can also address issues such as mismatched schedules and delayed supervisor feedback by implementing designated office hours for student research guidance. Clearly communicating these hours ensures that students can effectively utilise available mentorship and support [30].
- c) **Projects for building capacity:** Workshops and training programs focused on research methodology, biostatistics, and scientific writing are among the most effective strategies to address challenges faced by Indian Dental postgraduate students [2]. Mandatory seminars on research design, statistical tools, and academic writing formats should be prioritised. Customised training modules for faculty can improve confidence and competence in research activities [18]. Academicians or students facing challenges with English proficiency can enhance their skills by reading scientific literature, participating in academic writing groups, and engaging in peer-assisted learning [31]. Comprehensive training, coupled with the use of translation tools and language-editing software, can significantly improve clarity and confidence in academic writing [15]. In this regard, Faculty Development Programs (FDPs) play a vital role in improving academic quality, fostering innovation, and enhancing faculty research and publication proficiency. These initiatives collectively promote a collaborative and growth-oriented academic culture [32,33]. The ANRF also seeks to initiate, nurture, and support research in academic and research Institutions—particularly in universities and colleges with emerging research capacity—through initiatives such as Research and Development (R&D) projects, fellowships, academic chairs, and the establishment of centers of excellence [12].
- d) **Incentives and financial contributions:** Addressing financial barriers through competitive grants, awards for outstanding research, and subsidised publication fees can promote academic excellence. Institutions may also implement reward systems, promotions, and financial incentives to recognise and encourage research productivity [9,20]. Policies that simplify funding applications and reduce publication costs can substantially enhance research output [19]. Providing research grants to postgraduate students and their mentors not only encourages participation but also alleviates financial burdens [2]. The ANRF facilitates such initiatives by funding competitive, peer-reviewed grant applications for eligible researchers [12].
- e) **International partnerships and exchanges:** Encouraging social engagement in research supports a shift from competitive to collaborative academic writing. This approach involves exchanging ideas, engaging in co-writing initiatives, forming academic writing groups, obtaining peer feedback, and networking with scholars across Institutions. According to Minguillo D and Thelwall M, Institutions can most effectively achieve sustainable development and research excellence by promoting collaboration and sharing best practices in sustainability-oriented education and research [34]. The ANRF



similarly aims to enhance India's participation and engagement in key areas of national and international importance [12]. Partnerships with international universities and research organisations open numerous opportunities for access to world-class resources, training, and academic development. Such collaborations enrich institutional capacity, promote innovation, and strengthen the overall quality of research [15].

- f) **Interdisciplinary research hubs:** This is further strengthened by the establishment of institution-based interdisciplinary research centers where, for instance, Dental research merges with biomedical engineering, artificial intelligence, or public health. Successful development of advanced Dental materials often results from collaborations with material scientists, just as addressing oral health disparities benefits from partnerships with social scientists [19].
- g) **Community-based research initiatives:** Research aligned with community needs enhances both relevance and impact. Dentists should be encouraged to participate in research activities that address oral health disparities within local communities, with findings leading to the development of effective interventions. In general, Community-based Participatory Research (CBPR) models encourage the full involvement of the community in every aspect of the research process, helping to ensure more meaningful real-world applications of academic work [5]. CBPR engages the public and community providers- among other stakeholders- who both influence and are affected by the research topic [35]. Research promotion initiatives at Higher Education Institutions (HEIs) must prioritise academic excellence while also aligning with national priorities such as the Sustainable Development Goals (SDGs), National Missions, and the Start-up India movement, thereby contributing to the vision of a self-reliant nation (Atma-Nirbhar Bharat) [11].
- h) **Recognition and reward systems:** Comprehensive reward systems enhance faculty motivation beyond monetary benefits. These include expressions of gratitude at institutional events, accolades for outstanding studies, and recognition during career advancement. In addition, Institutions should develop metrics that evaluate the broader societal impacts of research, focusing on translation and application rather than relying solely on publication counts. Mandatory research components in teaching positions and international exposure opportunities have also improved student enthusiasm for engaging in research activities and disseminating their findings [2].
- i) **Streamlining the administrative process:** Online portals can be developed to fast-track approvals for research proposals, ethical clearances, and funding applications. Policies such as prioritising promising proposals for institutional funding would greatly encourage faculty engagement in research [3]. To optimise research productivity, it is essential to treat research as a fundamental professional responsibility- equally important as clinical practice and administrative duties for Dental professionals [20].
- j) **Improving the manuscript submission process:** Regarding the evaluation process, it is important to review journal guidelines and scopes, support the text with relevant images for clarity, seek feedback from authors who have published in similar journals, critically assess the manuscript as a reviewer would, explore recent publications in the target journal, and, if necessary, communicate directly with the editor [15]. Submitting to an inappropriate journal without sufficient preliminary research may delay or hinder publication. Therefore, selecting the target journal in advance and aligning the manuscript with its specific requirements during writing can ensure a smoother and more efficient review process [36]. For those needing assistance in structuring their manuscript, consulting standard

