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Factors Affecting Egyptian Journalism And Mass Communication Faculty Members Research Productivity

Dina Ahmed Hussien

FACTORS AFFECTING EGYPTIAN JOURNALISM AND MASS COMMUNICATION FACULTY MEMBERS' RESEARCH PRODUCTIVITY

DINA AHMED HUSSEIN

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Factors Affecting Egyptian Journalism and Mass Communication Faculty Members' Research Productivity

A Thesis Submitted to the Department
of Journalism and Mass Communication
in Partial Fulfillment for the Requirements
for the Master of Arts Degree

By

Dina Ahmed Hussein

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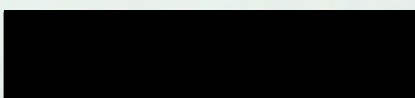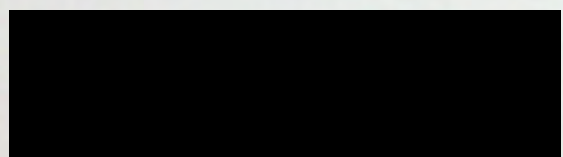Has Been Approved
By

Dr. Hussein Amin
Supervisor, Thesis Committee

Mr. James Napoli
Reader, Thesis Committee

Dr. Farouk El Hitami
Dean Of School Of Bus.,
Econ., & Comm.

Dr. Hassan Ragab
Reader

Mr. James Napoli, Chairman
Journalism and Mass
Communication Department

May 5, 1997

DEDICATED

with love and respect

to my father and the memory

of my mother

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CHAPTER I

INTRODUCTION

Chapter I

Introduction

Mass communication scholars, like scholars in other fields, are evaluated at universities according to their teaching, public service and research. In their article, "Research Article Productivity Of U.S. Journalism Faculties," Cole and Bowers (1973) argue that research is a valid and objective measure for evaluating faculty productivity and contributions to their field. They state that publishing of such research is used as an indicator of research productivity.

Scholars are the think-tanks of their fields. Accordingly, Cole and Bowers (1973) argue that scholarly research productivity sharpens the authors' scholarship as well as that of the discipline. Moreover, scholarly research productivity reflects the total research activity and the advancement of knowledge in their fields. Harwood (1991, p. 97) argues that scholarly published research in the field of mass communication illustrates to scholars from other disciplines the topics and the quality of mass communication research.

Cole and Bowers (1973) state that the main objective of research, which is dissemination of information to be used by others, is achieved by publishing. Moreover, when scholarly ideas and findings are published, they

are given the opportunity to be exposed to creative evaluations and criticisms by their colleagues. Harwood (1991) states that "research crossed international borders through the mails, and crossed the years through libraries, permitting it to be tested widely and to be open to great variety of both verification and advancement" (p. 97).

In academe, Morton (1988) argue, scholarly communication is no longer a simple process depending on one scholar communicating with another scholar. The existing system of scholarly communication depends on a larger experts and librarians. Accordingly, as the group of scholarly communicators extends, Kronenfield (1985) states, publishing becomes more important as it is the major method by which the findings of most research projects are communicated and exchanged. He adds that in academe "publishing is the name of the game if you want to be a success, be tenured, and promoted" (p. 17).

In their book entitled, *Tenure in American Higher Education*, Byse and Joughin (1959) state that higher education institutions have several evaluation criteria for faculty members' tenure. For example, faculty members should have advanced degrees, refereed research work, teaching experience and instruction effectiveness, committee work, and other kinds of expected faculty service. Nevertheless, publishing research work is considered an

effective and a quantitative evaluation measure of faculty members' research productivity.

Bavaro (1995) observes that, in general, research productivity and publishing are approved and considered by administrators as an objective method for evaluating faculty members' contributions. Moreover, administrators commonly use the quantity of articles produced by their faculty members as a measure of their scholarship members' contributions to development of their field,

Vincent (1984, 1991) argues that the evaluation of faculty members' research productivity is of crucial significance to administrators, school deans and department chairs when assessing their programs' research output. Moreover, these evaluative studies become of great importance when used by administrators as indicators to allocate financial resources. Schweitzer (1988) states that universities usually face financial and funding problems; accordingly, requirements for faculty tenure and promotion in both rank and salary have stiffened. Furthermore, he mentions that a small scale survey of administrators of some journalism programs indicated that these administrators "believed that their faculty members can and should do research," and adapts the late Vince Lombardi's saying to the following: "Research isn't everything, it is the only thing" (p 1). Administrators value

faculty members' research productivity and publishing, which serve as indicators that assist other faculty members, undergraduate and graduate students in choosing the educational institutions which suit their educational objectives and career goals.

Faculty members' contributions are also valued by administrators because the speed and direction of journalism and mass communication discipline depend on faculty members' research productivity. Moreover, faculty members' contributions strengthen their status in academia. Thus, due to the importance of faculty members' contributions to the development of their field, journalism and mass communication professionals explored factors that influence faculty members research productivity. For example, Cole and Bowers (1973, 1975) and Schweitzer (1988) conducted several studies to investigate why some faculty members contributed more to their fields. These studies indicated that there are two sets of factors that affect their productivity. The first set of factors are intrinsic factors which are motivational factors that directly relates to the individual and his job satisfaction. These factors include faculty members' personal motivation and professional curiosity to open new areas of scholarly interest, and faculty members' early interest and involvement in research activities. Moreover, faculty members' age is found to affect their research productivity as the

more they get older the more they are satisfied with their jobs; thus, they become more committed to their career. There are also work-related stresses that influence faculty members' job satisfaction, such as finding the time and funds to conduct research , and teaching inadequately prepared students. The other set of factors are extrinsic factors that are directly related to the organization and the organization in which they function. These factors include teaching and committee workloads, the extent of administrators emphasis on research and publications for promotion, stimulation and encouragement of colleagues, and the degree of department support to faculty members' creative activities . Research findings also found that faculty members gender and academic rank are significant predictors of faculty members' research productivity. On the average, male faculty members are as twice as productive as their female peers. Moreover, as faculty members rank increases, their research productivity decreases.

In spite of the significance of the journalism and mass communication faculty members' contributions to their field and the importance of investigating factors affecting their contribution in several countries, in Egypt the issue has not been explored. Thus, the researcher decided to take this initiative, and explore factors affecting Egyptian journalism and mass communication faculty members' research productivity. To investigate this

issue, two measurement tools were used. First, a content analysis was conducted on a census of six journalism and mass communication journals. The latter were classified as two refereed Egyptian journals (*Communication Studies & Communication Research*), one non- refereed Egyptian journal (*Broadcasting Art*), two refereed Arab journals (*Bulletin of Arab Research & The World of Thought*), and one non-refereed Arab journal (*Libyan Communication Research Journal*). The analysis was confined to an eleven-year period, from 1985- 1995. Second, two sets of self-administered questionnaires (A & B) would be used to survey the faculty members that would be identified from the sample journals, and their departments' chairmen or schools' deans.

CHAPTER II

THEORETICAL FRAMEWORK

Chapter II

The Theoretical Framework

I. Introduction

Bavaro (1995) observes that, in general, research productivity and publishing are approved and considered by administrators as an objective method for evaluating faculty members' contributions. Moreover, administrators commonly use the quantity of articles produced by their faculty members as a measure of their scholarship.

Neumann (1995) examines the role of research within the academic work from the point of view of those who work in Australian universities. This study covered two universities only to reduce the influence of institutional differences' on the validity of the study's results. The sample consisted of 33 senior academic administrators, faculty and departmental administrators from various disciplinary affiliations. To achieve an intensive analysis of research questions, semi-structured open-ended interviews were used. Findings indicate that any study which contributed to what was known, led to the discovery of something new or evaluated in a theoretical context was considered research. Inquiry was another major attribute of research. Inquiry is a purposeful continuous pursuit of knowledge, thus adding depth to the knowledge of the researcher. Moreover, for

establishing itself in the domain of knowledge, any research work has to be published through media providing peer view.

Elton (1992) argues that a number of British universities that identify themselves as heavily oriented to research as distinguished from teaching has doubled since 1964. Not only did their number increased from 10% in 1964 to 20% in 1989, but the number of published articles they produced also doubled. This increase, Elton says, is due to the growing emphasis on the "publish or perish syndrome" for faculty members' evaluation for promotion and tenure.

Bornheimer, Burns, and Dumke (1973) state that administrators cannot deny that advances achieved through research findings, which, when published in referred journals, attribute some credit to the sponsoring university or college; such credit is desired by administrations. Accordingly, most colleges and universities emphasize the importance of research productivity and publishing for faculty members' promotion, resulting in the publish-or-perish practice that has developed in higher education, although heavily criticized.

As for faculty members, some do not greatly value research and publication, but others do. Schweitzer (October, 1988) states that some mass communication faculty members believe they should not be held responsible for conducting research, and should not be judged by their research capacities. On the other hand, Schweitzer (1988) argues that in spite of the various

intrinsic, extrinsic, and organizational factors that facilitate faculty members' research productivity, determined and motivated faculty members cannot be stopped. He also states that the results of his study show that even if faculty members work in a research-oriented environment, they will not conduct research unless they have personal motivation to do it. The findings also show that "even though researchers will survive in a desert, they will bloom in a more fertile environment" (p. 9).

II. The Creative Process

Kolbe (1993) observes that some people are well organized, initiate plans, and do what they have to do to achieve their goal. In other words, they function in what the author calls the creative process. She defines creativity as "the path that integrates otherwise separate elements of the mind's capacity: the abilities to act with motivation, determination, and reason" (p. 23). However, not all people create through the same path, nor do they have the same levels of motivation, determination and reason. Individual differences account for the various means by which people use the creative process.

Productivity Cycles

Motivation, striving instincts, will, reason and conative actions are the elements of the mind involved in setting a goal and achieving it. The individual's productivity through the creative process is directly related to their understanding and usage of the five elements of the mind.

A. Motivation

The first crucial component of the creative process is motivation. If a person is highly motivated, he will commit the necessary activity to achieve his goal. Kolbe (1993) says that motivation serves as the catalyst for the individual's creative power. She adds that it represents the beliefs, preferences, wishes, desires, emotions that affect individuals' behaviors. Without motivation the striving power of the mind will lose its power and become unused capacity. On the other hand, with motivation, the striving instincts will direct individuals towards their goals.

Kleinbeck (1987) mentions that motivational processes enable individuals to affect the stream of their behaviors, activities and experiences. Although motives play a fundamental role in goal achievement, goal commitment, outcome expectancy, career chances, salaries, supervisors' and colleagues' reactions are factors affecting individuals' accomplishment and job

performance. Moreover, the consequences of the individuals' performance are influenced by the extent of persistence in their goal-oriented behavior, skills and abilities. Individuals' performance outcomes are indicators of career development and the degree of job satisfaction. Variations in individuals' work initiated by motives depend mainly on their goal setting. Goals affect individuals' performance by directing their attention, mobilizing their effort, increasing their persistence and even by developing new strategies for their actions.

Intrinsic motivation

Deci and Ryan (1985) argue that some individuals are self motivated, which is an important aspect of their development. Interest is a central concept for understanding intrinsic motivation. Intrinsically motivated behavior directly involves seeking and conquering new frontiers and challenges. Being curious, individuals attempt to engage in experimental and exploratory activities despite knowing that they may not receive incentives in return. Some individuals insist on familiarizing themselves with everything new. Deci (1975) mentions that the individual's accumulated experiences with various activities shape their interests, and in turn their intrinsically motivated behaviors. Moreover, individuals' intrinsically motivated activities are influenced by the available competent activities and the circumstances in which these activities exist.

However, not all behaviors have inherent interests, and this is where extrinsic motivators interfere to initiate activities.

Another concept fundamental to the understanding of intrinsic motivation is self-efficacy. Bandura (1986) defines self-efficacy as individuals' evaluation of their abilities to organize and perform certain activities. Self-efficacy directly relates to the individual's knowledge, beliefs, skills and expectations that certain acts most probably bring specific outcomes. Individuals' skills, knowledge and expectancies of the outcomes need to be mediated by individuals' self-efficacy expectancies regarding their abilities to apply knowledge and make use of their skills. Consequently, they will commit activities which are believed to be related to the achievement of specific outcomes.

Bandura (1986) states that four sources of information contribute to the development of the individual's sense of self-efficacy. Individuals' performance outcomes are the most influential source of their efficacy information. Self-efficacy also develops from seeing others perform their tasks whether successfully or unsuccessfully. A third source of development of efficacy results from verbal persuasion. Some individuals try to make others believe that they possess the capacities to perform certain tasks. A fourth

source comes from the fear of failure related with physiological arousals, as trembling or sweating may result in stress and failures that individuals fear.

Bandura (1986) and Schunk (1984) argue that self-efficacy functions in various ways. Self-efficacy affects individuals' choice of tasks, social environment and activities. For example, individuals with a very strong sense of self-efficacy are always actively involved in activities challenging to their skills and knowledge, and contributing to the development of their competencies. Second, self-efficacy directly relates to the amount of effort exerted by individuals and the extent of their persistence to overcome the obstacles they face when accomplishing a certain task. Individuals with a strong sense of self-efficacy exert more effort and persist longer in their effort until they accomplish their tasks than others with weaker self-efficacy. Third, individuals' thoughts, emotional reactions to others and their environments are influenced by their self-efficacy.

Smylie (1990) says that self-efficacy is believed to increase positive evaluations of repeated success that are known to individuals from the different sources of efficacy information. On the other hand, individuals' self-efficacy declines with the appraisals of continuous failure, particularly with failure attributed to their abilities and not to lack of effort or external assistance. He adds that self-efficacy functions are influenced by various factors. Some of

those factors are the nature of the goals and the environment in which these goals will be achieved; the incentives attained when attempting or reaching the goals; and the values that individuals place on the goals and incentives that they achieve.

Finally, Smylie (1990) states that individuals' evaluation of new information depends mainly on the nature and strength of the individuals' existing self-efficacy in which the new information will be integrated. Moreover, individuals' interpretations of new information affect how new information will influence the development of their self-efficacy.

Extrinsic Motivation

There are many behaviors and activities that individuals are obliged to commit because of their cultural values and social environment. Individuals are socialized to accept a lot of attitudes and values which are not natural or intrinsically motivated. Internalization is a central process to extrinsically motivated behavior. This is because through the internalization process, individuals acquire external beliefs and attitudes, and transform them to be their own. In addition, internalization enables individuals to accommodate and adapt to their environment. Accordingly, individuals will eventually enjoy greater autonomy and function more efficiently.

Intrinsic and Extrinsic Rewards

Herzberg (1964) states that job performance and motivational achievement are directly influenced by intrinsic and extrinsic rewards. He considers personal growth, self-respect and a sense of accomplishment as intrinsic rewards of the individual's job. In addition, extrinsic rewards are those which directly relate to the job itself, such as salaries and job security.

Herzberg (1964) argues that intrinsic rewards have more influence on individuals as they more motivating and satisfying. In 1982, Pastor and Erlandson conducted a survey to learn whether faculty members were motivated more by intrinsic than extrinsic rewards. The findings indicated that faculty members use criteria as their participation in decision making, seizing opportunities for learning, use of their skills, freedom to express their creativity to define their needs and evaluate their job satisfaction. They concluded that intrinsic motivational rewards, job satisfaction, and high quality performance result from three "critical psychological states." These three states are valuable and meaningful experiences, being responsible for outcomes, and individual's knowledge of his actions' consequences.

B. Striving Instincts

Striving instincts are the sources of energy within the individual that direct him to the path heading to his productivity. Kolbe (1993) states that the individual's striving instincts are "innate, action-oriented, subconscious, protective, definitely not learned, and clearly a necessity. .. They form the inner self that struggles for freedom, that cries out for self-actualization" (p. 3).

Human behavior and actions result from their unencumbered use of striving instincts. Kolbe (1993) identifies four different types of instincts. First, there is the probing instinct, which initiates in the individual the need to inquire in depth by setting priorities and defining specific objectives for himself. Second, some individuals categorize the materials; this results from a patterning instinct which causes individuals to seek a sense of order. Third, when performing a task, individuals may using a trial-and-error approach, signifying the innovation instinct, the catalyst agent for experimentation. Finally, there is the demonstrating instinct, which is the force behind converting ideas into tangible form.

