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SCIENTIFIC RESEARCH OF TEACHING STAFF AT THE UNIVERSITY OF BABYLON TO OBTAIN SCIENTIFIC PROMOTION: AN EVALUATION STUDY

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ABSTRACT

The study aims to identify the most important problems and obstacles for professors of the University of Babylon during their scientific and research lives. The study used the survey method, conducted interviews, and prepared a questionnaire form to collect information and data, through an intended sample of (46) university lecturers, from a group of humanitarian and scientific colleges at the University of Babylon. Where the study concluded the most important results, which are the following:

1. Lecturers' problems related to other suffering were divided into the following: bad mail (23%), neglect of components (51%), poor management of promotions (26%), and others (11%).
2. Problems of achieving scientific research :lecturers' problems were divided into the following reasons: lack of resources (20%), financial aspect (9%), lack of time (9%), poor laboratories (27%), lack of laboratory materials (46%) Other (46%).

As for the most important recommendations, they were as follows:

1. Urging the University of Babylon to provide material and moral support for scientific promotion and its map extending from searching for information sources until obtaining the University Medal for promotion.
- 2- Work to build a special e-mail system to take responsibility for sending research papers to residents for scientific publication, as well as those related to plagiarism and scientific promotion.

Keywords: *scientific research, research promotions, the teaching staff at the University of Babylon, University of Babylon, scientific promotion*

INTRODUCTION

We wonder at a time full of many and varied pressures, such as social, psychological, political, and others, which are waiting for the university lecturer who is demanding to be an extraordinary man. Therefore, from this principle, the researcher built his research to identify all the obstacles and causes that obstruct the university lecturer's path in writing his scientific research and the map for his obtaining the scientific promotion. The researcher dealt with his study through two types of research, the first is the theoretical one consisting of the following (scientific research, obstacles to the promotion of faculty members.) As for the second (practical) topic, consists of (analysis of the questionnaire questions, the results, and recommendations of the study) and finally the margins of the study.

THE GENERAL FRAMEWORK OF THE STUDY

The study Problem

The study problem relates to two aspects

First: University lecturer

With a large number of teaching and administrative duties and so on, he must organize his time in a manner that ensures that he can fulfill it satisfactorily and effectively, in which he can fulfill his requirements to the fullest, including promotions research, which is considered one of the basics for a university lecturer to obtain academic titles from (Instructor – professor).

Second: the academic institution

The scientific promotion research is fraught with many obstacles and problems that a university professor faces, so universities needed to overcome these obstacles, and the weakness of that would lead to the emergence of a lack of sober scientific research in universities, which would impede the scientific promotions of the teaching staff.



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Research questions

What are the most important components of scientific promotion research?

The importance of studying

The importance of research lies in the importance of the university lecturer, including the great services he provides to universities, including scientific research, which is considered one of the important basics by which his knowledge and competence in research and development are measured, and for that, it was taken for granted to pay attention to this aspect and to overcome all obstacles that stand in his way as part of the completion of his research, publication and then use it to obtain the scientific title.

Objectives of the study

Explaining the problems and obstacles of the teaching staff during their scientific and research lives.

Scientific promotion

Study methodology: The study dealt with the survey method.

The limits of the study:

Objectivity border:

1. Scientific research.
2. Research obstacles to scientific promotions.
3. Appropriate solutions to promotions research problems.

Formal limits:

Scientific research published in scientific journals.

Spatial boundaries:

The researcher chose a group of colleges at the University of Babylon to distribute the questionnaire to its teaching staff as follows:

Human Faculties: (Quranic Studies, Education (Safi al-Din), Basic Education).

Scientific Faculties: (Engineering, Materials Engineering, Science).

Temporal boundaries: Academic year (2017-2018).

Population and sample study :

The research community consists of the teaching staff affiliated with the University of Babylon, where the selection was according to an intentional sample of those who have within their professional lives a promotion obtained by submitting them to research promotion, i.e. they did not receive the promotion through a doctorate, so according to this basis the researcher excluded everyone who received an Instructor promotion from receiving The doctorate when choosing the sample, the researcher took into account the scientific and human aspect of the faculties to which the teaching staff members are affiliated.

