

Obstacles to Scientific Research among University Professors at Algerian Universities: A Field Study on Professors at the University of Algiers 2 – Bouzareah

معوقات البحث العلمي لدى الأستاذ الجامعي في الجامعة الجزائرية- دراسة ميدانية على أساتذة جامعة الجزائر2- بوزريعة

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Abstract:

This study reveals the various obstacles and challenges faced by the research-professor at the Algerian university, in terms of pedagogical, professional, training, administrative, and social aspects. The study aimed at assessing the extent of each of these aspects in the life of the researcher-professor and their impact on the performance expected from them, both in terms of pedagogical and scientific-research output. To attain this, well-known methodological approaches were employed by structuring the research into a general introduction that included an introduction to the study and an explanation of the work plan, a theoretical section in which the theoretical cognitive background was included, and an applied section in which the descriptive approach tools were employed to collecting information and analyzing and interpreting the results. The study included a questionnaire through which information was gathered, a Proportion Test and a Chi-square test to respectively quantify and assess the findings. The results confirm the hypotheses suggested at the beginning of the study, with further details provided in the remainder of this Article.

Keywords: Family Commitments; Scientific research; Research obstacles; University professor; Algerian university; University.

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An introduction:

In the current turbulent mix of social, economic, scientific, and technological transformations that have taken place globally, and particularly in the Arab world, it has become imperative for universities to undergo a significant shift in their missions, roles, and functions. Arab universities are now required to keep pace with these changes, respond to them, and adapt accordingly. As a result, calls have grown louder urging universities to take on new functions and roles driven by the scientific and technological revolution, as well as the communication and information revolution, which have turned the world into a "global village." More specifically, universities are now expected to assist in solving daily problems faced by society in areas such as production, services, research, studies, and providing scientific consultations to decision-makers across all aspects of social, economic, political, industrial, and administrative life.

Universities today stand in a critical position vis-à-vis their governments worldwide. In the early 1980s, Western governments adopted a new approach, which led to significant changes in their philosophy, policies, goals, curricula, and practices. Consequently, it has become urgent and necessary for our universities to adjust their policies to become true educational and societal institutions, where education, production, scientific research, and community service are united under one roof, in order to improve the quality of life.

In the case of the Algerian university, the challenge is even more pronounced. The required changes to its educational systems are profound and more complex. It became clear that comprehensive economic and social development can only be achieved through bold interaction between humans, development goals and means, and the natural environment, as well as between humans and scientific and cultural achievements. In response to this realization, developing countries, particularly Algeria, have focused on reviewing their educational systems with the aim of renewing and improving them. Plans were put in place to bring about the desired changes. However, these plans have faced numerous obstacles that have hindered the realization of comprehensive qualitative development and the necessary educational reforms.

Since independence, the Algerian university has experienced periods of tension and instability, leading it into a spiral of numerous unresolved problems. The Algerian government has taken several important steps as part of the ongoing reforms in higher education and scientific research to promote faculty development and improve scientific research.

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Through these reforms, the higher education policy has focused on the importance of supporting the professor, given their esteemed position and significant role in the educational process. The professor is considered the key element in the research system, and they are at the core of various higher education reforms through their adaptation to the social and economic transformations.

The professor's position imposes on them several important roles, the first being teaching and transferring knowledge to students, the second being scientific research through the studies and research conducted at universities, and the third being community service aimed at its development and progress. These traditional tasks have been known for a long time.

Scientific research is considered one of the three main functions upon which contemporary university education is based. The university plays a crucial role in the development, completion, and enhancement of knowledge through its research activities, which constitute a fundamental pillar of the university. A university cannot truly be considered a university if it neglects scientific research and does not give it the attention it deserves. Universities must ensure that both their professors and students have a strong commitment to scientific research, promote its advancement, and provide the necessary scientific environment for conducting research.

Countries have recognized the importance of universities and their role in their societies. As a result, they have increased their attention and spending on higher education to ensure that these scientific institutions fulfill their role in responding to society's needs and contributing to its development through scientific research.

Scientific research is considered a measure of civilization by which nations are judged in terms of their progress. In view of the vastness of research fields, the complexity of its processes, and the emergence of high-cost modern methods, developed countries have allocated significant funds for research purposes and its development. Scientific research is seen as a factor in creativity, knowledge innovation, and technological progress, which has been associated with this function.

The main importance of scientific research lies in its connection to the problems faced by society and finding solutions to address them. This requires financial support and the provision of appropriate facilities to carry out research, in order to achieve the desired goals of this function, which ultimately aim to shape reality and prepare the conditions to confront existing challenges.

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It is evident that the level of spending on scientific research in Arab countries is far below the acceptable global standard, which is around 1% of the Gross National Income (GNI). This results in a lack of adequate research infrastructure and a low scientific productivity in the Arab world. As highlighted by experts in the international symposium titled *"The Road to a Knowledge Society and the Importance of Promoting Knowledge in Arabic Language,"* the research budget in Arab societies constitutes merely 0.5%, while the United States and the Occupied Palestine allocate 3% of their GNI to research (Sanjaq Nabila (2007), p27).

1- The research problem that arises is:

-What are the obstacles and challenges that have hindered the development of scientific research in Algeria?

This general question gives rise to several sub-questions:

1. Does the professor's surrounding environment hinder their ability to engage in scientific research at Algerian universities?
2. Is the policy adopted towards this sensitive sector inadequate?
3. Are economic factors crucial to the process of scientific research?

2- Hypotheses :

1. The surrounding conditions for professors do not support them in fulfilling their research duties at Algerian universities.
2. Economic factors have an impact on the limited scope of scientific research by university professors in Algeria.
3. The lack of a clear policy from the Ministry of Higher Education and Scientific Research contributes to the limited research activities of professors in Algerian universities.

3- Procedural Definition of Concepts:

The process of defining concepts is more than just providing a definition or a technical term. It is an abstract construction aimed at interpreting what is real. To this end, it does not address all aspects of the relevant reality, but rather focuses only on those elements that are considered essential within that reality, according to the researcher's perspective. Therefore, this process is a dual one (Mohamed Hamidato (1997), p7).