Prevention, response and initiation are the possible operating zones through which the four instincts are expressed. Individuals have various perspectives on each striving instinct, causing individuals to act differently despite having the same instincts. For example, "one person will *initiate* plans

in the pattering instinct, while another may *respond* to structure or line within procedures, and a third person will *prevent* over-regulating or getting boxed in" (Kolbe, 1993, p. 11). Operating zones cause individuals to act and interact differently, which explain why the same job requirements do not suit everyone. Moreover, if an individual is motivated in the opposite direction to his abilities, he will be frustrated and work under stress. To illustrate, a faculty member whose probing instincts operate in the response zone will be committed to work under compulsion if he has to initiate research and publish it.

C. Will

The third contributing element of the creative process is the individual's will. The will directs the subconscious power of instincts, assigns it, and transmits it into action. It is the will that determines the amount of instinctive power available to be used at various times. The will is the stage in the creative process where the individual has control over the "level of effort" he uses to do certain actions.

Kolbe (1993) mentions that there are three levels of effort that an individual can specify to commit any action. Commitment is the first level, which directs the individual to focus his power on the tasks assigned. Attempt is the second level, where the individual tries to get his goals accomplished,

but he does not make use of his full power. Intentions is the third level, where the individual exerts the least effort to achieve his aim.

D. Reason

The individual is obliged to make choices, as there are limits to his instinctive power. At this point, reason should intrude. The individual's will provides him with self-determination, which directs his creativity; however, his reason or intellect assist him in evaluating the options available by modifying his motives, striving instincts and will. Reason resembles the checkpoint in the creative process, and without it the individual attempts to do everything and exhausts his power. In other words, reason prevents the individual from exerting too much energy into misguided efforts which would eventually lead to negative results.

E. Conative Actions

The result of the previous aspects of the creative process is an obvious behavior, i.e., conative actions reflected in individual's talent for initiating, responding and acting preventively. The individual's conative action is the observable element in the creative process. Kolbe (1993) argues that the individual who understands how his mind operates is the one who will

probably benefit from the elements of the creative process to accomplish his aims. She states that creativity is a continuous ongoing process. It can be triggered by any motivation. Although a lack of will can lessen or stop the process, the striving instincts, the force behind creativity, are never exhausted or destroyed. She also stresses that although all individuals have the energy to be productive, they do not have the same level of motivation nor do they operate within the same level of effort. She concludes that individuals' skills, awareness, knowledge, and understanding combine as reason. However, without the existence of instincts reason is powerless. Moreover, reason without will is pointless, and reason without conative action is meaningless.

III. High Performers

High performers direct their instinctive powers to achieve their destinations. Highly productive individuals focus their attention on achieving the goals they set for themselves. Thus, the outcomes can be controlled.

Kolbe (1993) says that goals will be achieved mostly when those responsible for attaining them are directly involved in setting them. Consequently, those individuals who possess the instincts to achieve and the will to pursue these goals have a greater chance of attaining them. Moreover, setting goals is crucial as individuals have a limited amount of mental power

that should be managed and used effectively. Through their will, highly productive achievers allocate their instinctive energies and capacities among their competing goals to result in productive activities. Thus, they become committed to translate their goals into actions.

Highly productive performers' commitments are their "unconditional guarantees" that they will perform. They commit their instinctive energies at the levels which correspond to the importance of their goals. Thus, these productive achievers will ensure their contributions of creativity. Moreover, actions taken without committed effort will most probably miss the goals that they are set to achieve. Actions will lack the determination of will to contribute either sufficient instinctive power or the suitable mode of effort.

High performers' productivity is not only influenced by goal setting and commitment, but also with the means by which they accomplish their goals. Moreover, high performers responsible for achieving the goals they set themselves will be able to fulfill them if they take into consideration their instinctive natures. Results, or the translation of ideas into action, are determined by the level of effort exerted by individuals to achieve their objectives. Individuals have to make use of their striving instincts in ways that will result in the best possible outcome in return to their investment of them.

IV. How High Performers Get More Done

Kolbe (1993) asserts that high performers achieve more through four paths. The high performer who achieves success through the first path is labeled as fact finder. A fact finder likes to be very accurate in his decisions. Before he makes any decision, he studies all the aspects of all the consequences of his decision. Using in-depth analysis is the key to his success. He prefers to make comparisons among the options he has, and reviews all his priorities. Another type of high performer uses follow through to attain his goals. A follow through likes to comprehend everything in sequence and structure. He puts the options offered into context and an inclusive framework. Consequently, he will be certain that all the guarantees and assurances are known to him. The third path to achievement is used by quick start performers. Quick start achievers have the ability to come up easily with various ideas and possibilities while brainstorming. They can pinpoint as many means as possible to attain their goals. They cannot work alone as they prefer to discuss their ideas with others. They will be very successful if they are given the chance to achieve the goal they set with the means they choose. The final path that high performers can use to achieve their goals successfully is the implementor. An implementor, a highly productive achiever, never initiates any action before setting the plan that he is going to follow. Quality is the fundamental concern

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of the implementor. He is impressed with what he sees in present as he is very concerned with the here and now. He does not pay attention to the past nor to the future.

Moreover, highly productive performers are characterized by being facilitators, which is a talent that leads to their evident success. Being facilitators, they have the ability to behave and act as mediators; thus, they can deal with individual differences. They are trained to function in many roles. Their reward is in teamwork as they function at their best in group work environments. They are capable of finding several means to achieve their goals or to solve their problems, and not to insist on sticking to a particular method. It is essential to them to work in ways that show their instinctive power, thus enhancing their productivity and job satisfaction.

Another talent that assists highly productive individuals is their power to prevent a certain action which can get them to produce more. They preserve their energy for what they have to perform, and not for what they want to do, especially those acts that will not contribute to their success. Resistant fact finders are intellectually capable of knowing everything they can about their fields of interest. Moreover, they always seek to add new dimensions to their knowledge. They also are intelligent enough to benefit from their past experiences without living on memories. Likewise, the resistant follow

through achiever's instinctive energies help him in overcoming the complex procedures and policies in his work environment. He creates shortcuts and alternatives which enhance his productivity and enable him to seize unusual opportunities. Unlike resistant fact finder and resistant follow through, resistant quick start's instinctive powers prevent involvement or committing any action leading to chaos. Furthermore, he has the talent of preventing others from taking sudden dangerous acts. Finally, resistant implementor's instincts prevent him from committing foolish mistakes. This is because he does not act mechanically. He is very conceptual and is capable of dealing with abstract notions. Consequently, he can make his decisions without relying on tangible evidence.

Undoubtedly, avoiding habits which hinder highly productive individuals' success is another element leading to their recognized success. Highly productive achievers are always recognized for their significant achievements. Fundamental to their success is their wisdom in not taking the lead or even participating in every activity. In addition, they do not diminish their efforts by burdening themselves with unrealistic self-expectations or requirements of others and conflicts between oneself or others' needs. Finally, they avoid working against doing their work. Job dissatisfaction usually

results from doing work assignments that do not suit the individual's instinctive

powers and talents.

CHAPTER III

REVIEW OF LITERATURE

Chapter III

LITERATURE REVIEW

In academe, scholars are judged on the basis of several criteria, one of which is research. Research is the "most visible to the outside world and it is an objective and valid measure of at least one aspect of an academician's worth" (Schweitzer, 1988, p. 484).

Wearden and Enders (1991), in their article "Standards and Perceived Roles of JMC Journal Reviewers," say that mass communications research is fundamental to the development and scholarly well-being of the mass communications field. Moreover, scholars in the field may benefit from scientific investigations into pertinent aspects of mass communication.

Because of the importance of research in the field of mass communication, several studies attempted to assess factors affecting faculty members' research productivity in terms of article productivity. Vincent (1991) observes that examining journal articles is the most commonly used method to assess faculty members' research productivity because they are regarded as the typical outlet for new research. He adds that counting journal article production is considered an objective method for this process of evaluation.

Factors Affecting Scholarly Research Productivity:

A.INTRINSIC FACTORS

Cole and Bowers (1975) and Schweitzer (Summer, 1988) define intrinsic factors as motivational factors related to the job and the individual's satisfaction with the job. Both studies' results indicate that respondents made statements such as "personal satisfaction in opening new areas of scholarly interest and adding to the fund of knowledge" and "my personal curiosity and love of writing and research" as their main reasons of their research productivity. Moreover, Schweitzer (1989a) says that 54 percent of the sample surveyed in his study rated their usage of personal research to aid them in teaching their courses as important or very important for their own productivity.

Schweitzer (1988) states that the faculty members' responses to his open-ended question, "What has been the single most important factor accounting for your personal success as a mass communication scholar and researcher?" were mostly intrinsic in nature. Enjoyment of conducting research and personal motivation were the most common responses mentioned. Nevertheless, cultural and structural conditions were mentioned along with motivational factors. For example, one of the respondents stated

that he succeeded without the help of his department, while another mentioned that having cooperative colleagues at his university as well as in other universities contributed to his success.

Occasionally, faculty members believe that they deserve to escape from their traditional instructional role and satisfy their professional curiosity by investigating and experimenting with their research hypotheses. These faculty members try to seize any opportunity to work on their research alone or with other colleagues to achieve personal and professional satisfaction. To these faculty members, it is very important to gain the recognition of their professional community for the new knowledge which resulted from their effort exerted in their research activities. Moreover, the research activities contribute to these researchers' intellectual growth. Thus, Bornheimer, Burns, and Dumke (1973) claim that research provides self-satisfaction and the prestige of being prominent more than teaching.

In 1994, Gottlieb and Yakir (1994) studied 502 Israeli senior faculty in higher education institutions to examine faculty perceptions about the elements affecting their job satisfaction. The authors found that there is significant variance among faculty members' perceptions about teaching, research and publications, their allocation of time, especially the amount of time to be devoted to their students. Furthermore, findings show that their

personal preference toward teaching and research is the major factor that affects their job satisfaction.

In his article, Ramsden (1994) evaluates research productivity of Australian faculty members from 1985 to 1989. For his evaluation, Ramsden (1994) conducted a survey in 1989 on full-time faculty members from various academic disciplines working in 18 Australian universities. The author used the number of books, number of articles published in refereed journals, number of edited books, number of chapters in refereed books as indicators of faculty members' research productivity. The findings indicate that out of every ten faculty members, two stated that they did not write or even co-author any articles in the period of the study. In addition, during the five-year period, 20 percent of the sample were not research productive and did not publish anything. The results also show that early interest and involvement in research activities were the individual factors which highly correlated with job satisfaction and, in turn, with high research productivity rates. The author reports that faculty members who stated that they were early interested in teaching were found to be three times less productive than those whose primary interest was in research.

Harnish and Creamer (1985-86) and Cohen and Brawer (1986) conducted several studies on intrinsic factors affecting faculty members

satisfaction with their jobs. Their findings indicate that job satisfaction is directly related with faculty members' age, and commitment to their career. Job satisfaction is found to positively correlate with age. Faculty members less than forty years old are less satisfied than those above this age; and the latter experience stresses related with their "middle-aged transitions." In addition, highly satisfied faculty members were those committed to their career and anticipated staying at their colleges. The authors stated that faculty members who achieved the highest rank in job satisfaction were those who were psychologically involved in their jobs.

Similarly, the findings of Filan, Okun, and Witter (1986) suggest that job satisfaction is directly related to psychological variables, such as individuals' internal goal setting and control, how they perceived reality, being personally responsible for themselves, and self-confident.

In 1994, Dua surveyed all faculty members at the University of New England in Australia to determine factors contributing to stress related to their jobs, and these factors effects on these faculty members psychological and physical well-being. The study's results indicated that high job dissatisfaction and poor health were associated with faculty members' relationships with their colleagues, working conditions, work policies, the significance of their job and workload.

Tack and Patitu (Sep., 1992) observe that faculty members' job satisfaction can be directly affected by internal stressors and/or factors related to the working environment. Internal stressors that influence faculty members' job satisfaction are the reputation of their universities and of their peers, and their own achievement and the type of recognition resulting from their achievement. Another internal stressor is the interaction between them and their students and the extent to which this interaction affects the learning process. Factors related to the working conditions include work load, tenure, polices and their implementation, rank, salary, tenure and the relationship between faculty members and administrators.

Filian, Okun, and Witter (1986) list several factors related to working conditions which lessen faculty members' job satisfaction. An important factor identified is the lack of departmental support for professional advancement through conducting and publishing research as well as recognition for such effort by providing release time. Faculty members' evaluation processes are usually major stressors. Other factors are the routinization of the courses' contents, teaching methods and faculty members' interaction with their students. Moreover, most faculty members have heavy and inflexible teaching schedules in addition to working with unmotivated and unprepared students. Accordingly, faculty members lack the time for

adequate preparations for their classes or keeping up to date with whatever is new in their fields of study.

Ceccio (1991) conducted a study among business and professional writing faculty members to investigate job-related stressors. Findings indicate that faculty members' sex, rank, and type of institution highly correlated with job-related stressors.

In her article entitled, "Stress in academe: What bothers professors?," Thorsen (1996) explores factors leading to faculty members' occupational stress. The study examines whether there is stress associated with professional duties, such as research, teaching and institutional tasks. Moreover, the effect of various variables, such as area of study, institutional environment, rank, age, gender, and tenure on the stress that faculty members' experience were examined. Questionnaires were mailed to 494 full time faculty members from different disciplines at four Ontario universities. The sample, on which 12 percent were female faculty members, was restricted to assistant professors and higher ranks. As for age, 10% of the sample were over sixty years and 19% were under forty. The author used a 1 to 7 Likert-type scale for testing each variable, where 1 on the scale corresponded to "never a source of stress" and 7 to "always a source of stress" (p. 477).

The author states that preparing class presentations and lectures and the evaluation process are identified by the sample as an "occasional source of distress" (p. 480). Faculty members also indicated that other major sources of stress as that they do not have enough time for teaching preparation, as well as both teaching and advising students, who are inadequately prepared. As for research-related tasks, securing both the funds and the facilities for conducting research projects are identified as an occasional source of faculty stress. However, the ability of faculty members to allocate time for conducting research and preparing manuscripts for publishing are stated by faculty as "often a source of stress" (p. 482).

Finally, Thorsen (1996) says that for this sample the amount of time spent by faculty on their academic duties is a significant factor of stress, as 62% of the respondents spent an average of 50 hours per week on their academic tasks. Faculty members, especially young assistant professors, attend a lot of meetings which are time-consuming. Moreover, the findings indicate that women faculty are subject to more stress than men faculty because of institutional duties, such as attending a lot of meetings, submitting a lot of paper work and serving on several departmental as well as university committees.

Likewise, Tack and Patitu (1992) argue that male faculty members are more satisfied with their jobs than their female colleagues. Moreover, most women faculty members' primary interest is in teaching. Thus, they are usually given heavier teaching loads, overburdened with student advising and assigned to attend a lot of committees which negatively affect their research productivity. Accordingly, women faculty members have to keep proving themselves over and over again before they can be accepted and recognized by their colleagues.

Kelly (1989) argues that factors affecting job satisfaction among journalism and mass communication (JMC) faculty members can be used as a measure for evaluating the nature of work motivation in academe. Accordingly, he conducted computer-assisted telephone interviewing with 893 full time JMC faculty to examine gender as a major factor indicating job satisfaction. Each interview lasted between 30 to 40 minutes. Responses were rated on a Likert scale ranging from 1 (very dissatisfied) to 4 (very satisfied). Unlike other previous studies, this study's findings show that JMC women faculty (47 %) are "fairly satisfied" with their jobs which is more than their male (41 %) peers (p. 499).

B.EXTRINSIC FACTORS

Schweitzer (1989a) states that extrinsic factors are factors that are "extrinsic to the job itself, under the direct control of the organization and which can make the job more or less enjoyable and 'do-able' " (p. 411). He adds that structural factors, such as faculty members' graduate training, supervision of graduate students, teaching load, and their perceptions of the pressure to publish to achieve tenure and promotion are a subset of extrinsic factors which are directly related to scholarly productivity.