As for the selected sample, it was an intentional sample from the foregoing. The research mentioned the reason for choosing it while talking about the study population. Where the sample size was (60) teaching staff distributed (30) to humanitarian colleges and (30) to science colleges. Retrieval (46) questionnaires were only valid for the researcher's work.

THEORETICAL STUDY

The Scientific Research

Can if the known scientific research as a means to query the survey organizer and flour, which is by its researcher to discover facts or new information that allows him to fix a problem⁽¹⁾. Through accurate information collected in a specific scientific way, and these methods differ according to the area of the problem or the topics to be studied⁽²⁾



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As to obey the study definition of scientific research that approach and style programmer with scientific thought steps implemented successively as identified in advance of the goals and questions research aimed to solve a problem. Which may be one or more of the following desires ⁽³⁾:

- Community service with all its components.
- Discover the unknown and new and mysterious things.
- Solve unresolved problems.
- Obtaining a specific academic degree (scientific promotion(or higher education.
- The need for institutions to conduct scientific research, which is imposed by the reality of institutional work.
- Doubt about the previous results of other research and studies.
- Mental pleasure and the need for the human soul to prove oneself.

From the above, the study concludes that scientific research is an inevitable result of the scientific, psychological, and practical motivation of the human being.

Obstacles to scientific research

It can be classified as obstacles to scientific research to the following ⁽⁴⁾:

First: the scientific constraints:

Reflected in the weakness of research collaboration and coordination, all works of scientific research alone, an individual, or a group, or a center, .or Jam Ah, or state. The most important obstacles to cooperation in some areas of scientific research can be summarized as follows:

- The lack of strategies in most Arab countries in scientific research.
- The lack of allocations allocated in the budgets of some Arab countries.
- The flight of talent from some Arab countries and their reliance on non - elements all trained.
- Weakness of the information base in the productive scientific institutions of some countries.
- Lack of knowledge of the importance of research centers in some Arab countries.

Second: Practical Obstacles:

Mainly, spending on scientific research is weak. It is an unfortunate fact that what is spent on scientific research in the Arab countries is very weak, compared to what the major countries spend, but rather with what Israel spends in this area.

This resulted in the following :

-**The first** is the weakness of scientific research, its lack of it, and its remoteness from development.

-**And the second:** the migration of scientists from the third world to developed Western countries, and this is a catastrophe that scientists have called (the human brain hemorrhage).

We can also summarize the most important obstacles facing Arab scientific research in the following ⁽⁵⁾:

- Lack of interest in scientific research as if it is the state's ornament and not one of its pillars.
- Weak financial support for Arab scientific research.
- Universities' interest is focused on graduating scientists, not researchers who can collect information and adapt it to serve the community.
- The research is concentrated within the research institutions and its lack of access to the external environment to examine their problems and obstacles to their development and to take them as his subjects, even if the research is merely for the sake of research, as well as some topics plagiarized within the imported ideas.
- The closed and rigid view of scientific research and limiting it to success only, forgetting that it is multiple stages ranging from trial to error and success, which made the funding agencies show their will only to spend on successful research, and in turn, the researchers' forced to change their specializations to satisfy the spender on scientific research.
- Lack of constructive communication between research centers in the country one as well as with their counterparts in the country's neighboring Arab led to the dissipation in the effort, money, and time.

There are other obstacles as follows ⁽⁶⁾:

- 1-The boring routine that limited the launch of scientific research.
- 2- Lack of coordination between scientific research deanships and the concerned authorities inside and outside universities.
- 3- Lack of laboratories, laboratories, devices, and equipment necessary to conduct scientific research.
- 4- The publication of scientific research has been delayed, forcing some to publish it outside universities or the country.
- 5- Weak translation of science and knowledge movement.
- 6- The absence of self-motivation and the lack of patience and diligence in research and authorship.
- 7- lack of a sense of the viability of the completion of research and scientific weakness in response to the benefit of the scientific research community.

As there are other reasons are as follows ⁽⁷⁾:

1. Lack of professional development programs for faculty members in the field of scientific research.
2. Lack of focus on applied aspects, and great interest in the theoretical side of scientific research.
3. The lack of research compared to the number of researchers in Arab universities.
4. Lack of systems for preserving the rights of creators in the field of scientific research.