The concepts used do not exactly match reality because interpretive sociology emerges from construction alone, and ideal types are a mixture of abstract

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relationships, incidental data, and historical elements. These are subject to the simplest abstract relationships between the objectives, commitments, resources of the actors, and the coherence of these primary relationships within actual, realized structures (Ibrahim Magdi Aziz(1989), p 28).

The stage of defining concepts is considered a crucial phase in sociological research, as it involves gaining a deep understanding of the study's concepts, which allows for conducting the research in a more profound and systematic manner.

In our scientific study, we have relied on some concepts that we saw characterized within the framework of our research, which are:

3.1. Scientific Research:

Scientific research is a strategic activity for a society and its institutions. It is important in terms of its objectives, its creative and innovative nature, the researchers dedicated to it, and the financial resources allocated for it. All those involved in scientific research must have effective methods for evaluating the results achieved in order to measure the productivity of the investments (Hamidato Mohamed,opcit, p7).

3.2. Human and Social Sciences:

These sciences are a branch of the broader scientific disciplines, concerned with the study of human beings and their social life. They also address the intellectual and cultural lives of individuals, their relationships with others, and their social interactions within social organizations. Human and social sciences encompass fields such as ethics, psychology, education, philosophy, economics, literature, law, languages, history, and other branches that focus on human subjects (Ibrahim Magdi Aziz, opcit, p29).

3.3. Scientific Researcher:

A scientific researcher is an individual from society who specializes in a particular branch of knowledge. The researcher engages in scientific research either theoretically or empirically, aiming to contribute new insights by uncovering new facts or making modifications in specific scientific fields, thereby ensuring continuous progress and development (Anaya Ghazi(1991), p 21). The researcher's task is to conduct studies and explore problems that hinder societal progress, expanding research and studies to achieve the comprehensive development of human societies, driven by a sense of responsibility toward them.

3.4. University:

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The term "*University*" comes from the Latin language and was used in the 19th century in the field of law. In a broader sense, as defined by Durand, " the university is a stage of higher education, going beyond the high school diploma and extending to knowledge in the arts and sciences" (Zolika Totaoui(1993), p 12). The university is considered a sanctuary of knowledge, a source of science and intellectual thought. Its role is to transmit and teach sciences to students and to train them in the practice of scientific thinking via research.

3.5. Knowledge Field:

The concept of the "*knowledge field*" is borrowed from electromagnetism, where it refers to the existence of a polarized world in which interactions occur between individuals who belong to the same environment but hold different orientations and viewpoints. Bourdieu uses this term to study various cultural and social positions within the same world, examining, for example, the religious field or the knowledge field (Ibid, p12).

One characteristic of a knowledge field is that it appears as a structural space of positions, with the characteristics of the producers defined by the position they occupy, their status in production relationships, and the space of objective relations in which they are embedded (Ibid, p12).

There are general laws that govern the field, regardless of its type, such as the philosophical or religious fields. These laws are considered fixed working principles (Ibid, p12).

4- Family Commitments of University Faculty members and Their Impact on Scientific Research

Among the most crucial determinants of productivity in scientific research is the researcher's ability to devote uninterrupted time and focus to their work. Scientific inquiry, by its very nature, demands complete dedication if offered wholeheartedly, it reciprocates with meaningful outcomes. However, such dedication is not always easily achieved. Professional responsibilities, including teaching and administrative duties, often encroach upon the time and energy required for sustained academic research.

Family commitments, in their broadest sense, represent a significant factor in this dynamic. These include spousal responsibilities, domestic management, parenting, psychological, health-related, and social care obligations, as well as educational involvement. Beyond the nuclear family, extended familial ties (such as

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relationships with parents, aunts, uncles, siblings, and other relatives) impose additional social expectations, such as attending family events and fulfilling communal obligations.

These responsibilities often manifest differently across gender lines. Female academics particularly those who are mothers frequently bear a disproportionate share of these burdens. In many cases, women scholars may sacrifice personal well-being and professional advancement in research due to the overwhelming nature of family obligations

Furthermore, researchers may face additional social challenges, including the death of a partner, marital separation, or chronic illness circumstances that place the integrity of the family unit at risk and concurrently hinder the continuity of scholarly pursuits.

A study conducted by Khattab Hussein (2017) on the status and obstacles of scientific research in Algeria found that approximately 70% of respondents identified family and social responsibilities as significant impediments to engaging in research.

5- Theoretical Approach:

The scientific theory is considered a cognitive system, and it is the most comprehensive framework for phenomena and laws derived through the research process. Theory involves a degree of abstraction and inference. Scientific theory eliminates value judgments, and its goal is to expand and deepen knowledge. It, in turn, reflects reality and contributes to linking all acquired knowledge. It is like a system of ideas specific to a certain field of knowledge. Many sociologists have attempted to develop sociological theories (Maghri, Abdelghani, 2008/2009, *Reflections on Theory in Sociology*).

When the relationship between scientific theory and the fieldwork aspect was taken into consideration, it was found, in addition to the fact that theory organizes reality; it is a fertile ground from which the researcher derives tools for field research.

Scientific theory aids in the optimal selection of useful concepts and in preparing observation models in the first stage, and in the second, it becomes a source of questions related to the answers the researcher seeks and to the research hypotheses.

In the final stage, theory is capable of providing the researcher with elements to answer questions. The researcher begins with a research hypothesis, which then evolves into a working hypothesis, and ultimately becomes a theoretical hypothesis (Ibid)

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Therefore, it can be said that scientific theory is closely connected to the empirical aspect of study. This connection is achieved through the identification of concepts, the formulation of questions, and the establishment and testing of research hypotheses in an organized methodology. Initially, these are research hypotheses, which then transform into working hypotheses through field experience. Finally, they become theoretical hypotheses. This reflects the strong relationship between theory and application, which is considered *interactive*.

The subject of our modest research is a sensitive, vital, and highly important topic, especially given its significance in society at large. Studying the obstacles to scientific research in the Algerian universities – particularly in the field of social and human sciences – is very challenging due to its complexity and various dimensions. Some previous studies have addressed scientific research in Algeria, raising several questions and focusing on different aspects.