publishing checklists and guidelines is recommended, as these clearly outline how and where to report each component of a study, making them valuable during both the planning and writing stages [29].

## CONCLUSION(S)

The present review highlights the complex and multifaceted nature of barriers to research and publication within the field of dentistry. Addressing these challenges requires genuine institutional support, skill-building opportunities, and policies that meaningfully recognise and reward research efforts. Future investigations should assess the effectiveness of strategies such as mentorship programs, dedicated research time, and hands-on training in improving research productivity. Additionally, comparative studies across different Dental colleges and settings could help identify sustainable approaches that foster a lasting research culture.

## Acknowledgement

The author would like to acknowledge the assistance of OpenAI's ChatGPT in improving the language, grammar, and structure of the manuscript. All intellectual content, data interpretation, and conclusions were developed and validated by the authors.

## REFERENCES

- [1] Ganesh A, Janani Krishnamachari JK, Rajkumar M, Archana B, Balaji SK. Awareness, attitude, and obstacles in research among dental professionals in Chennai: An institutional based survey. *Indian J Public Health Res Dev*. 2020;11(3):669-75.
- [2] Hegde A, Venkataramana G, Kulkarni SB, Bhaskar NN, Jacob J, Gangadharappa SK. Attitudes, experiences, and barriers to research and publishing among dental postgraduate students of Bengaluru City: A cross-sectional study. *J Indian Assoc Public Health Dent*. 2017;15(2):157-61.
- [3] Salman BN, Taheri S, Asgharneghad B. Barriers to conducting research from Professors' perspectives at Zanjan University of Medical Sciences in 2022: Barriers to research from academic staff' point of view. *J Dent Sch Shahid Beheshti Univ Med Sci*. 2024;42(1):30-37.
- [4] Dental Council of India. [Internet]. New Delhi: Government of India; [cited 2025 May 7]. Available from: <http://www.dciindia.org>.
- [5] Senthilvadevel N, Ky J, Ng M, Zhao T, Aria M, D'Aniello L, et al. Evaluating global research trends in special needs dentistry: A systematic bibliometrix analysis. *Clin Exp Dent Res*. 2024;10(3):e896.
- [6] Bassani R, Pereira GKR, Page MJ, Tricco AC, Moher D, Sarkis-Onofre R. Systematic reviews in dentistry: Current status, epidemiological and reporting characteristics. *J Dent*. 2019;82:71-84.
- [7] Jung J, Horta H. Higher Education Research in A sia: A Publication and Co-Publication Analysis. *High Educ Quart*. 2013;67(4):398-419.
- [8] Lee MH, Gopinathan S. University restructuring in Singapore: Amazing or a maze? *Policy Futures Educ*. 2008;6(5):569-88.
- [9] Buitenhoff ten cate J. Leadership challenges in dental practice management. *BDJ Team*. 2024;11(6):250-51.
- [10] Al Maez BM, Ingle NA, Baseer MA. Opportunities and difficulties in conducting research among dental interns and postgraduate dental students in Riyadh City, Kingdom of Saudi Arabia. *J Res Med Dent Sci*. 2021;9(6):205-11.
- [11] University Grants Commission. Guidelines for Establishment of Research & Development cell in Higher Education Institutions [Internet]. New Delhi: UGC; 2022 [cited 2025 May 7]. Available from: [https://www.ugc.gov.in/e-book/6347789\\_RDC-Guideline.pdf](https://www.ugc.gov.in/e-book/6347789_RDC-Guideline.pdf).
- [12] Department of Science & Technology, Government of India. Anusandhan National Research Foundation (ANRF) [Internet]. New Delhi: DST; [cited 2025 May 7]. Available from: <https://dst.gov.in/anusandhan-national-research-foundation-anrf>.
- [13] Ministry of Education, Government of India. National Education Policy 2020 [Internet]. New Delhi: GOI; 2020 [cited 2025 May 7]. Available from: [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf).
- [14] Kesavan R, Mary AV, Ganesh P, Raj PR, Priya VL, Elakiya S. Perception, impact, and barriers of online learning among dental students in Chennai City. *Int J Community Dent*. 2021;9:180-84.
- [15] Aydin A, Yuruk SE, Reisoglu I, Goktas Y. Main barriers and possible enablers of academicians while publishing. *Scientometrics*. 2023;128(1):623-50.
- [16] Nanda J, Satyarup D, Panigrahi P. Factors determining publication in a journal: A questionnaire study among dentists of Odisha. *J Indian Assoc Public Health Dent*. 2024;22(1):71-76.
- [17] Srinivasan MR, Poorni S, Sujatha G, Kumar SN. Research experiences, attitudes, and barriers to publishing among the dental postgraduate teachers: A cross-sectional study. *Indian J Dent Res*. 2014;25(4):454-58.
- [18] Murray DL, Morris D, Lavoie C, Leavitt PR, MacIsaac H, Masson ME, et al. Bias in research grant evaluation has dire consequences for small universities. *PLoS One*. 2016;11(6):e0155876.