Tarnove (1991) conducted a study to assess research productivity of eighty-eight journalism departments' faculty. Fifty percent of these faculty members were surveyed and asked to respond to attitudinal, productivity and demographic questions. Responses were used to identify the effects of faculty demographic, productivity and attitudinal variables on each other as well as on the reputation of the department. The results indicated that high reputation rating of the department had no significance in predicting faculty members' publication rate. When divided into groups according to their education and professional experiences, these faculty members' groups varied significantly in "their background characteristics and productivity patterns"; moreover, "possession of a doctorate was found to be a consistent predictor of faculty publication rate" (p. 31). Furthermore, Astin (1973) argues that whether the

institutions from which these faculty received their degrees were research oriented or not might be the chief reason of faculty members' different academic interests.

In his study, Schweitzer (1988) examined factors contributing to high productivity rate of faculty members under study. He found that faculty members' graduate training is the second factor contributing to their research productivity. Eighty seven percent of the respondents stated their graduate training was an "important" or "extremely important" factor accounting for their success.

Another factor which highly correlated with faculty members' research productivity is the supervision of graduate students. Kyvik and Smeby (1994) examined the relationship between faculty research performance and their supervision of graduate students. The objectives of the study were measuring faculty's research performance using their publishing productivity as an indictor; and measuring the attitudes of faculty members as supervisors of graduate students. The latter was assessed by measuring: the extent to which faculty members appreciate their area of study and Ph.D. supervision; the extent to which the environment at their departments is positively influence by Ph.D. students; and the extent to which supervision of undergraduate and Ph.D. students is considered as part of their own research.

A questionnaire was used to survey all assistant professors or higher at four Norwegian universities. Faculty members were asked to state their publishing productivity of articles in refereed journals, research books and conference proceedings; published research books and texts books; and reports published in report series. The results of this study indicated that 73 percent of the faculty members surveyed supervised undergraduate students and 57 percent supervised Ph.D. students. Moreover, faculty members mentioned that they allocated an average of 13 percent of their working time for supervising graduate students. However, this percentage varied across disciplines; for example, faculty in technology used 18 percent, while those in social sciences used 12 percent of their working time in this activity. However, these field variations are due to the number of students that the faculty members supervised. The questionnaire also showed that faculty members prefer supervision more than teaching; however, conducting research is stated as their first preference.

Moreover, when asked about the measures that can be implemented to improve the professional environment in their departments, faculty members stated that having more tenured faculty in their fields was the most important measure. Furthermore, findings indicate that "thirty percent of their major subject students and forty-six percent of the Ph.D. students worked on

dissertations in connection with their supervisors own research projects" (Kyvik and Smeby, 1994, p. 231). Finally, the authors stated that a positive correlation was found between faculty members research productivity and both their academic rank and the number of graduate students they supervised.

Faculty members' academic rank was found to be another factor associated with their research productivity. Cole and Bowers' (1973), Soley's and Reid's (1983) and Schweitzer's (1988) studies indicate that there is a negative correlation between the author's academic rank and article productivity. For example, Schweitzer's (1989c) study indicates that assistant professors were the authors of 40% of the total articles surveyed, followed by associate professors (26% of the total surveyed).

Similarly, Vincent's (1984) study shows similar results when conducting research on the broadcast research productivity of U.S. communications programs. For example, assistant professors' published articles accounted for (39.9%) of the total broadcasting material published by faculty members surveyed.

Vincent (1991) examines in his study the U.S telecommunications faculty members' research productivity from 1984 to 1989 at several American universities. Fifteen refereed communications journal published in America, which mainly contributed to telecommunications and related

issues, were content analyzed. The data coded included full articles written by mass communications faculty members as well as footnotes, references and summaries mentioned at the beginning of some articles. As a result, one thousand and eighty-one faculty members' authorship with different American institutional affiliations were coded. When investigating faculty members' research productivity by academic rank, the findings indicate that assistant professors were the most productive followed by associate professors, full professors, students and lecturers. The author suggests that two possible explanations for this authorship trend. First, faculty members, especially those at the beginning of the professional career, are keen to have high publication rate because of the departmental pressures for tenure and promotion. Second, faculty members, particularly assistant and associate professors, believe that article productivity provides a high level of professional visibility without being committed to long-term writing as in the case of writing books.

In her article entitled, "The temporal dimension of gender inequality in academia," Toren (1993) examines the entire academic population research productivity in Israel. Unlike other studies, findings show that a faculty's research productivity did not highly correlate with academic rank.

Another extrinsic factor contributing to faculty members' research productivity is their work load. Schweitzer (1989a) mentions that in illustrating the main reason for their individual research productivity, 56% of researchers surveyed cited reduction of teaching load in compensation for their research and writing as the major reason. Moreover, when asked what can be implemented to encourage mass communication research, ten of the respondents stated that reasonable work load can enhance the field's research.

However, Schweitzer (1988) argues that most of his respondents stated that they were productive in spite of their work load. On average, these faculty members taught 139 undergraduate and 22 graduate students per year. They taught more than three undergraduate courses and at least one graduate course each semester. Moreover, they had to have their share of student advising, and each had at least 30 advisees a year. In addition, during the six years previous to the study, each of these faculty members had directed six master's theses and two Ph.D dissertations; thus, consuming a considerable amount of their time. Another time-consuming activity is committee work, as these faculty members spent around 6 hours per week on committee work.

Another significant factor associated with faculty research productivity is administrators' emphasis on research and publications, especially for tenure and promotion. Schweitzer's (1989b) study shows that 84% of mass communication Ph.D. program administrators agreed or strongly agreed that there is considerable emphasis and pressure on their faculty for conducting research more than teaching. However, Cole and Bowers (1975) study indicates that the expectation of conducting and publishing for tenure, promotion and merit awards was rated by scholars as more important than administrators rated it.

Similarly, Schweitzer (October, 1988) states that there is considerable pressure on faculty members to conduct research and publish it and the pressure increases as the degree offered by the program is a highly ranked degree. Forty four percent of bachelor degree program administrators, 73% of master's degree administrators, and 84% of the doctoral program administrators agree and strongly agree that their faculty members are under pressure to conduct and publish research.

In his article, "Hubris in the academy," Lewis (1990) mentions that the department of education at Indiana University conducted a survey on the controversy over research productivity versus teaching. The results indicate that only three of all the university's department heads stress teaching when

hiring new faculty. Moreover, only forty-five from the universities granting doctorates surveyed considered teaching as "a very important factor", while 73 percent emphasized the importance of research productivity. In addition, an increasing number of small liberal arts colleges are also becoming more research-oriented. To upgrade the images of these institutions, administrators reduce faculty teaching-loads and emphasize research productivity. Furthermore, in these institutions as well as other research-oriented universities, "faculty excellence has become a one dimensional term that points arrogantly, in its exclusivity, toward research accomplishments" (p. 10).

In her article, Neumann (1992) investigates the perceptions of senior academic administrators about their emphasis on research productivity, and questions the relationship between teaching and research productivity. Flexible semi-structured interviews were conducted with thirty three senior academic administrators across disciplines from research oriented Australian universities. The findings indicate that the most clearly identified link between research productivity and teaching was the dissemination of new information which the author labeled as "tangible nexus."

Neumann (1992) argues that faculty members have to be involved in research in order to have profound and up-to-date knowledge in their

disciplines. Faculty members' teaching main objective should not only provide their students with factual information, but also pursue research activities to be able to breed a new generation of researchers. In other words, students are encouraged to be critical of the knowledge they receive and to have the curiosity to discover new areas of knowledge. Thus, faculty members' involvement in research activities adds a qualitative dimension to their productivity by enriching their teaching, which is considered the intangible teaching-research nexus.

On the other hand, teaching mainly influences faculty members' research productivity in two ways. Teaching "has the rewarding effect of broadening the academics' horizons"; moreover, "it provides stimulating contact with a continually changing younger intellectual constituency" (Nuemann, 1992, p. 164). Furthermore, teaching and research productivity have a global nexus which can be dedicated at the departmental level. At the departmental level, the product of faculty members' research activities is the total of knowledge and expertise which provide the framework of what is being taught and offered to both graduate and undergraduate students.

Ramsden and Moses (1992) conducted a study in 1989 to detect the existence of any relationship between undergraduate teaching and research productivity among Australian academics. The study was set to answer several questions. First, at the individual level, the authors tried to trace any type of

relationship between Australian faculty members teaching and their research productivity, and whether faculty members working in research-oriented departments would describe themselves as committed to undergraduate teaching. At the department level, the authors questioned whether highly research productive departments were as effective at teaching undergraduate students, and if variables as subject area, academic interests of the department and its faculty members could affect the relationship between teaching and research.

A questionnaire consisting of four parts was developed. The first part was designed to provide information about faculty members' appointment, qualifications, experience, interests, their teaching and research capacities. Second, faculty members were asked to list their publications over the five years previous to the study. Another section requested them to indicate their involvement in academic activities in the two years previous to the study. The final part was concerned with faculty members' attitudes to teaching and students, their perceptions of their departmental environment, the extent of their commitment to academic work, and their perceptions of the importance of research and consultancy. In addition to the questionnaire, students' ratings of faculty members' teaching effectiveness were used.

The results of the study indicated that at the departmental and individual levels, a negative relationship between research productivity and teaching effectiveness was evident regardless of their subject areas. Moreover, at the departmental level, a negative relationship between students' perceptions of teaching effectiveness and research productivity was clearly deduced from the findings. Finally, when using both students' evaluations of faculty members' quality of teaching and faculty members' reports of their commitment to undergraduate teaching as an evaluative criteria of effective teaching, at the departmental level, insignificant correlations (near-zero) were achieved.

C.Organizational Culture Factors

Previous studies on faculty members' research productivity suggest the existence of organizational climate or culture as a factor contributing to their productivity. Schweitzer (1988) defines organizational culture as a complex set of beliefs, values, and assumptions which defines how an organization performs its business. In describing the organizational culture notion, the author also cites Albert and Silverman (1984) stating that "an organization's culture consists of two basic components: (1) the primary values of the organization, or 'what we believe in,' and (2) its pervasive

management style: what roles and behaviors are expected if we are to be successful and what are the ways we do things around here" (p. 3).

Conducting research and publications as a major requirement for tenure and promotion, colleagues' and administration encouragement and the department's environment for conducting research are organizational culture factors which frequently account for faculty members' research productivity.

One of the fundamental factors which is highly associated with faculty members' research productivity is conducting and publishing research as a requirement for tenure and promotion. Most universities emphasize the value of research productivity as a criterion for evaluating faculty members for tenure and promotion.

Bieber, Lawrence and Blackburn (1992) raise an important question about the focus on research as the criterion of promotion and tenure. They mention that high involvement rate in research is needed for universities to enhance and maintain both their national and international reputation. Another explanation is that the adoption of this criterion gives universities' administrators the reason to punish faculty members who have not been up to the expectations of the "profesionalization of the academe" (p. 34). Others state that the reason for the research emphasis is that universities are

obliged to be a main source for useful new knowledge for the society. Finally, some state that there is a definite high correlation between being an effective teacher and an active productive researcher.

However, Brew and Boud (1995) argue that that there are several problems in the existing research which try to link teaching and research. For example, the scope of the research is a vital problem. This is because if any link is found at the faculty individual level, the validity and reliability of generalizing the findings over the whole career span are questioned. Moreover, the link is questioned if it results from the stage of career or the faculty's individual age and energy levels. Another problem is that there is no adequate scale for evaluating the research on linking teaching and research across disciplines and institutions. Furthermore, some extraneous factors may intervene and affect any causal links. Thus, these factors may produce the appearance of a causal relationship between research productivity and teaching effectiveness, although they affect each one separately. Moreover, an important factor which affects the correlation is how teaching effectiveness and research productivity are defined and the measures by which they are assessed.

Brew and Boud (1995) state that it is always assumed that research productivity enhances teaching effectiveness, but not vice versa. In addition, there is no evidence of such a link, as studies fail to demonstrate and prove it

statistically. The authors argue that the vital link shared between teaching and research is learning. They mention that it is "those aspects of teaching which lead to learning and the learning which occurs through research provide the vital link" (p. 261). Through their professional practice, as well as through research, teachers learn "in deep ways." Consequently, researchers should make better teachers as they are often involved in the same activity, learning, as their students.

The findings of a study conducted on faculty members of 13 Ohio public universities suggest that administrators' tenure and promotion evaluations are mainly based on faculty members' research productivity. According to the study, this is the result of three reasons: "(1) national competition for university prestige; (2) lack of clear-cut standards for judging teaching and service; and (3) the existence of a national, educational culture that stresses research publication" ("Faculty Reward System", 1993).

In his article, "Assessment and productive research," Kogan (1994) states that there are several reasons for emphasizing the importance of research versus teaching in higher education. First, research is regarded as a crucial criterion for evaluating academic professionalism. In other words, faculty members' research will be demonstrated and subjected to testing by a wider audience than

their own students and departmental colleagues. Second, research improves and enhances teaching effectiveness. Research keeps faculty members motivated by sustaining as well as increasing their intellectual curiosity. Kogan (1994) elaborates this point by citing Aitken (1991) stating that "there are things we want to say. There are arguments that we want to advance. There are hypotheses that we want to knock down…We live in a world of ideas, and that measure have to contribute, not just borrow or recite" (p. 62). Third, the author states that research is used by universities as a bridge to disseminate and test knowledge through their work with related industries.

Most universities have similar tenure and promotion requirements; however, the requirements are always subject to change. In the 1970s, if associate professors' rate of publications declined but did not stop, they were still promoted on the basis of their record of being a good teacher, their active work with doctoral students and their contribution to their departments' curricular decisions. It might take these faculty twelve years to be promoted, but virtually all retire as full-professors. However, this situation has changed. Departments have agreed on the criteria for tenure and promotion of their faculty to associate professors. Either a significant article in a top journal or a refereed book published by an established press has become the minimum requirement.

Sometimes, faculty members' tenure and promotion do not follow the same rules. On the basis of her study of faculty members' tenure and promotion, Toren (1993) identifies three for "productivity-duration-promotion patterns": the faculty members labeled as "fast climbers" as they publish and are promoted from lecturer to senior lecturer with tenure in three years' time, which is considered the minimum "socially expected duration" in this stage of career advancement (p. 445). The second type is the faculty members who reach the second rank in five years, which is the normal socially expected duration. The last type is problematic as the faculty spend six or more years to be promoted to the next rank. This type applies more to women than men faculty. Consequently, women faculty are expected to be more research productive for promotion and tenure.

Toren (1993) mentions that at the time of the study, Israeli faculty duration in ranks were: lecturer 4.9 years, senior lecturer 6.0 years and associate professor 7.0 years. On the other hand, Israeli male faculty duration in ranks were: Lecturer 3.6 years and senior lecturer 4.4 years. The author also argues that the relationship between research productivity and career advancement is influenced by organizational needs. She explains that in Israel from 1972 to 1982, when there were scarce resources and a high percentage of vacancies in

universities, the duration between promotions were prolonged and more research productivity was demanded for granting tenure.

Based on in-depth interviews of fifty faculty members, Bieber, Lawrence and Blackburn (1992) mention another description of universities' tenure and promotion situation by classifying faculty members to three groups. First, there is a group of faculty who joined the university to conduct all types of research in their specialty. This group always tries to be on or even ahead of their schedules and consists of productive scholars who are keen to keep productive through their professional life. The group's sole focus is on their academic discipline, research projects and working closely and actively with all their colleagues in their disciplines at various professional associations. They are capable of obtaining grants for their research programs, and are given reduced teaching workload. This group of faculty is labeled as "successful academics" (p. 30). A second group of faculty is the "promotion-delayed faculty." These faculty members' publication rate is very low. They usually teach introductory courses in their disciplines and are even highly evaluated by their students as they have the time and the capabilities to care about their students. However, this group is rarely given the opportunity to teach advanced courses and seminars. Moreover, they are less likely to be chosen by doctoral students as their advisors. What worsens the situation is that these faculty members'

scholarly productivity is not likely to increase. Consequently, they are not promoted, and thus become "frozen in their rank" (p. 31). The third group of faculty members are those who choose to drop out of the competition and prefer to move into administrative positions. Usually these faculty are appointed in these posts for five years. Later, they can return to the competition, which rarely occurs. This group is supported by their colleagues as faculty members prefer to have administrators who share their values and are trusted to act on behalf of both the institution and its faculty. Some of this group choose to accept managerial positions to enable them to move to the center of the administration. Some prefer to accept marginal positions in the academic community. Others choose to leave their university for full time administrative appointments at other universities.