Obstacles to the promotion of faculty members

1) Psychological Obstacles: There are many variables of personal obstacles that affect the academic promotion of faculty members, as follows:

A- Age: the older a faculty member increases, the less productive and creative he becomes, because the older the world becomes, his intellectual and scientific flexibility decreases and his reading rate may decrease, and as a result, his scientific abilities decrease, which impedes academic progress, and according to this opinion, which confirms the ability of young people to provide scientific productivity They are more abundant than their elders, considering exceptions in this area ⁽⁸⁾. While another author confirms the high power-output is not necessarily innovative faculty member specializing in natural sciences during the period from age) 30 to 40 (years, and then fall below the chart after that, where a decline is expected after the fifty ⁽⁹⁾.

B- Academic ambition: motivation affects many other factors in the productivity of a faculty member, and the study "Build and Nord BPC" concluded that there are general realistic factors for the majority of faculty members that were identified in two factors: mental stimulation, and motivation to make an original contribution, As for mental stimulation, aspects of it included personal preoccupation, love of knowledge, preoccupation with work, love of innovation, and so on, while the desire factor was associated with making an original contribution to achieving social responsibility and the need for change, as material gains showed as another motivating factor ⁽¹⁰⁾.

C- Sex: that there is a frequent general impression that women publish less research than men during their careers, and it is not because of the scientific superiority of men over women, but rather as a result of responsibilities within marriage and motherhood and also the prevailing social pressures, which are mainly represented in the rumored belief that The right priorities for women are marriage and motherhood first, and then knowledge comes in second place ⁽¹¹⁾.

D- Scientific specialization: Most studies confirm the difference between productivity in the natural sciences and social sciences, where humanity believe that researchers in solid science are higher productivity often than their counterparts in the social or human sciences, natural sciences thread in which knowledge and outlines and pressing and easy to learn quickly, on the contrary, It is one of the fields of science that is less coordinated and classified, in which knowledge is not coherent, summarized, or compressed.

2) Family Obstacles: The family obstacles that affect the academic promotion of faculty members vary, including the following:

A- A large number of family ties of faculty members reduce the opportunity to prepare promotion research due to their great preoccupation with it, which requires their constant presence on any occasion for the family to which they belong, which causes a large part of the time to be lost on these occasions that cannot be apologized for.

B- Being preoccupied with raising children also may waste a great deal of time accompanying children to their schools or colleges, especially girls, given that customs and traditions in some Arab countries require this, and also the wife's association with work increases the family burdens of the man who may be a member of the teaching staff, and the increase in the number of children requires More financial burdens for the family, and this

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makes the person work in more than one additional job to meet the requirements of life, and this would narrow the screws on him in scientific research and thus his inability to find a kind of balance between them.

C- Fear of refusing to promote and shaking his image in front of the family and others.

3) Organizational Obstacles: The variables of organizational or regulatory obstacles that affect the academic promotion of faculty members are as follows:

A- Workload: The workload is one of the main axes on which academic promotion depends. It is expected that he lower the burden of the teaching, professional, and administrative faculty member as he devotes himself to research work. This is confirmed by Andrews's study, as it indicated that the indicators of production of research units reach their peak When researchers working in it devote an average of (75 - 90%) of their time to research and experimental development ⁽¹²⁾.

The interest in the research profession gets a very modest share of the teaching time in our Arab universities, for many reasons, foremost of which is the faculty member's preoccupation with administrative and routine matters more than it should be, whether inside or outside the college, starting with assuming administrative positions and attending multiple committees, and attending department and college councils or All of them, as well as assuming responsibilities for participation and supervision of student activity, exam administration, and other burdens that take away valuable time that could have been invested in more important activities, which are research activities.

B- Working conditions: It is a given that the competence of a faculty member increases when we provide him with suitable working conditions financially, socially, and psychologically, and create a healthy scientific environment in which he can produce and innovate, and these conditions vary and overlap with each other so that it becomes difficult to determine their interference in Some of them, what is social necessarily has deep psychological connotations, and what is material or psychological leaves its mark on scientific production, and work conditions include the availability of laboratory and office facilities and equipment as the mainstay of research, and the provision of the necessary laboratories, audio-visual means, computers, display devices and machines Photography, sources, references, periodicals, and training of faculty members in the use of different educational technologies ⁽¹³⁾.