Through this study, we aim to address the problem of scientific research among Algerian professors and the factors and reasons that limit their intellectual and scientific productivity, which greatly affect the university, in particular, and society, in general. We will also examine the obstacles that have contributed to the current crisis in the higher education and scientific research sector. Specifically, we will investigate the issue of the lack or insufficiency of scientific research among university professors who are considered key the pillar of the university system, essential to the educational process and to research activities. They play a crucial role in transforming the social reality, changing it from a dire situation to a dynamic and socially advanced one. This transformation is achieved through a comprehensive and sustainable social development.

To facilitate the certain change, it is essential to overcome the obstacles that hinder the natural process of researchers in their research activities, which have contributed to the decline of scientific research at Algerian universities.

Therefore, we also relied on the *theory of social action* and the *theory of social change*, which help us understand the components of scientific research in Algeria, the steps it has gone through, and the obstacles that stand in the way of progress and development in various areas of life. Additionally, these theories help us understand the struggles and demands of the researchers.

It is important to note that these theories are adaptively adopted, as they emerged and developed in a social context different from the Algerian social reality. The theories cannot be fully embraced because they are largely imported and may not align with the values and culture of the Arab society. The Western society from

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which these theories originated does not necessarily match the cultural and social values of the Arab world.

In this study, we also relied on the *theory of knowledge* as proposed by Ibn Khaldun. The intellectual Ibn Khaldun addressed and identified the theoretical foundations of knowledge from two sources. He asserts that perception is of two types: *external perception*, which comes through the senses, and *internal perception*, which comes through the mental faculties. Ibn Khaldun's *theory of knowledge* holds an important place in the Islamic philosophical tradition until the 14th century. He provided a complete ideological framework for an Islamic social methodology that could be applied practically. His goal was not to break free from philosophy or religion but rather to break free from the constraints of *determinism* in order to promote freedom, responsibility, and realism (Fatima, Badawi (b.s), pp 31-35).

Ibn Khaldun sought to determine the place of thought in relation to existence and went on to study the relationship between thought and reality in the *process of knowledge*. He argued that thought is shaped by reality, and reality is molded by thought. He did not use "*thought*" in its philosophical sense, but rather in its social sense to serve the needs of society. From this thought, sciences, arts, and conclusions about the hidden phenomena emerge (Ibid, p. 45).

6. Methods and Techniques Used:

6-1. Selecting Methodology:

Given the research problem, which seeks to identify the real obstacles behind the scarcity of scientific research in Algeria, particularly the problems and difficulties faced by professors in carrying out their duties – (i) teaching, and (ii), the equally important task of scientific research - the aim is to uncover the issues that hinder the nation's advancement in general, as well as the challenges posed by human development in their specific fields of expertise or scientific areas.

As is widely known, professors are the backbone of scientific research in universities globally due to their deep understanding of the intricacies of research and the societal problems they experience. Additionally, they benefit from the academic training they receive throughout their academic journey, as well as their expertise in scientific research methodologies.

The state of scientific research in Algeria is critically low compared to European and Arab countries. It is struggling due to several issues, including personal challenges faced by professors, the environment in which they work, and the severe lack of resources and requirements necessary for scientific research.

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Through observation and continued reviewing of scientific journals, we have noticed a clear difference in the volume of knowledge production between developed and underdeveloped countries. For example, in Canada, there are 100 patents filed daily, while in Algeria, it is unclear whether a single patent is filed in an entire year or not. This comparison has made the topic even more compelling.

It has become apparent that the research topic, with its variables and the characteristics of the descriptive approach, is directly applicable to the study we intend to carry out regarding the obstacles to scientific research faced by university professors at Algerian universities.

Given the fact that the population for our study is immense, consisting of university professors, and considering that it would be impossible to study the entire population due to our very limited resources and time-frame for this research, it was necessary to precisely define the variables we are studying. We also had to focus on a sample from the total statistical population, which would be purposive, as follows:

- Selecting specifically university professors, since the phenomenon primarily concerns them;
- Targeting the University of Bouzareah among the other Algerian universities, as it is the closest to the research site and convenient for the researcher, and it is not feasible to conduct the study at all Algerian universities;
- Focusing on permanent faculty members rather than temporary ones, as their involvement is more relevant to the study; and
- Targeting the National Library and university libraries as part of our research resources.

Our approach and organization of the research of interest are based on methodologies, as they define the nature of the topic being studied. A methodology is the objective method used by the researcher to study a particular phenomenon; " Complementary methods help the researcher connect with the reality experienced by social actors " (Quivy, R. & Lucan, C (1988), p 59).

For this, methodology is the tool that is more general and sufficient than simply being a means of communication between different sciences (Bruyne, D. P., & Jaque, H(1974), p24). The goal of the methodology is to clarify the practical direction of the research, regardless of the obstacles. It analyzes and adjusts logical procedures, suggests specific epistemological directions for scientific proof, and examines the process of producing scientific objectives (Ibid, p24).

Any scientific research requires following a working methodology according to the criteria imposed by the topic. Based on this, we relied on a mixed-methods research

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integrates both *qualitative* and *quantitative* approaches to provide a comprehensive understanding of the complex phenomena.

6-2. Descriptive Method:

The descriptive method is one of the most commonly used research methods, especially in the fields of educational, psychological, social, and sports research. Descriptive research focuses on collecting accurate, scientific descriptions of the phenomenon under study, describing and explaining its current situation. It also aims to identify common practices, as well as to understand the opinions, beliefs, and attitudes of individuals and groups, and their methods of growth and development. Additionally, it seeks to study the relationships between different phenomena.

A descriptive study answers the question "*What?*" — that is, what is the nature of the phenomenon being researched. This requires analyzing the phenomenon, understanding the relationships between its components, exploring opinions about it, and examining attitudes toward it. It also involves studying the processes it encompasses and the consequences. Descriptive research does not only involve data collection and classification; it extends beyond that to include some degree of interpretation of these data, identifying the relationships between its components, opinions, attitudes, as well as the processes and outcomes involved.

Mohamed Zian Omar defines it as : " A comprehensive survey of phenomena present in a particular group, at a specific place and time, in which the researcher uncovers and describes the existing conditions, and uses this information for future planning."