Another aspect of faculty tenure and promotion decisions was investigated by O'Neill and Sachis (1994). In their study, the authors examine the impact of refereed and non-refereed publications on promotion and tenure in twenty-six English speaking graduate colleges and schools in Canada. The objectives of the study were to find out if non-refereed publications are rated significantly as less important than refereed publications for promotion and tenure decisions. Self-administered questionnaires were mailed to 139 administrators (deans, chairs, coordinators, directors and heads). The results

indicate that publishing in refereed journals is significantly more important than publishing in non-refereed journals. Moreover, the results are neither affected by the rank of the respondent nor by their graduate designation. Finally, the authors suggest that the results challenge those who claim that the number of published articles and not the quality of publication is crucial for promotion and tenure decisions.

Leigh and Anderson (1992) argue that tenure and promotion evaluations of journalism and mass communication (JMC) faculty members are very difficult processes. JMC faculty members usually are committed to "creative activities" as publishing textbooks, launching their radio and television training programs and working as media consultants. However, during tenure and promotion evaluations, university committees do not consider these activities as strong scholarly activities, such as publishing articles in refereed journals. In 1991, the authors mailed questionnaires to administrators of 63 accredited journalism and mass communication schools. The questionnaires were used to indicate whether administrators had faculty members expected to be tenured and/or promoted during the 1990-91 academic year; and provide profiles of those faculty members. Findings show that 35 out of the 63 schools had faculty members considered for promotion and tenure. Out of these 35 schools, eight offered Ph.D. and twenty offered master's degrees.

Furthermore, seventy-six percent of those considered for tenure and promotion to associate professor were fortunate. Most (89%) of those considered for tenure only and sixty-eight percent of those considered for promotion to full professor were successful. Eight schools did not promote their faculty to full professors within the three years previous to the study although these faculty members were strongly supported from their departments. Only 13% of the 35 schools stated that research was their primary criterion for promotion and tenure in comparison to 54% placing most of their emphasis on teaching. Twenty-three percent mentioned that they emphasized the equal importance of both research and teaching as tenure and promotion criteria and 10% indicated equal balance among teaching, research, and service.

Results also indicate that half of the faculty members promoted to associate professors, two thirds of those promoted to full professors and two-thirds of the faculty members who obtained tenure published refereed articles. In addition, insufficient research and publication records are the main reasons stated by administrators for not granting tenure or promotion to their faculty members, except for one faculty member who is denied tenure for not having current publication record and another two faculty who have not pursued their Ph.D. degrees. As for gender, 62% of those promoted to associate professors are males and only two of those promoted to full professors are females. The

authors conclude that despite the administrators' emphasis on faculty members' research productivity rate, journalism faculty members who integrate in their teaching and apply the new knowledge they discovered from their research findings succeed in achieving career advancements.

Leigh (1988) states that 44% of journalism administrators from accredited schools included in his survey mentioned that they face problems in tenure evaluations because of the various interpretations of what are to be considered appropriate criteria of tenure and promotion. However, at the departmental level, these creative activities are used to support tenure and promotion decisions.

Schweitzer (1989) reports that the results of his survey of journalism administrators indicate that despite the efforts of professional organizations, administrators prefer traditional academic research and publication when evaluating their faculty members for promotion and tenure. Administrators value faculty creative activities, but only as supporting criteria.

In 1990, Coulson's survey results confirmed Schweitzer's (1989) findings that faculty members have to continue publishing research to have an acceptable publication record to be considered for tenure and promotion decisions. Furthermore, he mentions that faculty members' creative activities, such as

media consulting, that result in published research should be considered for promotion by administrators.

Schweitzer (October, 1988) states that all the studies that he conducted on administrators show that they highly value research and publication. "The message to faculty is clear. The watch word is indeed, publish or perish" (p .4).

An organizational factor which has a significant impact on scholarly productivity is the stimulation, exposure and encouragement of colleagues within the same school as well as from other schools (Cole and Bowers, 1975, p. 644). Similarly, Schweitzer (1988) reports that colleagues' support was rated by 67% of faculty members examined in the study as "important" or very important" to their academic success, especially in terms of research productivity. Moreover, 43% of the reports believed that encouragement from their school deans and/or departments heads was an "important" factor to their success. Furthermore, 11% of the faculty members thought that an "important" factor to their research success was the support from colleagues on campus and other researchers in the field.

Supportive department environment is another crucial factor influencing faculty members' research productivity. Schweitzer (October, 1988) states that the most productive journalism and mass communication faculty members are usually found in departments which actively enhance

and support research activities. Successful productive researchers value the importance of supportive atmosphere in their departmental environment as "supportive," and thirteen faculty members evaluated it as "positive and encouraging" (p. 7). Moreover, when assessing the atmosphere for research in their university, faculty members described it as "very supportive," "encouraging" and "committed" (p.7).

Creamer (1995) examined tenured female faculty who have significant publications to determine factors affecting their research productivity. The study's results suggest that institutional support is a major contributing factor to the sample's research productivity.

Ramsden's (1994) study indicates that faculty members in these research active departments are four times more productive than less active departments. The author concludes from the findings that faculty members' research activity may be explained mainly by the average research activity of his or her department in combination with personal factors, such as being early interested in conducting research and poorly committed to teaching. Finally, a small number from the total Australian faculty members were the most productive and produced most of the articles published.

Likewise, Schweitzer (October, 1988) emphasizes that "the results do suggest that even though researchers will survive in a desert, they will bloom in a more fertile environment" (p. 9).

D. Gender as a Predictor of Research Productivity

In his article, *Trends in Journalism quarterly: Reflection of the Retired Editor*, Stempel (1990) mentions that in 1990s women authors published more than they did in 1970s. He elaborates, stating that in *Journalism Quarterly* volume 50 (1973) of, out of 140 authors or co-authors, women authors accounted for 10%. In volume 66 (1989), they accounted for 30% of the authors and co-authors.

Similarly, Hickson , Stacks, and Amsbary (1992) analyzed the author index in 1992 "Index to Journals of Communications Studies" to question female article productivity in mass communications. The authors compiled a list of the top 25 female authors, eight of whom completed their doctorates. These top female authors published in several journals, and a high correlation was found between teaching in doctorate programs and research productivity.

Women faculty members' success in broadcast communication academe was studied by Egan (1994) in an attempt to investigate factors contributing to

such success, and whether gender is a significant predictor of faculty members research productivity. In the study, women faculty are classified into two types: constructivist and proceduralist. Constructivist women faculty set their objectives, plan their future to meet their career expectations as they assume responsibilities for their life outcomes, put their departmental environment to their own use and consider the consequences of their decisions on others. Proceduralist women faculty are either separate or connected knowers. Separate knowers learn how to adapt to different views in life and they are involved in critical thinking. Connected knowers try to adapt to others' ways of thinking; are concerned with other people and seek their self-satisfaction in pleasing others. Both separate and connected women faculty have their objectives and dreams, but they are always suspicious about whether they will ever be able to achieve them.

Egan's (1994) study was conducted on three phases. First, a mail survey of a purposive sample of 425 women faculty members of Broadcast Education Association (BEA) was conducted. The questionnaire measured women faculty members' willingness to take risks, their reactions to failure, and their strategies for coping with their departmental environment. Second, structured in-depth interviews of a convenient sample of fourteen women faculty were conducted at BEA convention. Out of the 14 women faculty, eight were tenured. The

interviews were tape recorded and respondents filed another questionnaire. Women faculty were then classified as constructivist and proceduralist to enable the author to know their definitions of success, and their goals and career objectives. Finally, a year later five subjects out of the fourteen interviewed were engaged in a focus group discussion in which they discussed their responses to the second questionnaire.

The study's findings indicate that about half of the respondents were assistant professors; 23% were associate professors and only 13.5 % were full professors" (p. 965). Twenty percent of women faculty stated that research was their specialty. Moreover, thirty-three percent of the respondents believed that women faculty have equal opportunity to become full professors, while 85% of the respondents mentioned that men faculty are more likely to be hired into tenured positions.

As for their epistemological position, 545 of the respondents stated that they can have influence in their position whether they will be tenured or not. Furthermore, 43% mentioned that although the criteria for tenure and career development may be similar to those of becoming successful in an educational career, they will follow the criteria which suit their goals and priorities. All women faculty interviewed said that it is very important to achieve a balance between time spent in teaching, research and service. Research was the first

priority of constructivist women faculty while service was the most important to proceduralist women faculty. The author concludes that in academe, women faculty use their epistemological perspective, whether procedural or constructive, to achieve tenure and promotion, if those are their goals.

Dupagne (1993), in his article "Gender differences in predicting productivity of faculty," wonders whether similar personal and institutional characteristics influence mass communications scholarly research. The results of the study indicated that individual differences and gender are better predictors of article productivity of mass communication faculty. When both sexes expressed interest in research, and were granted research funds, they demonstrated higher article productivity. In spite of the similarities among male and female faculty members, gender differences still predicted research productivity. Females' advancement in their career did not depend on their working hours. Although women researchers had less freedom in conducting research, those in journalism and mass communication field were found to be more productive.

Dupagne, Potter, Cooper (1993) examine women faculty members' research productivity in mass communications. The objectives of their study were to investigate whether the share of women faculty members' published research is increasing, and detect if there are differences in

research topics and methods in the published research of both male and female researchers. The authors content analyzed 1,337 articles published in eight refereed American communications journals from 1965 to 1985, but excluded from their sample the "research in brief," "book reviews" and "commentaries." The data show that out of the 1,337 articles analyzed, female authors generated 10.8% of the articles and multiple authors (at least one female and one male) generated 14.8% and male authors alone authored 74.4%. The trend examined show that the percentage of female researchers authorship increased from 3.6% in 1965 to 17.3% in 1989. Thus, it can be concluded that in comparison to their limited number in the profession, male authors are proportionally less productive than females. Although females, just as males, do publish in all types of media research journals, females conducted more research about message content, communication effects and personalities than male researchers. As for research methods used in the sample articles, content analysis was the most popular method used by female researchers. Moreover, female authors used secondary analysis (39.3%) less than do male authors (44.6%). In joint authorship articles, about half of the sample analyzed depended on some type of survey and the tendency to use the experimental method (14.2%) was higher than single-gender articles (male only 8.0% and female only 8.7%) (p. 453).

Parson, Sands and Duane (1992) investigate the campus climate at a public research-oriented university. Five hundred and fifty-seven faculty members from various disciplinary affiliations were surveyed, out of whom 257 were female faculty. Sex and rank were the criteria used for stratifying the sample. Results show that nearly 57 percent of the female faculty surveyed were assistant professors. Female faculty respondents indicated that the university's professional environment was "chilly." The findings indicate that female faculty representation in each academic rank decreased as the rank increased. Fifty-nine percent of the female respondents stated that their work was underestimated due to their sex. Moreover, female faculty mentioned that they were committed to several activities, such as serving on more committees, teaching more undergraduates, and having more teaching load than their male faculty colleagues. Accordingly, female faculty had much less time to contribute to research, which was highly valued and rewarded. Consequently, female faculty were less likely to be promoted and tenured than their male colleagues.

Astin (1973) mentions that comparing women faculty members' and their male counterparts' article productivity indicate that 2% of women faculty produced 21 articles or more in comparison to 11% men faculty, that 3% of women faculty published 11-20 articles and 8% of men faculty published the

same amount and that 32% of women faculty and 42% of men faculty published from 1-10 articles. Moreover, 2% of women faculty members and 5% of men faculty are primarily interested in research, while 61% of women faculty members and 37% of men faculty members are primarily interested in teaching. In spite of the fact that women faculty members have lower research productivity than their male colleagues, Astin and Davis's (1985) study indicated that more women faculty (48.6%) than their male colleagues (37.2%) in the professors' rank stated that their last three publications resulted from publishers' invitations to publish their scholarly research. In other words, women faculty were given more opportunities for scholarly productivity than male faculty members.

Similarly, Bernard (1964) mentions that the findings of his study indicate that 69 percent of men professors were highly research productive in comparison to 56 percent of women professors. Moreover, 73 percent of men associate professors were productive, while only 27 percent of women associate professors contributed to research productivity. Fourteen percent of men faculty published articles, chapters, papers, 7 percent published research notes, and 2.5 percent published abstracts. In comparison, 9.5 percent of women faculty published articles, chapters, papers, 5.3 percent published research notes, and 4.5 percent published abstracts. Bernard (1964) believes that women faculty

members research productivity rate should be interpreted as "psychological withdrawal and lack of involvement" which resulted from gender discrimination (p. 150). This was because women faculty were given less or inferior rewards and incentives to encourage them to increase their research productivity. For example, women faculty were given lower salaries than men faculty within the same rank. Consequently, women faculty in all academic ranks were less stimulated to be professionally involved in their academic careers.

Contradicting other studies' findings about journalism women faculty research productivity, Fedlman (1974) argues, on the basis of the data collected for the 1969 Carneige Commission's National Survey of Faculty and Student Opinion, that more women faculty (33.4%) are involved in research activities in the field of journalism than male faculty (31%). Furthermore, he states that as long as any field of study has low research productivity, this field will be dominated by females. He mentions that the entire journalism faculty research productivity is lower (31.1%) than other fields' faculty research productivity, such as mathematics (47.7%) and home economics (58.9%).

Egyptian Research

In reviewing previous studies conducted on Egyptian faculty members, the issue of research productivity and factors contributing to Egyptian journalism and

mass communication faculty members has not been explored. However, there was a study which made special reference to the research environment in Egypt as major impediment of research productivity. Other studies conducted were found to be only concerned with the factors affecting Egyptian faculty members' job satisfaction, which is one of the intrinsic factors that contribute to faculty members' research productivity. These studies did not focus on journalism and mass communication faculty members. These studies, in one way or another, related to intrinsic factors which contributed to faculty members' research productivity.

A. The Egyptian Research Organizational Culture:

In their study, "Assessment of the Egyptian Print and Electronic Media," Napoli, Amin, and Boylan (1995) mention that the social research environment in Egypt is a vivid example of the implements to the flow of information. In Egypt, to conduct any social research work, especially if it includes field work or surveys using questionnaires, researchers have to obtain the government's permission. The latter is a very tedious process which even turns to a problematic and a complicated one when the researchers' teams involve foreign researchers. This is because the government is usually suspicious of the existence of underlying intentions of foreign scholars. With the increase of the violence of the fundamentalist

religious groups in the past few years, obtaining the government's permission by foreign researchers became nearly impossible. Consequently, they stopped applying for the permission to conduct any social research work in Egypt. The situation even got worse with the broadcasting of a story about female circumcision in Egypt by the Cable News Network (CNN) while the United Nations International Conference on Population and Development was hosted by in Egypt 1994. As a result, a hostile public opinion emerged against foreign journalists and the Western media in general instead of the practice of female circumcision in Egypt. Undoubtedly, journalism and mass communication faculty members' research productivity, whose scholarship leads to the development of their field, is affected by this complicated research environment.

To foster a two-way information flow between the government and the media professionals, the authors pinpoint several recommendations which would directly influence the scholarly environment in Egypt. For example, they state that the government's permission for conducting mass media research should be abolished which is one the most important obstacle to researchers' freedom. In addition, Egyptian government publishing houses should be privatized to be free from government control and to promote the freedom of expression. Furthermore, they call for the establishment of a

computerized database through which media developments are to be documented so as to be available to media researchers as well as the public. In addition, another inclusive computerized database about Egyptian society should be established. Not only computerized databases should be available to media professionals, but also the latter should have more access to news media officials. They also believe that a legislation promoting freedom of information should be passed, and an officer should be appointed and given uncontrolled authorization to make sure that the legislation is properly implemented. Moreover, journalism and mass communication programs and faculty members should improve their performance to promote the professionalism in the mass media field. Moreover, the authors recommend that an annual journalism and mass communication conference, which mainly emphasizes both electronic and media systems, should be organized by academic researchers in cooperation with professionals in the field.