- [19] Basudan A, Nazish M, Aisha Q, Lamia A, Malk A, Alburaidi Yara A. Attitudes and barriers toward conducting research among dentists in National guard health affairs, Riyadh. *Int J Dent Oral Heal*. 2019;5:01-08.
- [20] Bishen KA, Chhabra KG, Sagari S, Gupta P. Nationwide survey on barriers for dental research in India. *J Pharm Bioallied Sci*. 2015;7(3):201-06.
- [21] Sandesh N, Wahrekar S. Choosing the scientific journal for publishing research work: Perceptions of medical and dental researchers. *Clujul Med*. 2017;90(2):196-202.
- [22] Alsulami AF, Khaimi ZO, Hadi MA, Aljabri YH, Mayet TS, Althubaiti A. "Publish or Perish": Barriers to research publication in an undergraduate medical research program. *BMC Res Notes*. 2023;16(1):269.
- [23] Giri PA, Bangal VB, Phalke DB. Knowledge, attitude and practices towards medical research amongst the Postgraduate Students of Pravara Institute of Medical Sciences University of Central India. *J Family Med Prim Care*. 2014;3(1):22-24.
- [24] Alsaleem SA, Alkhairi MAY, Alzahrani MAA, Alwadai MI, Alqahtani SSA, Alaseri YFY, et al. Challenges and barriers toward medical research among medical and dental students at King Khalid University, Abha, Kingdom of Saudi Arabia. *Front Public Health*. 2021;9:706778.
- [25] Sabzwari S, Kauser S, Khuwaja AK. Experiences, attitudes and barriers towards research amongst junior faculty of Pakistani medical universities. *BMC Med Educ*. 2009;9:68.
- [26] Ogunbodede KF, Okiy PO. Factors influencing journal publication choice of academic staff in selected state universities in South-South Nigeria. *Journal of Education in Developing Areas*. 2021;28(2):61-70.
- [27] Rowley J, Sbaffi L, Sugden M, Gilbert A. Factors influencing researchers' journal selection decisions. *Journal of Information Science*. 2022;48(3):321-35.
- [28] Patel M, Sridharan K, Patel J. Barriers to the ethics committee in India: Ethical and quality issues. *Asian Bioethics Review*. 2016;8(2):81-93.
- [29] Oshiro J, Caubet SL, Viola KE, Huber JM. Going beyond "not enough time": Barriers to preparing manuscripts for academic medical journals. *Teach Learn Med*. 2020;32(1):71-81.
- [30] Sarhan MM, Aljohani LN, Alsaleh RI, Mubarak RA, Almozaen MA, Alharbi RS. Barriers faced by undergraduate dental students when conducting research: A qualitative study. *BMC Med Educ*. 2025;25(1):191.
- [31] Getahun DA, Hammad W, Robinson-Pant A. Academic writing for publication: Putting the 'international' into context. *Research in Comparative and International Education*. 2021;16(2):160-80.