7. Research Variables:

7-1. Independent Variables:

Independent variables are those that the researcher manipulates or experiments with in different scientific studies. These are the topics or factors around which research experiments are conducted. In this study, the independent variable is the obstacles to scientific research production.

7-2. Dependent Variables:

Dependent variables are those that are not controlled by the researcher and can be expressed through data or results obtained from the experiment. In this research, the dependent variable is scientific research itself.

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8. Exploratory Study:

Through our readings in foreign scientific journals, particularly on the internet, we realized the significant role that scientific research plays in the development and advancement of societies. We observed the enormous amount of knowledge production in developed countries and the comparatively low level of scientific research in underdeveloped countries like Algeria when compared to European or American counterparts.

With the growing conviction about the importance of this sector, we sought to place this topic under the microscope of scientific research, which necessitates an applied study. We explored potential locations for conducting the applied study and identified the target sample for the study. The choice was made to focus on Bouzareah University for several reasons, including its proximity, the feasibility of obtaining the required sample, and prior knowledge of the location, among other factors.

9. Validity Test:

A test is considered valid if it truly measures what it is intended to measure. If the test was designed to measure a particular behavior but instead measures something else, it cannot be considered valid. There are various types of validity, including hypothetical validity, content validity, and construct validity.

One can also calculate the degree of validity by measuring the agreement between arbitrators. The higher the number of arbitrators who agree on the suitability of the tool or method to achieve the goals of the study, the higher the apparent validity of the instrument.

In our study, we distributed a questionnaire (form) to professors in the relevant field, and some adjustments were made to suit the research topic and the modifications they proposed.

Additionally, we conducted a preliminary study on the research tools by distributing the questionnaire to a sample of 10 professors. Through discussions with these professors, we found that 90% of them found most of the statements in the questionnaire to be clear and understandable. This confirmed the apparent validity of the questionnaire.

10. Questionnaire:

A questionnaire is a set of questions designed to either confirm or reject the hypotheses of a study. It is frequently used in social sciences research. In our study, we created a set of questions directed at university professors to explore the obstacles preventing them from conducting scientific research, and to understand the factors contributing to the low level of scientific research in Algerian universities. This

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questionnaire was designed to either confirm or deny the research hypotheses and to answer the research problem's questions.

The questionnaire of the research of interest was reviewed by professors from the Institute of Sociology and the Department of Library Science and Documentation, as well as professors in management and administrative sciences. After modifying and removing certain questions, the questionnaire took its final form. The original version consisted of 70 questions, which, after the experts' revisions, were reduced to 43 questions, along with 10 sub-questions.

The questionnaire is a collection of questions systematically arranged, directed at the respondents to obtain their answers. It relies on two types of questions:

10-1. Closed-Ended Questions:

These questions provide predetermined answer choices to confirm or disprove certain ideas. The answers are often limited to options such as "Yes" or "No."

10-2. Multiple-Choice Questions:

This type includes two branches: the first provides a set of suggested options, and the second allows respondents the freedom to provide their own opinions.

10-3. Purpose of Administering Questionnaire:

- Providing the field study with information and insights that enhance the credibility of the research;
- Confirming or rejecting the hypotheses, helping to address the research problem; and Assessing the degree of variation or similarity among the responses.

11. Reliability of the Study Tools:

Reliability refers to the accuracy, consistency, or stability of the results of a test when applied to a sample of individuals at two different times, with the expectation of obtaining nearly the same results. In our study, we calculated the reliability of the questionnaire by determining the *reliability coefficient*, which represents the self-correlation of the questionnaire. There are several methods to calculate reliability, as outlined by Al-Bahie Fouad Said:

- Test-retest method ;
- Split-half method ; and
- Equivalent forms method.

In our study, we used the test-retest method to calculate the reliability of the questionnaire. A sample of 10 professors was selected, and the questionnaire was distributed twice with an 8-day interval between the two distributions. The correlation coefficient (R) was calculated as $r = 0.94$, which is statistically significant at a 0.05 significance level with a confidence level of 94%.

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12. Research Sample:

The University of Algiers 2, Bouzareah, consists of 929 professors. We took more than 10% of the faculty members to explore the various problems and obstacles that hinder their academic activities. The study sample included 92 male and female professors.

In our study, the statistical population consists of all university professors in Algeria. Since it is impossible to study the entire population, we had to select a specific sample. As studying 10% of the total population was not feasible, we focused on a single university as a case study. The research sample, therefore, comes from the University of Bouzareah, which has more than 929 professors. We selected 10% of this population, resulting in a sample of 92 professors.

13. Areas of Research:

13-1. Spatial Scope:

The questionnaires were distributed at the University of Bouzareah, which offers a wide range of disciplines, *including Sociology, Psychology, Library Science, History, Languages, Philosophy, and more.*

13-2. Temporal Scope:

The exploratory questionnaires (comprising 10% of the full survey) were distributed in February 2010. After collecting the responses, unclear or ambiguous questions were modified. The final version of the questionnaire was then distributed in April 2010.

14. Data Processing:

The data was entered into tables that included responses, frequencies, and percentages. The results were analyzed according to the nature of the questions, considering several factors related to the topic, which helped provide explanations for the obtained answers, based on the theoretical information available.

15. Statistical Tools Used:

We distributed 140 questionnaires, of which 120 were returned. We discarded the questionnaires that were incomplete or unsuitable for analysis.

After collecting the questionnaires, we used the SPSS system to process the results. We also tested the hypotheses using the Chi-square test (χ^2) to determine if there was statistical significance between the study results.

We decided to treat each table separately in order to examine each question in detail.

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15-1. Proportionality:

This law is used to compare results based on the overall percentage.

The Proportion formula is:

$$S = \frac{\text{Taker Frequency}}{\text{Total Sample Size}} \times 100$$

Where:

- *Total Sample Size:* the sum of all units in the sample;
- *Taker Frequency:* the number of sample units that selected a particular answer out of the total number of answers;
- *S:* the percentage of the number of sample units selecting a specific answer relative to the overall sample; and
- *100%:* represents the total percentage of the sample.