B. Egyptian Faculty Members' Job Satisfaction

El Mahdi (1988) suggests that faculty members' job satisfaction is influenced by several factors. Some of those factors are related to faculty members themselves, such as gender, age, experience, their major subject degree, and salaries. The findings indicate that women faculty members are more satisfied with their jobs than their male counterparts. The author argues that women

faculty members' job satisfaction results from their love of teaching and their abilities to deal with students' individual differences. Moreover, stability of the work conditions affects women faculty job satisfaction.

Another factor which influences faculty members' job satisfaction is their age. The study's results show that faculty members whose age range from 22 to 25 show less satisfaction with their jobs more than their older counterparts. The author suggests that the more time faculty members spend in their career, the more familiar they become with their work conditions, which directly affect their job satisfaction.

Furthermore, faculty members' experience is associated with their age as the older faculty members are more experienced in their field than their younger colleagues. Experienced faculty members are more satisfied than less experienced counterparts. In addition, faculty members who achieve their degrees from education colleges are more efficient in their jobs as they are well trained, acquire the best methods of teaching and develop several techniques for handling students' individual differences. Consequently, these faculty members are more satisfied than their colleagues who graduated from other colleges. Salaries have a negative effect on faculty members' job satisfaction. Faculty members receive lower salaries than other graduates from the same major who work in other fields, which in turn contributes to lessening their job satisfaction.

Other factors which have significant impact on faculty members' job satisfaction are related to the job itself. Faculty members who vary their teaching materials and teaching methods and depart from routine work show more job satisfaction than those who follow the same routine in their courses. The social prestige and the respect which faculty members achieve from their job in society has a major impact on the extent of job satisfaction. Moreover, the capabilities needed for the job influence faculty members' effectiveness. Faculty members who are efficient in transmitting most of the information and knowledge they know to their students are those who show job satisfaction. El Mahdi (1988) concludes that faculty members satisfied with their job allocate more time to their students which influences their students' academic achievement.

C. Rules Regulating Egyptian Faculty Members' Promotion

Another aspect which influences Egyptian faculty members, including journalism and mass communication faculty members, is universities' pressure for conducting research and publication as a requirement for promotion. What is particular about Egyptian universities is that they do not have tenure systems. Moreover, if faculty members do not conduct research or publish after being appointed by the university as lecturers, they are not promoted. However, the

university cannot terminate their appointment; thus, these faculty members become frozen in their rank.

According to the rules regulating the evaluation committee for faculty members' promotion to professor and assistant professor (the fifth round), faculty members have to submit their requests for promotion to their school dean along with the certificates of their university degrees, work experience, and a list of all the theses they supervised, specifying the graduation dates of these students. Then, the school deans have to inform their department chairs about their faculty members' requests. Moreover, the deans have to make sure that the applicants and their research work are qualified to be considered by the evaluation committee.

Each applicant has to present four copies of his research work, whether published or approved for publication. Those seeking promotion to assistant professor rank have to submit research in their major subject or with co-authors from other academic areas. Those seeking promotion to professor rank have to submit four research articles with at least two single-authored articles published in their major subjects or co-authored ones in other disciplines. All applicants have to present an abstract in Arabic, in addition to abstracts of all the theses they have supervised or co-supervised. Also, the applicants have to submit a

document to certify that their departmental committees are aware of the research work presented to the evaluation committee.

The applicants' research has to be presented to the evaluation committee six months after being published or accepted for publication, specifying the dates in either case. In addition, any research submitted in specialized national or international conferences and published in the conference proceedings, or listed as a presentation in the conference, can be considered for evaluation as a journal article. The evaluation committee only accepts journal articles published in refereed specialized periodicals.

Faculty members whose promotion was delayed and their research work rejected can submit their work for evaluation one year after this refusal. The reevaluation would be made by the same evaluation committee that had previously refused their work. Without being limited with the six-month period, faculty members have to submit new research work.

The evaluation committee members have to take into account certain aspects when judging the applicants' research works, which are the objectives and importance of the research, the creative and new perspectives from which the topic was handled, the language used, the inclusivity and recency of the sources used, the relevance of the topic to the field, the environment in which

the research was conducted, the possibility of replicating the study, whether the periodical was refereed, and the number of authors.

After evaluating the applicants' research works, the evaluation committee prepares a detailed report about the academic value of the applicants' work. The committees' final report is sent to the secretary general of the Higher Universities Council to be kept in strictest confidence. The committees' final report is submitted to the department council and University council, which have the right to request the evaluation committee to revise its judgment of any applicant's evaluation.

In 1995, the evaluative committee members changed some of the rules regulating faculty members promotion. For example, with their requests for promotion, applicants have to submit a detailed report of their academic creative activities, and supervision of master's theses and doctoral dissertations. Furthermore, 75% of faculty members' evaluation is based on their research record and 25% is allocated for their academic, professional and community service activities, as well as university committee work.

To be promoted to assistant professor rank in humanities and social sciences fields, faculty members have to submit four research studies conducted in their field, three of which must be published. At least one of the three published work has to be single-authored. Those who want to be promoted to

professor rank have to submit five research studies in their field, four of which must be published. Two of the four published works have to be single-authored..

Furthermore, faculty members' research studies presented for evaluation should be conducted in the period following the last promotion. Any research work which is presented for the previous promotion will not be considered. In addition, applicants have to present a report of all academic activities to their department council. At least half of the research work presented has to have been conducted while a faculty member was at the university considering the promotion. Moreover, applicants should not present any research work based on theses or dissertations presented to Egyptian universities unless they had supervised the graduate students of this academic work for at least more than half of the period that the graduate students took in preparing their work.

Applicants' research studies are judged as very good, good, acceptable, and weak. At least one of the four accepted research studies for faculty members' evaluation for assistant professor rank has to be ranked as "good" by committee members. For the rank of professor, at least two of the five research works proposed have to be evaluated as "good."

Furthermore, each applicant seeking promotion to assistant professor rank is required to choose from the topics prepared by the committee to conduct a

survey or review article of all the new trends in his major subject or in one topic of his major subject. In addition, those seeking promotion to professor rank have to present a detailed outline for a major research topic. Then, all applicants have to give an oral presentation to the committee about their survey or review article, or the detailed outline.

In addition to research work, the evaluation committee takes into account faculty members' academic, professional and community service activities, as well as university committee work. These activities include teaching, published books and translated books which are published by refereed publishers. Contributions to master's theses' and doctoral dissertations' supervision, assisting in environmental and productive projects, assisting committees in preparing and modifying the university's curriculum and attending specialized conferences are included among those activities.

Thus, Egyptian faculty members have to publish to achieve their promotion, but they do not perish if they do not publish.

CHAPTER IV

RESEARCH DESIGN, METHODOLOGY AND
LIMITATIONS

Chapter IV

RESEARCH DESIGN, METHODOLOGY

AND LIMITATIONS

I. Research Design

A. Statement of the Problem

Since no research has been conducted on scholarly productivity nor on the factors contributing to research productivity or lack of productivity among Egyptian mass communication faculty members, the researcher decided to take the initiative and explore this issue. There were three reasons for this initiative. Firstly, faculty members' research determines the speed and direction of the discipline's development. Secondly, exploring factors affecting research productivity enhances Egyptian mass communication faculties' status in the academia (Harmood, 1991, 97). Thirdly, if the importance of research and publication record for moving from one academic rank to another is recognized, the issue of what factors facilitate or inhibit faculty members' research productivity becomes critical (Astin and Davis, 1985, p. 147).

According to the Egyptian Higher Council for Universities' report (1997), there are eight journalism and mass communication departments and

one journalism and mass communication college at Cairo University. These journalism and mass communication departments and the college have 31 professors, 25 assistant professors, 71 lecturers, 41 assistant lecturers, and 40 demonstrators. However, the American titles of faculty members academic ranks are different than the English and Arab titles.

British F. M. Titles *	Degree	Arab F. M. Titles	Degree	American F. M. Titles	Degree
Professor	Ph.D. as a rule	Professor	Ph.D.	Professor	Ph.D.
Reader	Ph.D. as a rule	Assistant Professor	Ph.D.	Associate Professor	Ph.D.
Senior Lecturer	Ph.D. as a rule	Muderess	Ph.D.	Assistant Professor	Ph.D.
Lecturer	Master	Muderess Musad	Master	Instructor	Master
		Demonstrator			

* Stadtman (1992). The Encyclopedia of Higher Education.

For example, the American associate professor rank is equivalent to the British reader rank and the Egyptian assistant professor rank; and the American assistant professor rank is equivalent to British senior lecturer and the Arab muderess, and the American lecturer is equivalent to British lecturer and the Arab muderess musad. Moreover, the professor, associate professor

and the assistant professor ranks and their equivalence in the Egyptian system require Ph.D. for the rank, but this rule does not apply to all American universities, such as S.I. University. As for the British system, the Ph.D. is the rule i.e. is preferred, but not a must. However, it is important to note that in the Arab system the titles muderess musad and demonstrators are considered staff assisting faculty members.

Furthermore, scholarly mass communication research has been gaining credit since late 1950s with the issuing of journals in Egypt and other Arab countries. There are Egyptian and Arab journals whose principal interest is mass communication. Some of the Egyptian journals are refereed, such as *Communication Studies*, and *Communication Research;* however, others such as the *Broadcasting Art Journal* are not refereed. Similarly, there are Arab mass communication refereed journals, such as the *Bulletin of Arab Research and Studies, the World of Thought Journal*, and non-refereed as the *Libyan Communication Research Journal.*

Previous studies on research productivity indicate that faculty members' research productivity is influenced by intrinsic and extrinsic factors. However, whether the factors identified would have similar impact on Egyptian journalism and mass communication faculty members' research productivity was a question for this study. The researcher conducted a

quantitative study based on content analysis of the previously mentioned Egyptian refereed mass communication journals to determine the most and least productive mass communication faculty members and survey these faculty members using questionnaires to examine factors affecting scholarly research productivity in the field of mass communication in Egypt.

B. Research Objectives

The objectives of this research can be summarized in the following:

1. To point out the intrinsic and extrinsic factors affecting Egyptian journalism and mass communication faculty members' research productivity.

2. To determine the institutional support and the type of organizational culture in which Egyptian journalism and mass communication faculty members conduct research studies.

3. To rank the several Egyptian journalism and mass communication departments in terms of research article volume.

C. Means of Achieving Objectives

The objectives of this study were addressed through

1. Establishing a faculty productivity index for Egyptian journalism and mass communication faculty members.

2. Investigating intrinsic and extrinsic factors identified by Egyptian journalism and mass communication faculty members in the questionnaire survey and how they contributed to their research productivity.

3. Exploration of Egyptian journalism and mass communication faculty members' organizational support and the extent they accounted for faculty members' research productivity.

D. The Pilot Study

A pilot study was conducted to analyze the content of 10 issues of refereed and non-refereed journals contributing to Egyptian journalism and mass communication field. The selected magazines were *Communication Studies, Communication Research, Broadcasting Art, the Bulletin of Arab Research and Studies, the World of Thought Journal,* and the *Libyan Communication Research Journal.* One periodical issue was selected for analysis at random for each quarterly periodical. Issues from 1990 were analyzed, since it was half way through the eleven years, 1985-1995, chosen for analysis.

E. Research Questions and Hypotheses

The theme of the research is the identification of the factors affecting scholarly article productivity in the field of mass communication in Egypt.

The study was set out to answer several research questions:

- According to previous research and its different evaluation criteria of mass communication scholarly researchers' productivity, how could Egyptian scholarly article productivity be judged?

- What are the factors that affect Egyptian scholarly article productivity?

- What are the significant predictors that may explain article productivity of Egyptian male and female researchers in mass communication?

- How could the productivity of the researchers in mass communication be increased in future?

This study also attempted to test the following hypotheses:

- Most productive communications researchers are those who have personal motivation to do research.

- Most productive mass communication researchers are found in schools and departments which actively support and encourage research.

- Most productive mass communication researchers are the most stimulated and encouraged by the administration, colleagues in the field, and other productive researchers from other professional associations.

- Article productivity is higher among male than female mass communication researchers.

F. Definition of Relevant Terms

- *Scholarly or refereed journals* are periodicals that contain a significant number of articles based on "original scholarship sometimes referred to as primary communications" (Page, Campbell, & Meadows, 1987, p. 1); and for the purpose of this study, the operational definition of Scholarly or refereed journals is that they are periodicals that publish research studies after subjecting them to objective refereeing by specialists in the field.

- Non-refereed journals are periodicals that publish research studies without subjecting them to objective refereeing by specialists in the field.

- *Research note*s are shorter articles which usually appear under the heading "Research in Brief" (Cole and Bowers, 1973, p. 248).

- *Faculty Productivity Index* is the sum of the scores of each faculty member who published in the periodicals. IP= the number of single or co-authored articles published for each author (Ramsden, P. and Moses, I., 1992, p. 279).

II. Measurement

In this study Egyptian faculty members' research productivity was measured by the number of articles they published in the sample of journals. The dependent variable was operationalized as the number of articles published in the six academic and professional journals annually.

Based on the literature review, 13 independent variables were identified and expected to affect Egyptian journalism and mass communication faculty members' research productivity. They were:

1. Highest degree achieved

2. Rank

3. Age

4. Gender

5. Interest in research versus teaching

6. Importance of career advancement

7. Perceived pressure to conduct and publish research

8. Work hours per week

9. Course load per year

10. Number of graduate students supervised

11. Work hours spent in committee work

12. University and department orientation (research versus teaching)

13. University regulations for tenure and promotion

The first six independent variables were associated with intrinsic factors, followed by five variables related to extrinsic factors. The last two were used to describe the journalism and mass communication faculty members' organizational culture.

III. Research Methodology

This study aimed at evaluating journalism and mass communication faculty members' research productivity by producing a faculty productivity index; thus, it was appropriate to use content analysis. Content analysis is a quantitative research method which is used to obtain an "accurate representation of a body of messages" (Wimmer, 1987, p. 166). Accordingly, a coding sheet including research categories was developed to collect data.

Moreover, this study made use of another quantitative method, analytical survey. This type of survey attempts to describe and explain why Egyptian members are research productive or non-productive. To test the research hypotheses, two or more variables were examined. Another coding sheet was constructed to collect data about research variables.

A. CONTENT ANALYSIS:

1. Defining the Population:

The population will be the issues of six Egyptian and Arab mass communication journals.

* Refereed Egyptian Journal:

• *Communication Studies*

Communication Studies (Alderasat al' Alamiah) is a quarterly mass communication journal issued by the Arab Regional Center for Communication Studies of Population, Development and Environment. The center published 85 issues of the journal, which has been issued since 1974. The journal's editorial board is composed of the editor-in-chief and two editorial assistants. The journal accepts articles for publication after subjecting them to objective refereeing by professional consultants. The journal is concerned with mass media issues with special reference to print media issues and problems, especially press freedom in the Arab world and particularly in Egypt. For example, the journal dedicated several issues to Egyptian press freedom crisis and the 1993 press law.

- *Communication Research*

Another Egyptian refereed mass communication journal is *Communication Research (Buhouth Al'itesal)* published by the School of Mass Communication of Cairo University. It has been published semi-annually, in January and July, since 1989. The journal's editorial board consists of the editor-in-chief, four deputy editors, two editorial assistants, and an administrative assistant. All of the editorial board members, except for the administrative assistant, are journalism and mass communication faculty members from Cairo University. All the articles published are subject to professional refereeing by journalism and mass communication faculty. The journal accepts for publishing articles written in Arabic and English. It provides a medium through which journalism and mass communication faculty members and others interested in the field could add new knowledge and challenge current opinions.

* Non-refereed Egyptian Journal:

- *Broadcasting Art Journal*:

Broadcasting Art Journal (Alfan Alaza'ey) is a quarterly journal published by the Egyptian Radio and Television Institute. The institute has published 145 issues of the journal since 1956. The board of directors of the journal is

headed by the Minister of Information. It also includes the chairman of the board of trustees of the Egyptian Radio and Television Union, the general secretary of the Egyptian Radio and Television Union, the editor-in-chief, a technical assistant and an administrative assistant. The journal clearly states that articles published express the authors' opinions, which should not be interpreted as the journal's opinions. The periodical is dedicated to covering mass media issues, with special emphasis on electronic media issues.