QUESTIONNAIRE ANALYSIS

The questionnaire that the researcher made consists of (3) questions to clarify a set of what are the reasons for the lecturer's suffering to obtain the promotion and the problems he faces during his completion of Research promotion and other problems.

The following is a representation of these questions in the following tables with a detailed explanation of each of them:

1- sources of suffering for the university lecturer

Table (1) sources of suffering for the university lecturer

No	The scientific title	Research completed	Post acceptance	Waiting for the result of the placement	Get promoted	Objection when hitting research	Other	The selected sample
1	Instructor (Master)	5	2	1	13	1	1	20
		25	10	5	65	5	5	100
2	Assistant Professor	5	1	0	6	1	4	15
		33	7	0	40	7	47	100
3	professor	1	2	0	6	1	2	11
		9	18	0	55	9	18	100
Total		11	5	1	25	3	7	46
The ratio		24	11	2	54	7	15	100

From table (1) the following becomes clear: The highest percentage is (33%) for the title of (Assistant Professor). You think suffering lies more in (completion of research for promotion) and the lowest rate is (9%) for the title of

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(professor), which according to the researcher's belief comes from The great experience they had through great research work during their long career. As for the highest percentage (18%) for the title of (professor), they believe that suffering is in (awaiting acceptance of publication) and the lowest percentage (7%) is for the title of (assistant professor). The highest percentage (5%) was related to the title of (Instructor). The highest percentage was (65%) related to the title of (Instructor) and a percentage similar to the title of (professor), where (55%) believed that the suffering lay in waiting for a promotion. The lowest percentage was (40%), which is somewhat close to the above and is related to the title of (Assistant Professor). The highest percentage was (9%) related to the title of (professor) and comparable to other categories (assistant professor) by (7%) (Instructor) by (5%). She believes that suffering is waiting for the outcome of the objection when one of the research is hit.

Another suffering has emerged that was mentioned by the Categories of study and my agencies:

- The suffering lies in the great lack of time of researchers.
- Administrative delay is one of the deans of the colleges we belong to.
- All that was relatively mentioned by the researcher.
- I do not have any suffering than ever before.
- When the evaluators are outside of the jurisdiction.
- The quality of the correct experts, especially those who are characterized by a lack of objectivity and moody.

As another researcher noted, he does not have any objection or suffering from the foregoing, which confirms the opinion of one of the researchers in point (4)

2- Problems of completing the promotion research

Table (2) Problems of completing the promotion research

No	The scientific title	Lack of resources	The physical aspect	Lack of time	Poor laboratories	Lack of laboratory materials	Other	Who answered (Research completed)
1	Instructor (Master)	0	0	0	1	1	4	5
		0	0	0	20	20	80	100
2	Assistant Professor	1	1	0	2	4	1	5
		20	20	0	40	80	20	100
3	professor	1	0	1	0	0	0	1
		100	0	100	0	0	0	100
Total		2	1	1	3	5	5	11
The ratio		20	9	9	27	46	46	100

From Table (2) the following becomes clear: The highest percentage was (100%) for the (professor) category. You believe that the reason for impeding the completion of their research lies behind (the lack of scientific resources) and the lowest percentage was (0) for the (Instructor) category. The researcher believes that what he called (professor) needs is greater than the rest, due to a large number of research he writes, books, articles, etc., and his great association with postgraduate students. As for the highest percentage (20%), for the title of (Assistant Professor). The problem of (the financial aspect) is behind the stumbling of scientific research. The lowest percentage was (0) for the other groups. According to the researcher's belief, it stems from the material strength of the teaching. As for the highest percentage (100%), for the title of (professor), they believe that (lack of time) is behind this. The lowest percentage was (0) for the other groups. The researcher believes that those with the title of (professor) are calculated for their many and varied concerns and interests, so time is a great obstacle for them. The highest percentage (40%) believed that (poor laboratories) were behind this. The lowest percentage was (0) for the (Professor) category. As for the highest percentage (80%) for the (Assistant Professor) category, you believe that the problem is (lack of laboratory materials) and the lowest percentage was (0) for the title of (Professor). Other problems also emerged that were mentioned by the Categories of study:

Lack of other scientific and research means.