15-2. Chi-square (χ^2) Test:

This formula is composed of:

- **Observed Frequencies (O):** The frequencies obtained from the responses after distributing the questionnaire. These are represented as **O (Observed)** ;
- **Expected Frequencies (E):** The total number of frequencies divided evenly across all responses. These are represented as **E (Expected)**;
- The **Chi-square Table (χ^2 table)** contains these observed and expected frequencies and is used to calculate the statistical significance of the differences between observed and expected values in categorical data. It is represented herein as **(critical value χ^2)**;
- The **Chi-square (χ^2) Calculation:**
 - **Calculated χ^2 (χ^2_p):** This is the value obtained by applying the **Chi-square formula** (χ^2 formula) to the observed and expected frequencies. It is denoted as χ^2_p in the study;
 - **Degrees of Freedom (df):** This is calculated using the formula:

$$df = N - 1$$

Where;

N is the number of response categories (the number of proposed answers), and *df* represents the degrees of freedom. In our study, we denote it as *df*.

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- **Significance Level (α):** This level is used to compare the results and determine whether the differences between observed and expected frequencies are statistically significant. The most commonly used significance levels are 0.05 or 0.01. In our study, we used a significance level of 0.05, denoted as α .

Formula for Chi-square (χ^2):

$$\chi^2 = \sum = \frac{(O_i - E_i)^2}{E_i}$$

Where:

- O_i = Observed frequency for category i .
- E_i = Expected frequency for category i .

This formula helps determine if there is a significant difference between the expected and observed frequencies. If the calculated χ^2 (χ^2_p) value is greater than the critical χ^2 value from the Chi-square distribution table for the given df and significance level (α), we reject the null hypothesis, implying that the observed differences are statistically significant.

15-3- Statistical Decision:

After obtaining the calculated Chi-square (χ^2_p) results, we compare the results with the (critical) Chi-square Chi-square table (χ^2 table) results. If:

- The calculated χ^2 is greater than critical value χ^2 , we accept the alternative hypothesis **H1**, which states that the difference in results is due to differences between the groups, i.e., there is statistical significance; and
- The calculated χ^2 is less than the critical value χ^2 , we accept the null hypothesis **H0**, which states that there are no differences between the results, and any observed differences are due to chance.

16. Survey Sections:

The survey was divided into three sections:

- A. **Personal Information:** Questions A to D, covering age, gender, degree, position, and marital status.
- B. **Section 1:** Understanding the conditions surrounding the working environment of the professors. This section includes questions from 01 to 18;
- C. **Section 2:** Determining whether economic factors are important in the process of scientific research. This section includes questions from 19 to 34; and
- D. **Section 3:** Assessing whether the country's policies contribute to scientific production. This section includes questions from 35 to 53.

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17. Applied Models for Hypothesis Testing in the Field

17-1 Results of Section 1: Understanding the Conditions Surrounding the Teacher's Working Environment

Questions from 1 to 18

Question 2: *Does the university environment in Algerian universities support conducting scientific research?*

Purpose: To determine whether the university environment contributes to conducting scientific research.

Table 01: Evaluation of professors Regarding University Environment's Contribution to Scientific Research

	Answer	Freq uenc y	Perce ntage %	Expected Frequency	(Observed Expected)	(Observed Expected) ²	χ^2 (Calculated)	χ^2 Table	α	DF	R
01	Yes	8	6.66	40	-32	1024	12.86	5.99	0.05	02	+
02	No	54	45	40	14	196					
03	Relative ly	58	48.33	40	18	324					
	Total	120	100	120		1544					

Analysis of Table 01:

From the table above, we can observe that 45% of the surveyed sample report that the academic environment does not support conducting scientific research. In contrast, 48.33% of the sample believe that the academic environment provides some level of support, while the remaining 6.33% (which is almost negligible compared to the previous two percentages) represent the group of researchers who believe that the academic environment is well-suited for conducting scientific research.

Statistical Decision:

From the table, we observe that the calculated Chi-square (χ^2) value is 12.86, which is greater than the critical Chi-square (χ^2) value of 5.99 at a significance level of 0.05. Therefore, we conclude that there is statistical significance, meaning that there are differences in the responses of the participants, and these differences are not due to chance; rather, there are justifiable reasons behind each response.

Interpretation of the Results of Table 01:

Several obstacles affect the professor during their academic journey, including technical, social, financial, and psychological challenges, among others. The professor's social situation is disturbed, as they are increasingly losing their social value, both in general and specifically within the academic environment. Moreover, their monthly salary is often insufficient to meet even their basic personal needs. In addition, there is a lack of up-to-date scientific material in Algerian libraries, and it is often unaffordable to purchase up-to-date research data, and sometimes the cost of traveling abroad, let alone the means necessary for conducting research.

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-Conclusion from Table 01 : The main conclusion to draw from this table is as follows :

- The foundation for scientific research cannot be established in any country unless the necessary conditions are in place. These include, but are not limited to, a clear policy in the national governing system that prioritizes scientific research and its development;
- There must be a dedicated and sufficient budget to fund researchers' projects;
- Attention must be given to the professor's issues in order to provide them with the psychological stability that drives them forward in uplifting their nation;
- Modern scientific materials must be made available in libraries, information centers, or online so that professors can access them when needed; and It is essential to prepare the academic environment to facilitate research.

17-2- Conclusion of First Axis: Conditions Surrounding Professor's Work Environment

Based on the results obtained from the questions related to this axis, several key observations can be made. The Algerian university, for instance, accommodates various age groups, and it appears that age does not hinder scientific research. In fact, it complements the process as younger researchers, full of energy and independence, can benefit greatly from the experience of more seasoned professors. Moreover, scientific production can occur at any stage of a professor's career—whether at the beginning, during, or even at the end of their journey, despite the fact that scientific research has no definitive endpoint.

The contribution to research also varies between genders, influenced by societal roles and the privileges often afforded to men over women. It's worth to note that the stability of a professor, both personally and professionally, plays a vital role in motivating them toward scientific research. The government reforms in higher education, such as the implementation of the LMD system, have introduced a greater presence of young scholars within the university landscape. Additionally, these reforms have attempted to address the significant shortage in academic supervision at various levels.