* Refereed Arab Journals:

- *The Bulletin of Arab Research and Studies*

The Bulletin of Arab Research and Studies (Magalet el bohouth wi el Derasate el Arabia) is an annual periodical issued by the Institute of Arab Research and Studies, which is part of the organizational body of the Arab League Educational, Cultural and Scientific Organization. Twenty-five volumes of the journal have been issued since March 1969. The editorial board of the journal consists of the editor-in-chief, who is the president of the institute, and an editorial assistant. The periodical accepts articles for publication after subjecting them to scientific refereeing by Arab professors. It emphasizes that the published articles express their authors' opinions, which should not be interpreted as the journal's opinion, nor as the opinion of

any institute to which the authors are connected. Articles are accepted for publication in both Arabic and English. The journal publishes Arab faculty members' research on Arab problems and concerns from political, communication, economic, social, legal, or historical perspectives. The bulletin claims to reflect the significant characteristics of modern Arab thought and culture (*The Bulletin of Arab Research and Studies*, 1990, p. 1).

- *The World of Thought Journal*

Another quarterly Arab refereed periodical is the *World of Thought (Alam el Firk)*. The journal has been issued since 1974 by the Kuwaiti National Council for Culture and Arts. The journal's editorial board includes the editor-in-chief, the editorial adviser, five assistant editors, and two managing editors. One-hundred and four issues were published, in which authors' names are not known to the journal's referees. It not only gives journalism and mass communication faculty members the freedom to address topics of relevance to mass media, but also gives the opportunity to researchers in other fields and writers to investigate cultural, theatrical and literary topics.

* Non-refereed Arab Journal:

- *Libyan Communication Research Journal*

The *Libyan Communication Research journal (El Bohouth el Alamiah)* is published by the Research, Communication and Cultural Center; which is a part of the organizational body of the Libyan Public Committee for Communication and Culture. The journal's editorial board consists of the editor-in-chief and the layout editor. The center has published ten issues since 1991. The journal clearly states that the authors' opinions expressed in the articles should not necessarily be interpreted as the official view of the center. The journal addresses a variety of topics within journalism and mass communication, especially those which reflect the role of mass media in pointing out the problems of Arab societies and the media's part in providing solutions.

These journals were selected because they are Egyptian and Arab publishing outlets for researchers interested in mass communication. The analysis was confined to a eleven-year period, from 1985 to 1995, to provide a longitudinal view of Egyptian scholarly research productivity.

Since the population was relatively small (journals are not issued on monthly basis), a census (studying the whole population) was conducted.

Accordingly, no sampling technique was used, thus avoiding the possibility of sampling error.

2. Unit of Analysis:

The individual article published in each issue of the six journals.

3. Categories for Analysis:

- Author of the article

- Author's university affiliation

- Gender of the author

- Type of journal: Egyptian refereed, Egyptian non-refereed, Arab refereed and Arab non-refereed journals.

- Type of the article: Full article or research note.

- Subject of the article: classified to three broad categories, Advertising, broadcasting, journalism.

- Year of publication

4. Coding:

This study was restricted to articles written or co-authored by Egyptian journalism and mass communication faculty members.

- Author Credit

  Egyptian members were given credit according to the number of authors for each article. Consequently, the single author of an article received a score of 1.00, for two authors of an article each received a score of 0.5, while more than two authors of an article, each received 0.33 (Schweitzer, Summer 1988, p. 480).

- University Credit

  Universities were given the same score as the author. However, if two or three authors or co-authors belonged to the same university, each got a fractional score, but the university received one point (Schweitzer, Summer 1988, p. 480).

- Author's Academic Rank

  The author's academic rank stated in the identifying note at the time when the article was published were coded. The rank was coded to determine if there was any association between faculty member research productivity and their academic rank.

Weighting

- Full article was assigned the weight of (2)
- Research note was given the weight of (1)

B. SURVEY:

The results of the content analysis directly contributed to the survey. As for the sampling technique, proportionate stratified sample was used as the study examined a certain strata of the population proportionate to its size in the population. Thus, the likelihood of sampling error is low. Two sets of self-administered questionnaires were conducted on three groups:

- Faculty members who achieved the highest scores on faculty productivity index.

- Faculty members who achieved the lowest scores on faculty productivity index.

- The deans, chairmen or directors of mass communication departments or schools that ranked as highest and least productive according to their faculty-productivity.

The questionnaires included close-ended as well as open-ended questions to provide in-depth responses. Moreover, fixed response questions will be used and answers will be arranged on a 4-point Likert scale ranging from (extremely important) to (not important at all).

Questionnaires were used to collect demographic data about the two groups of faculty members, such as the highest academic degree they achieved, the length of time of their academic appointment, the size of their schools and whether they are oriented towards research or teaching. Furthermore, factors affecting faculty members' research productivity, such as job satisfaction, extent of job involvement, workload and the evaluation criteria for tenure and promotion in rank and salary were examined.

III. Limitations of the Study

A. The review of literature shows that the research done about scholarly research productivity in mass communications and factors affecting it was mostly done in the United States. However, in Egypt, this topic was unexplored.

B. There is no index to Egyptian and/or Arab mass communication journals.

C. This study is limited because it focuses only on article productivity, excluding books or chapters in books.

CHAPTER V

THE PRESENTATION & INTERPRETATION
OF RESEARCH FINDINGS

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Chapter V

The Presentation & Interpretation

of Research Findings

I. Results

To identify the most and the least productive Egyptian faculty members, the issues from 1985 to 1995 of *Communication Studies Journal, Communication Research Journal, Broadcasting Art Journal, the Bulletin of Arab Research and Studies Journal, the World of Thought Journal, and Libyan Communication Research Journal* were examined. Furthermore, the identified Egyptian faculty members, as well as their department chairperson or the dean of their school, was surveyed to determine factors affecting their research productivity.

Forming a productivity index was a preliminary step for every tabulation conducted in the content analysis. The productivity indexes were used to determine the level of productivity of the sample's authors, the authors' university affiliation; and the level of productivity by the authors' gender, academic rank, the type and the subject of the articles they published

and the year of publication. After data coding of both the content analysis of the six journals and the self-administered questionnaires, the following results were obtained.

A. Tabulated Results of the Content Analysis:

Table 1

Rank	No. of Authors	No. of article
1	1	16
2	1	13
3	1	12
4	1	10
5	1	8
6	2	7
7	4	6
8	5	5
9	4	4
10	8	3
11	9	2
12	17	1

Table one and chart 1 show Egyptian full-time and part-time journalism and mass communication faculty members ranked according to their score on the faculty productivity index. First, the sum of the number of single or co-authored articles published in the sample journals was obtained for each

author, thus forming his productivity index. Second, a total productivity index was formed for faculty members by arranging their articles' scores in descending order. Third, the total productivity index scores corresponded to the ranks. For example, the highest sum of articles achieved by an author, 16 articles in this case, is the highest rank. Consequently, the authors were placed in the ranks according to the sum of articles published by each of them. Moreover, the authors who published the same number of articles were placed in the same rank.

Table 1 and chart 1 indicate that out of the 54 faculty members under study, only one faculty was found in each of the first five ranks. In other words, 9.2% of the faculty members had to publish from 16 to 8 articles each (29.9% of the articles under study) to be in the top five ranks. Moreover, 20.3% of the authors published 7 to 5 articles each (9%) to be ranked between the sixth and eighth ranks. Finally, 5% of the faculty members authored 4 to 1 article each, thus were placed the ninth and the twelfth ranks.

Table 2

University	Productivity Scores
Cairo University	146
American University in Cairo	18
Al-Azhar University	15
Zagazeg University	9
Sohag University	2

Table 2 and chart 2 display the productivity scores of universities' affiliation of the faculty members, the authors of the articles in the sample periodicals. Each university productivity index was calculated by adding the number of points it was given for each author from its journalism and mass communication faculty members (1 point for each author or co-authors). Then, the universities were ranked in descending order from the highest university score. These universities' productivity scores indicate that there are significant differences between the scores tabulated for each university. From the tabulated data, it is evident that journalism and mass communication college at Cairo University is the most productive (146 points) during the sample period in comparison to other journalism and mass communication departments included in the sample. The journalism and mass communication

department at the American University in Cairo (18 points) is the second on the productivity index followed by the department of journalism and mass communication at Al-Azhar University (15 points). Next on the productivity index is the journalism and mass communication department at Zagazeg University scoring 9 points, followed by the last and least productive department of journalism and mass communication at Sohag University, with total productivity of two points. Thus, it is obvious that faculty members of the journalism and mass communication college at Cairo University were the most active (published 75% of the sample articles) among other authors of the sample.

Table 3

Gender	Productivity Scores
Male	36
Female	18

Table 3 and chart 3 show the sample faculty members' productivity classified by gender. The tabulated data indicate that journalism and mass communication male faculty members are twice as productive as female

faculty members. Consequently, gender is a significant predictor of Egyptian journalism faculty members research productivity.

Table 4

Rank on IP	Male in Each Rank	Female in Each Rank
1	1	
2	1	
3		1
4	1	
5		1
6	2	
7	4	
8	4	1
9	4	
10	5	3
11	7	2
12	7	10

It becomes even more evident from table 4 and chart 4 that male journalism and mass communication faculty are more productive than females in their field, and are found in all the productive ranks. Male faculty members constitute alone the first, second, and fourth ranks, while female faculty are found in the third rank only . Moreover, it is apparent from the coded data

and chart that most female faculty members are found in the twelfth rank of the productivity index, which is the least productive rank (published one article only).

Table 5

Journal Title	Productivity Scores
Communication Studies	46
Communication Research	41
Broadcasting Art	38
Bulletin of Arab Research	26
World of Thought	25
Libyan Communication Research	20

Table 5 and chart 5 show the productivity scores of Egyptian and Arab mass communication journals. The findings reveal that *Communication Studies* journal has the highest productivity score (46 points) among the sample journals. In other words, it published the highest number of articles authored or co-authored by Egyptian journalism and mass communication faculty members. Then, *Communication Research* journal scored 41 points on the productivity

index, followed by Broadcasting Art (38 points), *Bulletin of Arab Research* (26 points), *The World of Thought* (25 points) and *The Libyan Communication Research* journal (20 points).

Table 6

Type of journal	Productivity Score
Egyptian refereed journals	87
Arab refereed journals	51
Egyptian non-refereed journals	38
Arab non-refereed journal	20

Table 6 and chart 6 display the productivity index score of mass communication journals by their type. The data reveal that Egyptian refereed journals scored higher (87 points) than Arab refereed journals (51 points) on the productivity index. Similarly, Egyptian non-refereed journals (38 points) achieved higher scores than Arab non-refereed journals (20 points) on the productivity index.

Table 7

Type of Article Published	No of Articles Published
No. Full Articles	182
No. Research Notes	14

Table 7 and chart 7 show faculty members' research productivity by the type of articles they published. The findings show that faculty members published articles (182 articles) more than research notes (14 notes).

Table 8

Article Subject	No. of Articles
Broadcasting Articles	97
Journalism Articles	78
Advertising Articles	21

Table 8 and chart 8 display the sample faculty members' productivity using the mass communication area subject covered in the sample articles. This productivity index formation depended on the sum of the articles published by the sample faculty members which dealt with three broad mass communication

fields (broadcasting, advertising, and print journalism) in the sample periodicals through the ten-year of the sample time (1985-1995). Consequently, the three mass communication research areas were ranked according to the total score of each.

Table 9

Year Of Publication	Faculty Published Articles
1985	10
1986	11
1987	14
1988	20
1989	20
1990	19
1991	29
1992	26
1993	16
1994	21
1995	4

From table 9 and chart 9, it is apparent that faculty members' research productivity varied significantly throughout the sample period from 1985 to 1995. The data coded show that faculty members were most productive in

1991, and highly productive in 1992, 1988 and 1989. Moreover, they were least productive (4 articles) in 1995.

After tabulating the data and obtaining the presented results, the most and least productive Egyptian journalism and mass communication faculty members were identified. The most productive faculty members were those who were placed in the ranks 1 to 4 on the faculty members productivity index displayed in table 1 and chart 1. The least productive Egyptian journalism and mass communication faculty members were those placed in the ranks 9 to 12, leaving out the faculty members placed in the ranks 5 to 8, as they published the average number of articles. In other words, these faculty members did not publish articles with the same frequency as the active faculty members, nor were they as inactive as those in the ranks 9 to 12. Accordingly, forty-two Egyptian journalism and mass communication faculty members were identified as the stratified sample to be given the self-administered questionnaires to determine the factors affecting their research productivity. Since these faculty members identified were affiliated with five different journalism and mass communication departments in five different universities, the second set of self-administered questionnaires was given to

the four department chairs (of the American University in Cairo, Al-Azhar University, Zagazeg University and Sohag University) and the dean of journalism and mass communication college at Cairo University.

B. Tabulated Results of the Study of the Survey:

After sending forty-two self administered questionnaires (A) to the sample of the Egyptian faculty members and five questionnaires (B) to these faculty members chairmen and dean, three follow-ups were conducted. Out of the forty-seven (Questionnaires A & B) sent, thirty-eight were received by the researcher with 81% as a response rate.

1. Reliability and Validity

Reliability and validity tests were conducted before analyzing the coded data of the survey.

A. Reliability

Out of the thirty-four questionnaires, a sub-sample of twenty questionnaires was drawn to be recorded by an independent coder. As a second step, the coder was trained to conduct content analysis using another sub-sample.

After being well trained, the coder coded the twenty questionnaires of the sub-sample. The same sub-sample was coded by the researcher.

Applying Holsti's formula of inter-coder reliability:

$$\text{Reliability} = \frac{2M}{(N1+ N2)}$$

Where: M = Number of coding decisions on which two coders agree

N1 = Total number of coding decisions for the first coder.

N2 = Total number of coding decisions for the researcher.

The researcher found the following;

$$2 \times (474) / (520+520) = 0.91$$

The results indicate an acceptable level of inter-coder reliability.

B. Validity

Since there was no means by which external professional sources that can validate the questionnaires, the measuring tool of this study, the validity of this study was judged by mass communication faculty members. The latter agreed that the questionnaires were adequate tools to measure what was supposed to be measured in this study. The coded sheet was developed based on their judgments.

2. The Results of the Questionnaires:

A. Intrinsic Factors

Nearly 52% of the respondents regarded themselves as "very successful" in their career in comparison to their colleagues of their age and qualifications, and 47% regarded themselves as "fairly successful." In addition, when respondents were asked to point out the single factor contributing to their success as mass communication scholars and researchers, nearly all the responses were "intrinsic" in nature. Most respondents (20) stated that personal motivation and commitment as well as enjoyment and satisfaction of conducting research are the most important factors accounting for faculty members' success. The other faculty (14) mentioned such factors as desire to share in the development of the journalism and mass communication field and open new areas for research. On the other hand, when the previous question was phrased in terms of "your faculty members' success as mass communication scholars and researchers" on the chairs' and dean's questionnaire, similar results were obtained. Two chairs said their faculty members' personal motivation and commitment were the most important reasons for their faculty members success. The other two singled out

encouragement and recognition for contributing to the knowledge of their field.

Twenty-four of the faculty members "strongly agreed" while the other 10 "agreed" that the field of journalism and mass communication is too much research oriented. Moreover, 11 respondents' interests lie very heavily in research and 15 respondents were interested in both, but leaned toward research. Four faculty members' interests lay very heavily in teaching, and another four were interested in both, but leaned toward teaching. Likewise, three chairs "strongly agreed" and one "agreed" that journalism and mass communication is a research-oriented field. In addition, two of them said that their faculty members' interests lie in both research and teaching, but leaned towards teaching; the other two stated that their faculty members leaned toward research.