- Problems and obstacles differ according to the nature of scientific research.
- The weak scientific level of scientific research. The researcher believes that this problem is related to the weak scientific and research level of the teaching staff.
- Some research needs to communities to study may not be available within all the time and special teaching methods that need research to students to study.
- Lack of original and new topics.

3- Other problems
Table (3) Other problems

No	The scientific title	Bad mail	Understood the rectors	Weak administrative side for promotions	Other	Who answered the other possibilities
1	Instructor (Master)	4	9	3	2	15
		27	60	20	13	100
2	Assistant Professor	2	6	1	1	10
		20	60	10	10	100
3	professor	3	3	5	1	10
		30	30	50	10	100
Total		8	18	9	4	35
The ratio		23	51	26	11	100

From table (3) it becomes clear the following: The highest percentage (30%) was related to the title of (professor). With a percentage close to the title of Assistant Professor, where it was (27%). As for the highest percentage (60%) for both of those with the title of (Instructor) and (assistant professor), they believe that (the reformers' negligence) is behind the delay in their promotions. The lowest percentage (30%) was for the title of (professor). The researcher believes that the negligence of the correctors may stem from the following reasons:

1. The lack of financial returns from this aspect, as it does not exceed five thousand.
2. The residents are busy with other social, scientific, and professional matters.

As for the highest percentage (50%), especially for those with the title of (professor), they believe that (the weakness of the administrative side of promotions) is behind the delay of their promotions, which, according to the researcher's belief, stems from the long sales of those with this title in dealing with the administrative side of promotions.

As for the lowest percentage, it was (10%), especially for those with the title of (Assistant Professor).

As among the teaching staff problems additional possible to mention them the following:

- Sending research papers to evaluators who are not distinguished by the quick response.
- Failure to accept the second research in case of participating in a specific conference with more than one research.
- Maltreatment of the administrative side of promotions.
- Lack of interest by the sender to him or negligence. It is believed by the researcher to confirm what touched him the researcher previously.

Other obstacles to obtaining the scientific title

When the distribution of the questionnaire ,the researcher interviewed some of those affected by the method ie of and ask them if there are obstacles other did not address a researcher through the questionnaire or unaware of the result was that answered handicaps other counted researcher also comes :

- The weak scientific follow-up of some senior lecturer ,which negatively affects their evaluation of scientific research that has scientific modernity or within old fields that are not within the scope of their interest.
- That some of the lecturers confined his interest in scientific fields where only refuses to work and that cooperate in the fields that are beyond the scope of his interest.

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- The poor health of some lecturers negatively affects their scientific and professional achievement.
- The weak interest of some lecturers in modern technologies.
- Shortening the names of some researchers in some scientific journals leads to a problem within the promotion process
- Most electronic journals on the Internet universities refuse to deal with them for academic promotion.
- The length of the period of publication in scientific journals.

STUDY RESULTS AND RECOMMENDATIONS

First :The results

- The whereabouts of lecturers suffering: Lecturers suffering was divided into the following issues: the completion of scientific research (24%), acceptance of publication (11%), waiting for the result of inferiority (2%), obtaining the promotion (54%), objection when someone was beaten Research (7%), Other (15%).
- Problems of achieving scientific research: The lecturers 'problems were divided into the following reasons: lack of resources (20%), material aspect (9%), lack of time (9%), poor laboratories (27%), lack of laboratory materials (46%), Other (46%).
- Other problems: The teaching staff's problems related to other suffering were divided into the following: poor postage (23%), negligence of the constituents (51%), weak administrative aspect for promotions (26%), and others (11%).

Second: Recommendations

- Giving university lecturers the adequate time and opportunity to complete their scientific research by trying to reduce the administrative duties entrusted to them, such as the administrative position, committees, and other assignments that are far from teaching and scientific research.
- Encouraging joint research among university lecturers, noting that it is the modern global trend.
- Urging the University of Babylon to provide material and moral support for the scientific promotion and its map extending from searching for information sources until obtaining the university order for promotion.
- Work on building a special e-mail system to take over the responsibility of sending research to the evaluators for scientific publishing, as well as those for plagiarism and scientific promotion.
- Trying to choose the evaluators whose specialization matches the teaching specialization that intends to be published or promoted.
- Granting big prizes to researchers who give more for a particular year.

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