Professors face numerous challenges, including difficulties in accessing scientific materials, outdated resources, and the struggle to acquire modern, electronic-based research tools. To overcome these obstacles, it is essential to provide the necessary resources, including books, journals, periodicals, and access to the internet, to ensure the professor's research capabilities are not hindered by a lack of materials.

Administratively, it is however important to cite that procedures are streamlined to avoid the bureaucracy that many professors feel exists within the system. Furthermore, teamwork should be encouraged, as it has proven to be more effective than individual efforts in many cases. Professors should also be consulted when

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acquiring scientific materials to avoid purchasing resources that are either outdated or not useful, thus preventing them from becoming an unnecessary burden on libraries and their budgets. Additionally, simplifying the borrowing process—such as extending borrowing periods, increasing the number of available resources, and enhancing library facilities—would encourage professors to make use of these services. The lack of these resources tends to push professors away from using the library. Providing adequate internet access, research centers, academic forums, and subscriptions to modern scientific journals is fundamental to advancing the scientific research agenda.

From the above conclusions, it can be affirmed that the first hypothesis—that poor working conditions for professors hinder their ability to engage in scientific research—has been validated.

17-3 Results of Axis Two: The Role of Economic Factors in Scientific Research Process

Questions from 19 to 34

-Question 20: *Do you think that the monthly salary is sufficient for conducting scientific research?*

-Purpose: To determine whether the monthly salary received by professors is sufficient for them to conduct scientific research.

Table 02: Sufficiency of Monthly Salary for Conducting Scientific Research

	Answer	Frequency	Percentage (%)	Expected Frequency	Observed Expected	(Observed Expected) ²	χ ² Calculated	χ ² Critical	α	DF	R
01	Yes	11	9.16	60	-49	2401	40.01	3.84	0.05	1	+
02	No	109	90.83	60	49	2401					
	Total	120	100	120		4802					

Analysis of Table 02 :

From the table, it is evident that 90.83% of the surveyed professors believe that their monthly salary is insufficient for conducting scientific research. In contrast, the remaining 9.16%, which is almost negligible compared to the first

percentage, represent those professors who feel that their salary is adequate for conducting scientific research.

Statistical Decision:

From the table, we observe that the calculated Chi-square (χ^2) value is 40.01, which is greater than the critical Chi-square (χ^2) value of 3.84 at a significance level

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of 0.05. Therefore, we conclude that there is a statistically significant difference, and we can assert that the differences in responses are not due to chance. This confirms that the salary is not sufficient for conducting scientific research.

Interpretation of the Results of Table 02:

This question logically confirms the earlier one. Professors believe that their monthly salary does not even cover their personal needs, let alone support them in conducting scientific research. Some research projects, especially applied studies, require a large, dedicated budget, sometimes reaching millions. How can a professor secure such funding when their salary is not even enough for their personal needs? Scientific research requires resources for both theoretical and applied studies, as well as travel both domestically and internationally. Additionally, it involves purchasing journals, magazines, and the necessary references. Subscription to online scientific clubs and access to various research platforms also require funds.

Given these factors, one might reasonably ask: *Does a professor's salary cover all of these needs?*

The answer is well-known to anyone familiar with the true requirements of scientific research.

Conclusion from Table 02:

The main conclusion to draw from this table is in the following :

- It cannot be expected from a professor to conduct scientific research if their salary is insufficient to meet even their personal needs;
- Scientific research requires a dedicated budget, and cannot rely solely on the modest salary of the professor;
- If the necessary conditions to ensure the professor's stability are not met, they will not consider engaging in scientific research; and
- Professors should not be blamed or accused of failing to contribute to the field of scientific research if they are not provided with the resources needed.

17-4 Conclusion of Second Axis: Understanding Whether Economic Aspects are Necessary in the Scientific Research Process

Stability in its various economic, social, and psychological aspects is considered one of the most important fundamental factors in human life in general, and for university professors in particular. A professor cannot perform their duties effectively unless stability is achieved in these areas. A professor whose monthly salary is insufficient to cover personal and family needs cannot carry out scientific research effectively. Such financial problems paralyze the researcher's thinking,

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leaving them caught in a cycle of health issues, food insecurity, and family needs, among other concerns. Therefore, providing adequate economic conditions for university professors is essential and indispensable.

In developed countries, university professors are classified in high positions in administrative, social, and professional hierarchies. Strategies for both the present and the future are built according to their expectations and projections. However, we find that in our context, university professors are placed on the same level as manual workers, such as builders or cobblers.

A professor-researcher is the bridge between society through the studies they conduct. They are the ones who shed light on the issues facing nations, and they serve as a crucial link between people and countries. It is important to note here that the professor-researcher is the central figure in the scientific research process and is most familiar with the requirements of their research. Therefore, it is of utmost importance that they are consulted when planning the budget for scientific research. Despite the dire situation in which they live, many professors still carry out scientific research, even though the libraries they rely on for their work offer very limited resources. This highlights the urgent need for a comprehensive and rapid update of scientific research sources and information centers, as well as the creation of specialized libraries in all the sectors that researchers work in, in accordance with internationally recognized standards for academic or specialized libraries.

However, if establishing such facilities becomes difficult, it would suffice to purchase scientific materials, such; as books, journals, and periodicals, or to conduct training courses, of course, after consulting with the researcher on which journals should be purchased or subscribed to. The country should cover these costs, as professors have insight but limited means. They cannot regularly purchase books, journals, and periodicals due to the insufficient salaries. There should also be contact with leading global libraries in specific fields of scientific research.

What distinguishes the current era is the digitalization, which provides scientific materials in electronic formats, such as CDs, websites, and digital pens, among others. University professors can benefit from these online resources in their research, which often reduces the need for physical books and sources.

The use of modern information technology, such as the internet, which provides electronic versions of scientific materials, or using automated forms like CDs, digital pens, etc., has become a viable alternative to traditional books. In addition, it is essential to keep professors fully informed of new developments by involving them in training courses, international conferences, and scientific forums, with the country covering all registration and research-related expenses.

Scientific research in the current era is a central focus of the policies of developed countries, and the Arab world should not deviate from this global trend. It must prioritize university professors by providing a special and sufficient budget for scientific researchers, ensuring them a dignified living while also supporting their research endeavors through the provision of specialized libraries or subscriptions to

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them. Additionally, partnerships with global scientific websites-whether these websites focus on libraries, scientific forums, or electronic journals- can be pursued.