To measure job satisfaction as an intrinsic factor affecting faculty members' research productivity, respondents were asked about the possibility of accepting a position in another university. Seventeen faculty members said that they would go for another position, while the other 17 said they would refuse the offer. Furthermore, several job-related stresses were used to indicate satisfaction. Both faculty members and their chairs

indicated that factors, such as inadequate time for teaching preparation, finding adequate time for research, conducting research under time pressure, securing adequate facilities and funds for research, and having too much paperwork, are always sources of stress that may influence faculty members' performance. In addition, faculty members and their chairs identified some factors, such as teaching inadequately prepared students, their evaluation of the students, using the same teaching methods in all their courses, as well as the routinization of their courses content, as "often a source of stress." Finally, some occupational-related stresses occasionally were sources of stress, according to faculty members, such as faculty members' interaction and discussion with their students, lack of effective communication within university departments, lack of personal impact on university decision-making, as well as the academic reputation of their department outside their institutions. However, the four chairs rated the same factors, identified by faculty members as occasional sources of stress, as rarely sources of stress; thus, rarely affecting the performance of their faculty members.

B. Extrinsic Factors.

An important factor that may affect faculty members' research productivity is their graduate training. Twenty-seven of the 34 respondents (79%) agreed that their graduate training has a significant impact on their research productivity. On the other hand, seven faculty members (20%) believed that their graduate training has no impact on their research productivity.

Another important factor that can influence faculty members' research productivity is their work load. Nearly half of the sample (17) teach from six to four courses in this academic year, while the other (16) faculty members teaching load ranged from one to three courses. Moreover, 65% of the sample had both graduate and undergraduate teaching responsibilities this academic year, and 35% of the respondents had entirely undergraduate teaching responsibilities.

Beside teaching, faculty members are involved in several time-consuming academic tasks which may affect the time allocated to research productivity. Most respondents (20) dedicate 41% to 60% of their work time to teaching, 11% to 20% to committee work, and 11% to 20% to the supervision of graduate students. In addition, 12 faculty members allocate 41% to 60% of their work time to teaching, and 21% to 40% to committee

work. Also, faculty members' responses showed that they prefer graduate supervision more than teaching. Seventy percent of the sample approved supervising graduate students working on topics of relevance to their supervisor's research, while the other 30% stated that they refused to supervise graduate students whose topics relate to their research. In addition, faculty members mentioned that conducting research was their first preference. All faculty members mentioned that there is a relationship between research productivity and teaching because effective teachers have to keep up with pace of development in their field, especially in such a rapidly developing one as mass communications. Thus, conducting research is one possible way to obtain new information which can used as a teaching tool.

Another extrinsic factor which may have an impact on faculty members' research productivity is the extent to which they perceived that there is pressure from the administration to conduct and publish research. Nearly 65% of the respondents stated that their institution expected them to engage in research, and then provide undergraduates with a broad liberal education. On the other hand, 35% of the sample as well as 75% of the chairmen mentioned that, according to their institutions' expectation, faculty

members have to provide undergraduates with a broad liberal education, and then conduct research. More than 75% of faculty members agreed and 25% respondents, as well as 75% of the chairs, strongly agreed that faculty members are under considerable pressure to publish. In addition, all faculty members as well as the chairmen "disagreed" with the statement suggesting that teaching effectiveness is the primary criterion for faculty members' promotion. Nearly 20% of the respondents published 1-5 articles in academic or professional journals over the past ten years, 30% of the sample published 6-10 articles, 25% published 11-20 articles, and 25% published more than 20 articles. Moreover, most faculty members (95%) stated that they were currently engaged in research work and scholarly work which may lead to publication.

C. Organizational Culture Factors

Both faculty members and their chairs stated that the minimum number of years for promotion from one academic rank to another is five years. One of the fundamental organizational factors that may be highly associated with faculty members' research productivity is the criteria for their evaluation for promotion. The important factors in the evaluation process are teaching,

research and refereed publications. Thirty-two of 34 respondents ranked teaching, research, and refereed publications as "extremely important" factors considered in the evaluation process. Other important criteria in the evaluation faculty members' promotion are service and the length of service in the institutions evaluating the faculty members for promotion. Nearly 92% of the respondents rated these factors as "important" in the evaluation process. On the other hand, factors such as non-refereed publications, student advising, committee work, supervising graduate students, and creative activities were rated by 88% of the respondents as "not very important" in their evaluation process. Moreover, 82% of the faculty members and 75% of their chairs stated that their departments do not support creative activities in the evaluation process for promotion.

On the other hand, chairs were given another set of questions as an attempt to identify factors of relative importance in faculty members' evaluation for tenure. Faculty members' record, as evidenced by published single-authored books, refereed journal articles, monographs and refereed articles related to their courses, was rated by the sample as "extremely important" in the evaluation process. Other factors, such as co-authored refereed journal articles and college textbooks, single-authored books

chapters, being a referee or an editor of a refereed mass communication journal, were rated by chairmen as "important" factors to be taken into account in the evaluation process. Also, 75% of the chairmen rated participation in academic, professional and community service outside their institutions as "not very important" for the faculty members' evaluation for promotion. In addition, "university service as documented by involvement in school or university committees, organization of seminars and other similar services," as well as "involvement in activities with regard to students' affairs, including assistance and advising students in their extracurricular activities" are of no importance, according to all chairmen, in the evaluation of promotion.

Moreover, when chairs were asked to rank several factors according to their relative importance in explaining faculty members' research productivity, all chairs mentioned organizational factors. All chairmen rated "stimulation and support from the department's chairmen or school's dean", "financial support and encouragement from the university for conducting research", and "flexible work schedule" as extremely important factors associated with faculty members' research productivity. Seventy-five percent of the chairs rated other factors as "important," such as "personal

motivation to do research," "publication as a prerequisite for promotion," "professional support and encouragement from colleagues in other universities," and "conducting research to be used as a teaching tool." Finally, 75% of the chairs rated the statement "having enough research assistants" as not very important for their faculty members' research productivity.

Another organizational culture factor which may influence faculty members' research productivity is the departmental environment. Nearly 45% of the respondents stated that their departments are a "very good environment for conducting research." In addition, 35% of the respondents mentioned that their departments are "fairly good environment for conducting research", while 20% of them stated that their departments are "not the place for conducting research." Moreover, 80% of the faculty members and 75% of their chairmen rated the intellectual environment and their personal relations among faculty members in their departments as "good," while the other 20% of the faculty members and 25% of their chairmen rated them as "fair."

Furthermore, 88% of the faculty members and 75% of their chairs strongly agreed that faculty members in their departments are in frequent

communication with colleagues from their academic specialty in another institution, often discuss research issues together, and discuss teaching and curriculum issues. In addition, 28 of 34 (82%) faculty members and the four chairs agreed that in their departments' good teachers are highly respected, researchers are given recognition, teaching loads are negotiated cooperatively, and that the environment of their departments is scholarly and supportive. Finally, faculty members as well as chairs "strongly disagree" with the statement "the departments tend to hire research-oriented faculty members" because Egyptian universities appoint bachelor degrees' students with the highest cumulative points average as demonstrators. In other words, the Egyptian universities system do not hire faculty members from outside their universities.

Moreover, when asked what could be done by chairs or deans to foster an atmosphere of research productivity, 90% of the faculty members and 75% of the chairs mentioned organizational culture factors, such as giving recognition to researchers, creating a scholarly atmosphere, providing faculty members with time and financial support, and organizing conferences to provide faculty members with the chance to interact with productive scholars from other institutions. The remaining 10% of the respondents and 25% of

the chairs stated other organizational factors, such as chairmen should meet with their faculty on regular bases to discuss topics for research to be conducted by their faculty members or their graduate students, and encourage group research.

D. Faculty Members Characteristics

1. Academic Rank:

Table 10

Academic Rank	Productivity Scores
Professor	12
Assistant Professor	20
Lecturer	27

From faculty members' publications list classified by academic rank, it was evident that faculty members' research productivity decreased as their academic rank increased. There was an inverse relationship between faculty members' academic rank and their research productivity. Table 10 and chart 10 reveal that the most productive faculty members are lecturers, followed by assistant professors and full professors. Respondents' productivity classified

by academic rank was calculated by adding up the sum of the scores of the faculty members in each rank given to each according to the number of articles they published. Thus, academic rank is a significant predictor of faculty members' research productivity.

2. Highest Degree Achieved:

All faculty members hold Ph.D. degrees, and Cairo University was the institution from which the largest number of respondents (82%) received their highest degree. However, the university from which respondents received their highest degree does not count as a predictor of faculty members' research productivity. This is because most of the most research-productive and least research-productive faculty members received their highest degree from Cairo University.

C. Discussion of Research Questions and Hypothesis

A. Research Questions

Question 1:

Question 1 focused on the suitable criteria for judging Egyptian faculty members' research productivity. To judge Egyptian faculty members' research productivity, a total productivity index, similar to that formed by the researcher and expressed in Table 1, should be constructed. In this study, a total productivity index was formulated to place authors in each of the twelve ranks according to the sum of articles published by each of them.

Question 2:

Question 2 is concerned with identifying the factors affecting Egyptian faculty members' research productivity. As evident from the analysis of the questionnaires answered by Egyptian faculty members, their research productivity were influenced by intrinsic and extrinsic factors. Egyptian faculty members' personal motivation and commitment was the most important intrinsic factor that affected their research productivity, followed by the extent to which they were interested in research. The third most important intrinsic factor was the extent of faculty members' satisfaction with

their job and its related occupational stressors. Moreover, faculty members' research productivity was influenced by a set of extrinsic factors that relates to the job and its organizational culture. Extrinsic factors, such as faculty members' graduate training, allocation of time among all academic activities, work load, the perceived pressure to conduct and publish research, their perception of the existence of a relationship between teaching and research, and their universities' regulations for tenure and promotion were found to have an impact on faculty members' performance.

Question 3:

Question 3 is on the existence of significant predictors that may explain Egyptian faculty members' research productivity. As shown in Table 3 and Chart 3, the results indicated that Egyptian journalism and mass communication male faculty members (36 points) are more productive than female faculty members (18 points). Thus, it can be concluded that gender is a significant predictor of Egyptian faculty members' research productivity. Another important indicator of Egyptian faculty members' research productivity is their academic rank. Table 10 and Chart 10 indicates that there is an inverse relationship between faculty members' academic rank and their research productivity.

Question 4:

Question 4 focused on the possibilities of increasing Egyptian faculty members' research productivity. The data analysis indicated that factors such as recognition of active researchers, the existence of intellectual departmental environment, interaction with colleagues from within and outside the same institutions, allocation of more funds for conducting research, and encouragement of group research can foster Egyptian faculty members' research productivity.

B. Research Hypotheses:

Hypothesis 1:

The first hypothesis suggests that most productive researchers are those personally motivated to conduct research. To test this hypothesis, faculty members as well as their chairs were asked to single out the most important factor contributing to faculty members success as mass communication scholars and researchers. Twenty faculty members stated that the main reason for their research productivity is being personally motivated and committed to conduct research. Moreover, 75% of the chairs rated their

faculty members personal motivation to do research is "important" to their research productivity. This implies that the first hypothesis is supported.

Hypothesis 2:

The second hypothesis predicts that the most productive Egyptian mass communication researchers are found in schools that actively support and encourage research productivity. To test this hypothesis, a productivity index for each university was formulated by adding the scores of each journalism and mass communication faculty member in its department. As shown in Table 2 and Chart 2, productivity scores varied among journalism and mass communication department according to their faculty members' research productivity. According to the tabulated data, Journalism and Mass Communication College at Cairo University is the most productive school in the sample (146), as it has the most research-productive Egyptian mass communications faculty members. Moreover, the responses of these faculty indicate the importance of their departmental intellectual environment, negotiable work loads, and allocation of research funds to their research productivity. Consequently, this indicates the support for the second hypothesis.

Hypothesis 3:

The third hypothesis suggests that the most productive are the most stimulated and encouraged by the administration, colleagues in the field, and other productive researchers from other professional associations. Several questions were designed to test this hypothesis. For example, when asked to rank the academic activities according to their expectations of their institutions, 65 % of the respondents stated that their departments expect and encourage them to engage in research, especially for their evaluation for promotion. Moreover, the data analysis showed that most the respondents (88%) and their chairs (75%) "strongly" agreed that faculty members are in frequent communication with colleagues from their academic specialty in another institution, often discuss research issues together, and discuss teaching and curriculum issues. Furthermore, 82% of faculty members and the four chairs agreed that in their departments good teachers as well researchers as are highly respected, and that the departmental environments are scholarly supportive. Finally, all chairmen rated faculty members' "stimulation and support from the department's chairmen or school's dean" as an extremely important factor that fosters productivity. Seventy-five of the chairs rated "professional support and encouragement from colleagues in

other universities" as an important factor contributing to their faculty members' research productivity. Accordingly, this hypothesis is supported.

Hypothesis 4:

The fourth hypothesis predicts that male faculty members' article productivity is higher than female faculty members. As shown in Table 3 and Chart 3, journalism and mass communication male faculty members (36 points) are twice as productive as female faculty members (18 points). Moreover, Table 4 and Chart 4 indicate that male faculty members (4) are included more than females in the four highest (1) productive ranks.

CHAPTER VI

SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS

Chapter VI

Summary, Conclusions and

Recommendations

I. Summary and Conclusions

The pace and the direction of the development of the journalism and mass communication discipline depend on faculty members' research; thus, studying faculty members' research productivity is critical to the development of the discipline. Moreover, identifying factors affecting Egyptian journalism and mass communication faculty members enhances their status in the academia. In addition, faculty members' research and publication record is the most important criterion for evaluation for their promotion from one academic rank to another. In spite of the importance of studying faculty members' research productivity and factors accounting for their research productivity, or lack of productivity, no research has been conducted on Egyptian faculty members' research productivity and factors affecting it. For all the previous reasons, a content analysis of the six chosen Egyptian refereed and non-refereed journals as well as Arab refereed and non-refereed

journals was conducted to identify the most and least productive Egyptian journalism and mass communication faculty members.

To fulfill the purpose of the study, some objectives were identified. The objectives were summarized as:

1. Determining the intrinsic and extrinsic factors affecting Egyptian journalism and mass communication faculty members' research productivity.

2. Exploring the institutional support and the type of organizational culture in which Egyptian journalism and mass communication faculty members conduct research studies.

3. Determining the rank of the several Egyptian journalism and mass communication departments in terms of research article volume.

To achieve the objectives of this study, an inclusive sample of the issues from 1985 to 1995 of the chosen journalism and mass communication journals was content analyzed. From the data analysis of the journals content, the faculty members identified were ranked on a 12-rank productivity index scale. Accordingly, the most and least productive Egyptian journalism and mass communication faculty members were identified. The most productive faculty members were those who were placed in the ranks 1 to 4 on the faculty members' productivity index. The least productive Egyptian

journalism and mass communication faculty members were those placed in the ranks 9 to 12. Consequently, forty-two Egyptian journalism and mass communication faculty members were identified as the stratified sample to be given the self-administered questionnaires to explore the factors affecting their research productivity. Since the identified faculty members were affiliated to five different journalism and mass communication departments in five different universities, the second set of self-administered questionnaires was given to four department chairpersons of these departments and the dean of the fifth school. After sending forty-two self-administered questionnaires (A) to the Egyptian faculty members sample and five questionnaires (B) to these faculty members' chairmen and deans, only thirty-eight questionnaires were returned with 81% as a response rate.

After the coding and analysis process, the major results were found to be as follows:

1. Faculty members' research productivity is affected by several intrinsic factors, the most important of which is faculty members' personal motivation and commitment. A second important factor is faculty members' interest in research versus teaching, followed by faculty members' job satisfaction.

2. Extrinsic factors, especially organizational culture factors, were another set of factors which influence faculty members' research productivity, such as graduate training, allocation of time, work load, the perceived pressure to conduct and publish research, their perception of the existence of a relationship between teaching and research, and their universities' regulations for tenure and promotion.

3. Gender is a significant predictor of Egyptian faculty members' research productivity. Egyptian journalism and mass communication male faculty members in the sample are as twice as productive as female faculty members.

4. Academic rank is another important indicator of the sample of Egyptian faculty members' research productivity. There is a negative relationship between faculty members' academic rank and their research productivity. In other word, as faculty members' academic rank increases, their research productivity decreases.

5. Egyptian faculty members' research productivity can be increased if they work in a supportive scholarly environment, supplied with the time and the funds to conduct research.