- [32] Rahman S, Noman F, Sultana A, Khatoon S. Barriers of faculty development in under graduate medical education of Bangladesh. *Bangl J Med Educ*. 2018;9(1):10-13.
- [33] Bilal, Guraya SY, Chen S. The impact and effectiveness of faculty development program in fostering the faculty's knowledge, skills, and professional competence: A systematic review and meta-analysis. *Saudi J Biol Sci*. 2019;26(4):688-97.
- [34] Minguiño D, Thelwall M. Research excellence and university-industry collaboration in UK science parks. *Res Eval*. 2015;24(2):181-96.
- [35] Virtanen M, Jokela M, Madsen IE, Magnusson Hanson LL, Lallukka T, Nyberg ST, et al. Long working hours and depressive symptoms: Systematic review and meta-analysis of published studies and unpublished individual participant data. *Scand J Work Environ Health*. 2018;44(3):239-50.
- [36] Rose M, Rose MA. *Writer's block: The cognitive dimension*. SIU Press; 2009.

#### PARTICULARS OF CONTRIBUTORS:

1. Central Research Investigator, Department of Public Health Dentistry, SRM Kattankulathur Dental College and Hospital, SRM Institute of Science and Technology, Chengalpattu, Tamil Nadu, India.
2. Assistant Professor, Department of Public Health Dentistry, SRM Kattankulathur Dental College and Hospital, SRM Institute of Science and Technology, Chengalpattu, Tamil Nadu, India.
3. Associate Professor, Department of Public Health Dentistry, SRM Kattankulathur Dental College and Hospital, SRM Institute of Science and Technology, Chengalpattu, Tamil Nadu, India.
4. Assistant Professor, Department of Public Health Dentistry, SRM Kattankulathur Dental College and Hospital, SRM Institute of Science and Technology, Chengalpattu, Tamil Nadu, India.

#### NAME, ADDRESS, E-MAIL ID OF THE CORRESPONDING AUTHOR:

Dr. G Krishnaprakash,  
Assistant Professor, Room No: 107, Department of Public Health Dentistry,  
SRM Kattankulathur Dental College and Hospital, SRM Institute of Science  
and Technology, Chengalpattu-603203, Tamil Nadu, India.  
E-mail: krishnag5@srmist.edu.in

#### PLAGIARISM CHECKING METHODS: [Jain H et al.]

- Plagiarism X-checker: Jan 25, 2025
- Manual Googling: May 17, 2025
- iThenticate Software: May 19, 2025 (4%)

#### ETYMOLOGY: Author Origin

EMENDATIONS: 6

#### AUTHOR DECLARATION:

- Financial or Other Competing Interests: None
- Was informed consent obtained from the subjects involved in the study? No
- For any images presented appropriate consent has been obtained from the subjects. No

Date of Submission: Jan 23, 2025

Date of Peer Review: Apr 12, 2025

Date of Acceptance: May 21, 2025

Date of Publishing: Jan 01, 2026