From all that has been cited above, we conclude the second hypothesis, which states that the economic conditions experienced by university professors hinder them from fulfilling their required responsibilities- has been validated.

17-5 Results of Third Axis: Understanding Whether Country's Policy Supports Scientific Production

Questions from 35 to 54

Question 35: *Do you believe that the country's policy towards universities supports scientific research?*

Purpose: To understand the country's policy towards scientific research.

Table 03: shows the stance of university professors on the country's policy towards scientific research.

	Answer	Frequency	Percentage (%)	Expected Frequency	(Observed Frequency - Expected Frequency)	(Observed - Expected)^2	Chi-Square Calculated (χ^2)	Chi-Square Critical (χ^2 Critical)	α	DF	R
01	Yes	34	28.33%	60	-26	676	11.26	3.84	0.05	1	+
02	No	86	71.66%	60	26	676					
Total		120	100%	120		1352					

Analysis of Table 03:

From the table above, we can observe that 71.66% of the surveyed professors believe that the country's policy in higher education does not support scientific research, while 28.33% of professors feel that the country's policy does indeed support scientific research.

Statistical Decision:

It can be noticed from the table above that the calculated Chi-Square (χ^2) value of 11.26 is greater than the critical Chi-Square value of 3.84 at a significance level of 0.05. Therefore, we can conclude that there is statistical significance. This means there are differences between the respondents' answers, and these differences are not due to chance. Explicitly, there are significant differences regarding professors' opinions about the country's policy towards scientific research in Algerian universities.

Interpretation of the Results of Table 03:

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The responses from the professors are not just about the country's policy in general, but also about how it interacts with scientific research and researchers. The research grants allocated are insufficient to carry out meaningful research, and the budget for scientific research is very limited. For instance, the research budget in European countries far exceeds the combined research budgets of all Arab countries. In addition, there are no incentives to encourage professors to engage in scientific research, which helps explain the respondents' answers.

Conclusion from Table 03:

The main conclusion to draw from the above table is as follows :

- The country must allocate a dedicated budget for scientific research;
- Incentives should be put in place to motivate professors to engage in scientific research;
- All necessary facilities and resources should be provided to professors to support the development of scientific research;
- Scientific research is an investment for the country, and it should not be neglected or underestimated. Research now ranks among the top priorities for developed nations;
- The returns from scientific research are beginning to rival those of natural resources, such as petroleum; and
- Infrastructure is necessary, but this alone does not guarantee the success of scientific research unless we focus on the core element of this process: the professor.

17-6 Conclusion of Third Axis: Understanding Whether the Country's Policy Supports Scientific Production

Based on the analysis of the tables related to this axis, it is evident that the country's policy for development should encompass all sectors, with scientific research being at the forefront. The country should provide a sufficient budget for research, especially in comparison to European countries, which invest significantly in this sector. Additionally, professors must be provided with all the necessary resources and support to encourage their engagement in scientific research. It is crucial to highlight that scientific research is a current and real investment, with its returns benefiting the country both in the short and long term. In industrialized countries, the income generated from research often competes with, if not surpasses, revenues from other sectors, due to the high value of information in certain specialized fields.

Despite the reforms implemented by the country, such as building university facilities and creating so-called university campuses, these measures are insufficient

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unless they are fully activated and integrated into the scientific process. Otherwise, they will be rendered ineffective. Furthermore, the existing facilities, including libraries, are inadequate in terms of the services they offer and the quality of the scientific materials they provide. A leading library is characterized by easy access to information, short loan times, and specialized collections. Unfortunately, these attributes are largely absent in the libraries available to researchers in Algeria.

Laboratories play the role of a factory in which the energies of scientific research explode, and therefore the laboratory must have everything that the researcher needs in his field of specialization. Unfortunately, the laboratories available to us play the opposite role, as they hinder the scientific research process, and have been completely stripped of their function, as they have become a place where professors and researchers meet each other, and nothing more.

The process of publishing research, which is often burdened by prohibitive conditions, further complicates the work of researchers. The country should shoulder the costs of publication and distribution, freeing the researcher from the financial burden of navigating the publishing world. Additionally, the country should facilitate researchers' participation in international conferences and seminars by covering travel expenses and simplifying participation procedures.

Moreover, the internet has become an indispensable tool for connecting researchers with the global scientific community, and it is crucial that university professors have access to this tool to stay informed and connected. The country must ensure that professors have reliable and affordable access to the internet to support their research activities.

Further, knowledge exchange between countries is highly beneficial, but it should be recognized that developed countries often do not share cutting-edge information with developing countries. What is shared is often outdated or irrelevant, and it is critical for a nation to foster its own intellectual capacity. The emigration of talented researchers, or "*brain drain*," to developed countries in exchange for higher salaries is a major issue that must be addressed.

Also, investing outside of oil is both a sound and necessary approach, as the entire world is focusing on this. Additionally, investing in local scientific research is far less costly than importing a foreign program or plan that ends up failing after years of implementation, which wastes billions of public funds. So, why is there such a disconnect between everything local? When a foreign study is presented, it is treated with unquestionable reverence and becomes part of the country's program, while local studies are only seen as benefiting their own creators. In contrast, local studies are grounded in the lived reality of the country, with field study samples drawn from the people and institutions within the country. This makes local research directly relevant to the issues being addressed by the researcher.

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Moreover, it has been repeatedly proven that imported foreign studies fail whenever we apply them to our own society, our children, and our institutions. We have spent far too long acting as test subjects in these long experiments. It is high time that we begin building ourselves and our future with our own knowledge, experience, and resources. The time has come for us to rely on our own studies and to trust the value of locally-based research that addresses our specific needs and challenges.

From the previous observations and conclusions, it is clear that the third hypothesis—that the country's policy does not support scientific production—has been validated.

General Conclusion:

Based on the results obtained from the three research axes and after analyzing and interpreting all the tables presented to the researchers, it is clear that there are three key dimensions, foundations, or pillars upon which the structure of scientific research is built. These are: (1) *research environment*, (2) *research problems*, and (3) *professor-researcher*. We will address each of these dimensions individually:

1. Research Environment:

This term refers to all the resources and capabilities that the university and the country provide in order to promote scientific research, which ultimately contributes to the development of the nation. These resources include :

- **Libraries:** These include university libraries, public libraries, and specialized libraries. They should be at the required level in terms of the services they offer, including working hours, loan periods, the speed with which information can be accessed, and the availability of up-to-date scientific materials. Libraries must be easily accessible to researchers to maximize their utility;
- **Research Centers and Laboratories:** These are essential as "factories" that generate solutions to the problems faced by humanity. They should be equipped with all the necessary tools for both current and future research needs. Importantly, professors and researchers should be consulted on how and where to source the equipment and facilities needed for their work; and
- **Internet:** The internet has become an indispensable tool for global communication and research collaboration. Professors, as active members of the global intellectual community, cannot be excluded from this essential resource. The

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internet allows professors to connect with researchers around the world via email, international conferences, and scientific forums. These platforms provide researchers with access to the latest developments in their fields. Therefore, it is crucial to ensure that the internet is readily available to professors, along with access to academic libraries and international research forums. Providing professors with laptops and high-speed internet is a small investment compared to the enormous benefits that can be gained from such resources.

2. Research Problems – Scientific Research:

The country's approach to local scientific research is marked by contempt and underestimation. Regardless of the type of study conducted by researchers or their field of specialization, the country rarely recognizes or adopts their findings to address its various issues - whether economic, social, psychological, political, or intellectual. This disregard for local research is especially concerning given that local studies are rooted in the real, original environment. These studies identify problems at their core, and the solutions they offer are based on genuine local variables, making them highly relevant and effective for addressing national issues. However, the country often prefers to rely on imported studies, which are based on contexts vastly different from Algeria's own. The variables in these foreign studies do not align with the actual challenges faced by the nation, and as a result, the conclusions drawn are often irrelevant or ineffective. Over the years, this policy has proven to be failed, as repeated experiments and foreign research applications have failed to yield practical, real-world solutions.

The research budget in the Arab world in general, and in Algeria in particular, has been deeply disappointing, reflecting the lack of financial support for scientific research. The inadequate funding, coupled with the outdated state of libraries, information centers, and the poor use of information technology (such as the internet and digital scientific resources), severely limits the potential for scientific advancement. With the current budget, it is impossible to elevate the state of scientific research, and no significant progress can be expected. Despite the reforms made by the country in the field of higher education, these efforts are still insufficient and fail to meet the required standards.

Moreover, the struggles faced by professors due to the scarcity or expiration of scientific resources, combined with the difficulty of conducting field studies to fully understand the underlying causes of research problems, result in studies that fail to accurately describe the true nature of these problems. As a result, research is often misaligned with the reality on the ground.

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Additionally, researchers face significant challenges when attempting to publish the research outputs. The journey between publishers, where researchers are subjected to various forms of exploitation and extortion, becomes a deterrent. This exploitative environment discourages many professors from engaging in scientific research. Consequently, research efforts are often limited to advancement studies like master's and doctoral theses, rather than meaningful, impactful research projects.

To address these challenges, the country must intervene to protect researchers from exploitation by information merchants and eliminate the barriers that prevent effective scientific research. As mentioned earlier, these problems pose significant obstacles to scientific progress in Algeria, and it is essential for policymakers and those in positions of power to recognize the urgency of this issue. Addressing these challenges is not just important. It is now an absolute necessity for the advancement of science and the development of the nation.

Professor – The Researcher:

The professor is the essential link between the scientific research process and the institutions - such as libraries, laboratories, and information centers- that are designated to support this process. The professor also connects the problems faced by society with the available solutions in scientific laboratories. It is in this context that we clearly see why we must give the highest importance to the key driver of national progress on various fronts.

The professor is a member of the civil society, with physical, moral, and spiritual needs. He is a family man, a married individual, a taxpayer, someone who needs housing, and, most importantly, a researcher. Like any other person, the professor faces the same challenges and needs, which makes it evident that the professor requires stability -on all fronts- more than most. This is due to the many responsibilities he carries, including teaching, mentoring, educating, and, above all, conducting scientific research that provides solutions to the pressing problems.

Through the applied study we conducted on this matter, it became clear that the professor's stability plays a crucial role. A professor whose monthly salary is not enough to cover basic personal expenses cannot afford to buy books or conduct field studies that require significant financial investment. A professor who lacks housing and spends his salary on rent and healthcare cannot even think about engaging in scientific research. Similarly, a professor without transportation or funds for travel cannot participate in scientific conferences and meetings held in distant locations. Such challenges paralyze the professor's thinking and distract him from his research responsibilities, as he becomes preoccupied with personal and family concerns. This

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is the reality for many professors –**zawali**- (bankrupt) in our country, who live on credit, divide their salary between the grocer, the pharmacist, and other daily needs, and often borrow money to make ends meet. If their salary is delayed even slightly, it creates a disaster.

Administratively, the professor faces significant bureaucracy, which has become a major concern for everyone, including professors. It can take months to approve a simple document, even though it should take no more than five minutes. This bureaucratic inefficiency has led some professors to withdraw from the system entirely, with their dissatisfaction and frustration directed at the administrative processes.

What is needed is that the administration should be at the level required when dealing with the intellectual elite of society. This means engaging with professors as closely as possible, addressing their issues, and easing administrative procedures. For instance, a professor might not receive funding for international conferences for several years, which is contrary to what should be the case. Professors should be kept up-to-date on developments in their fields.

Regarding the lack of real privileges for university professors, it has become evident that there is little distinction between professors and students, or professors and other public employees. There is a pressing need to provide tangible privileges for professors to ensure they can carry out their duties with dignity and contribute to advancing the nation to the level of leading countries in research and development.

Fortunately, Algerian Universities possesses a workforce of experienced professors and young, enthusiastic faculty staff members, and this combination allows for achieving the desired balance between the wisdom of experience and the energy of youth. With this blend, great accomplishments are possible, and miracles can be achieved. The true investment lies in investing in the minds of these professors and preventing foreign countries from exploiting them cheaply. We can benefit from these intellectuals with minimal effort by simply providing them with their due recognition and support.

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