To sum up, four major conclusions are derived from the study.

- First, the most productive Egyptian faculty members are those who are personally motivated to conduct research.

- Second, the most productive Egyptian faculty members are found in schools that actively support and encourage research productivity.

- Third, the most productive Egyptian faculty members are the most stimulated and encouraged by the administration, colleagues in the field, and other productive researchers from other professional associations.

- Egyptian male faculty members' article productivity is higher than female faculty members.

II. Recommendations

Out of the results of this study presented in chapter V, it is evident that administrators at JMC department and schools can play an important role in fostering a research oriented environment in which intrinsically motivated & committed Egyptian JMC faculty members research productivity increases as well as motivating the least product faculty members. For fulfilling this goal the research recommends the following to create such a supportive scholarly environment in Egyptian JMC departments and schools.

A. Recommendations for administrators to motivate non-committed faculty members:

1. Administrators should encourage, recognize and reward researchers through merit pay plans and annual monetary awards.

2. Administrators should involve them in departmental decision-making process and in the discussions about annual departments' or schools' goals and means of achieving these goals. Consequently, administrators would help these de-motivated faculty members to feel directly as well as being responsible for their programs development.

3. Administrators should organize periodical discussion workshops in which research production faculty members can orient these de-motivated faculty members to their research projects and their importance as teaching tools. In other words, they convey the direct relationship between research production and teaching effectiveness and how they successfully manage their time among teaching, research and office hours to their students i.e. their availability.

B. Recommendation for Administrators to increase productivity of committed faculty members:

1. As the research findings indicate that faculty members research productivity flourish in a supportive environment that is structured to enhance research productivity, administrators should provide committed faculty members' with a reasonable teaching and committee workloads.

2. Administrators should make a rigorous assessment of the key research resources so as provide motivated faculty members with research assistants, and enough funds to conduct research projects that could be their way of seeking out new experiences through which they maintain professional interest and prevent stagnation.

3. Administrators should help in organizing periodical symposiums to enable faculty members to be up-to-date with the major national research projects and their contribution to the development of the journalism and mass communication field in Egypt.

4. Administrators should provide these faculty members with the time and funds to travel to attend international and regional conferences to interact and discuss research ideas and findings with other faculty members from various regional and international institutions.

5. Administrators of each department or school should encourage publishing their own mass communication journals to stimulate faculty members to conduct and publish their research. Then, with the increase of journalism and mass communication journals an index to such journals should be established to facilitate the use of these journals in academic research.

C. Recommendations for Administrators at Egyptian Universities for fostering their departments/schools research environment:

1. Administrators should cooperate with mass media organizations and institutions to allocate more funds for academic research as suggested by some faculty members. Faculty members believe that there should be an open discussion among media institutions and the academic research community. Consequently, the administrators would be able to know the needs of the mass media industry, and try to provide them, through academic research, with new information and findings of relevance to their field. Then, administrators would encourage their faculty members to prepare research grants proposals. Thus, this mutual communication process would result in research that relates to the academic community and the media institutions problems and the society's concerns.

2. Implementation of the American tenure and promotion system. Accordingly, Egyptian faculty members' system would function under "publish-or-perish" rule. The latter would be an effective tool in encouraging, as well as forcing, senior faculty members to continue being productive. In other words, this filtration system might lessen the number of faculty members who are "frozen in their ranks." Moreover, Administrators by virtue of this system would be able to hire new research-oriented faculty members'.

3. Adopt a new faculty members' evaluation system which depends on formal students and administrators evaluations. The use of this system enables administrators to monitor faculty members' performance and job satisfaction which are known to affect their research productivity.

D. Further Studies:

1. It is recommended that more research should be conducted among administrators to provide a better picture about their reactions to published research in comparison to other measures of faculty members' productivity as well as contribution to the development of the field of mass communications.

2. As evident from tables 3 and 4 in chapter V, Egyptian faculty members are as twice as productive as their female counter parts. Thus, it is recommended that more prolific studies should be conducted on productive Egyptian female journalism and mass communication faculty members, and whether life-style stresses, such as their marriage obligations, their status quo and the society's perceptions of female could affect their research productivity. It is also recommended to investigate if they face as females any organizational discrimination in supporting and funding their research projects.

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APPENDICES

APPENDIX A

Chart 1

Egyptian Faculty Members Research Productivity Scores on IP
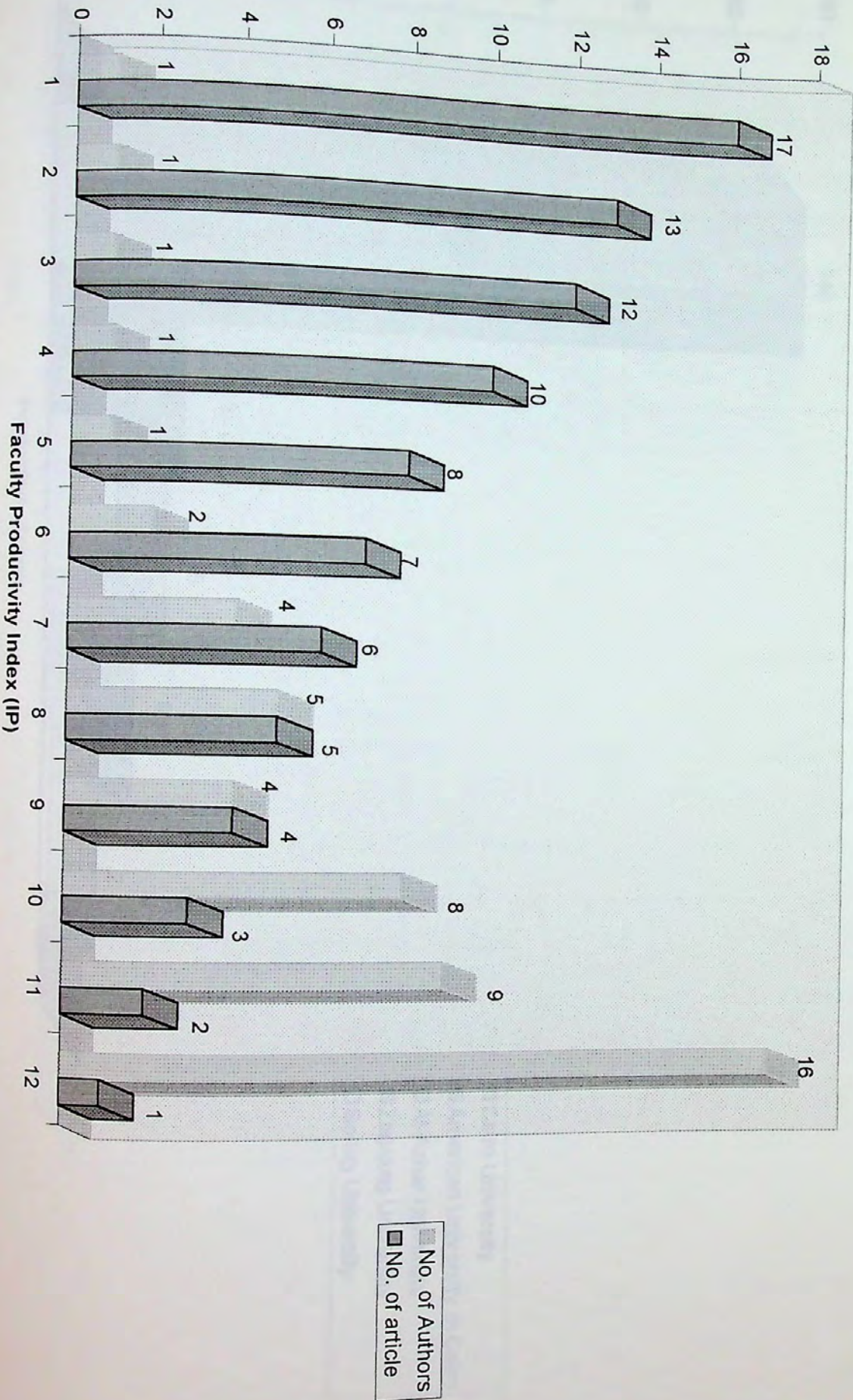
Chart 2

Universities Productivity Scores

Productivity Scores

Legend:
- Cairo University
- American University In Cairo
- Al-Azhar University
- Zagazeg University
- Sohag University

Values: 146, 18, 15, 9, 2
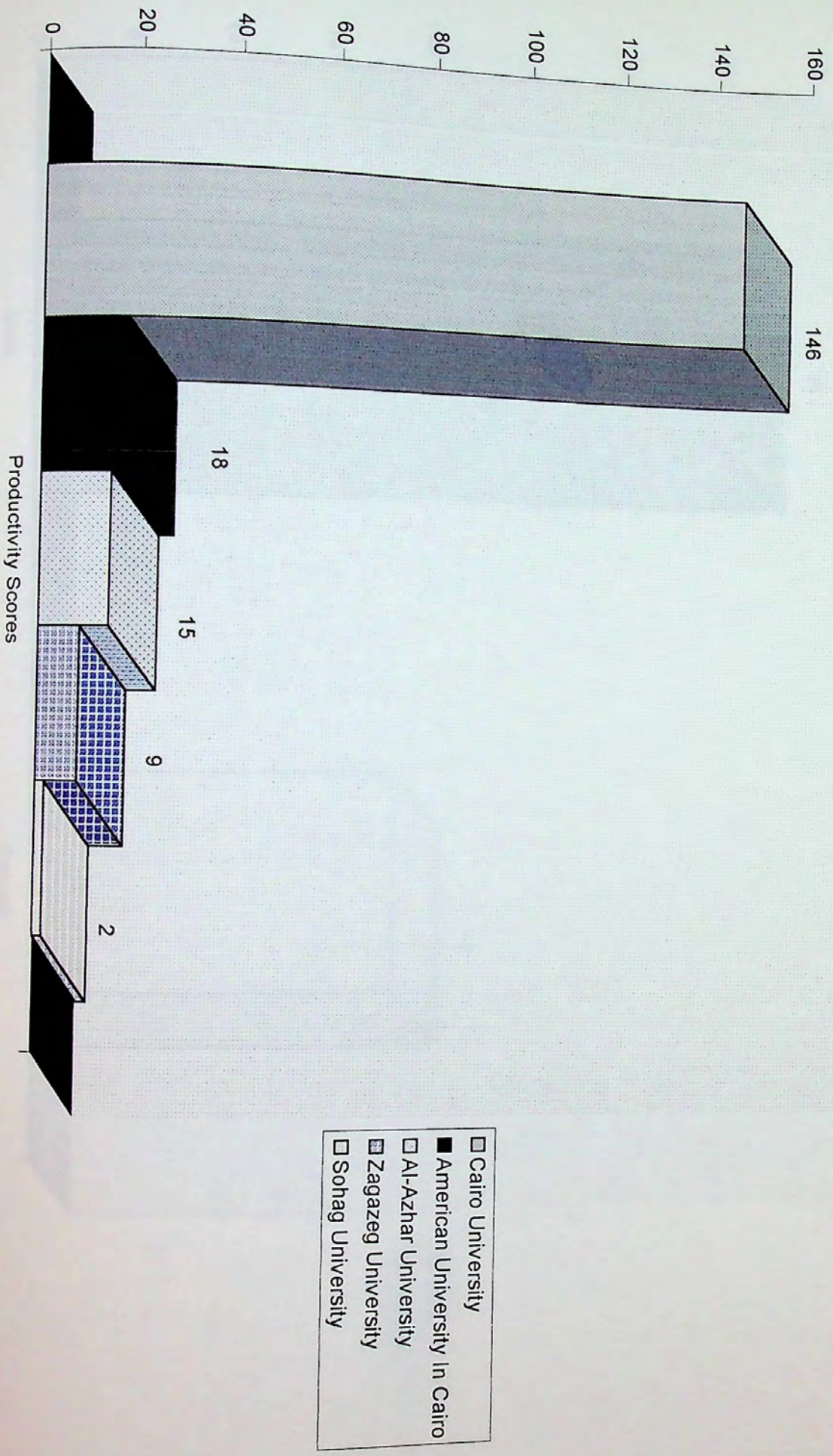
Chart 3

Faculty Members Productivity Scores Classified By Gender

Male   36

Female   18
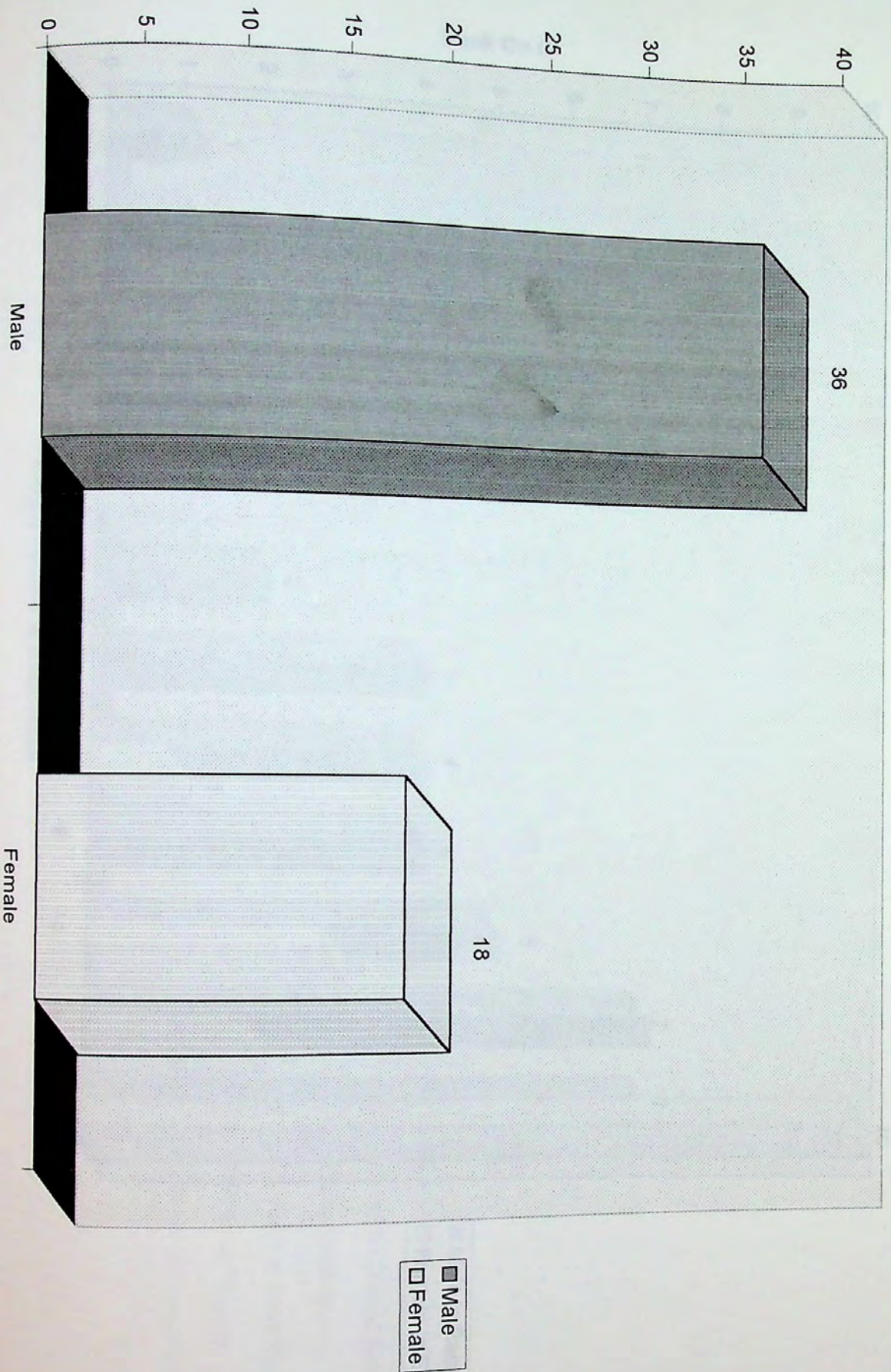
☐ Male
☐ Female

Chart 4

No. of Male & Female Members in Each IP Rank
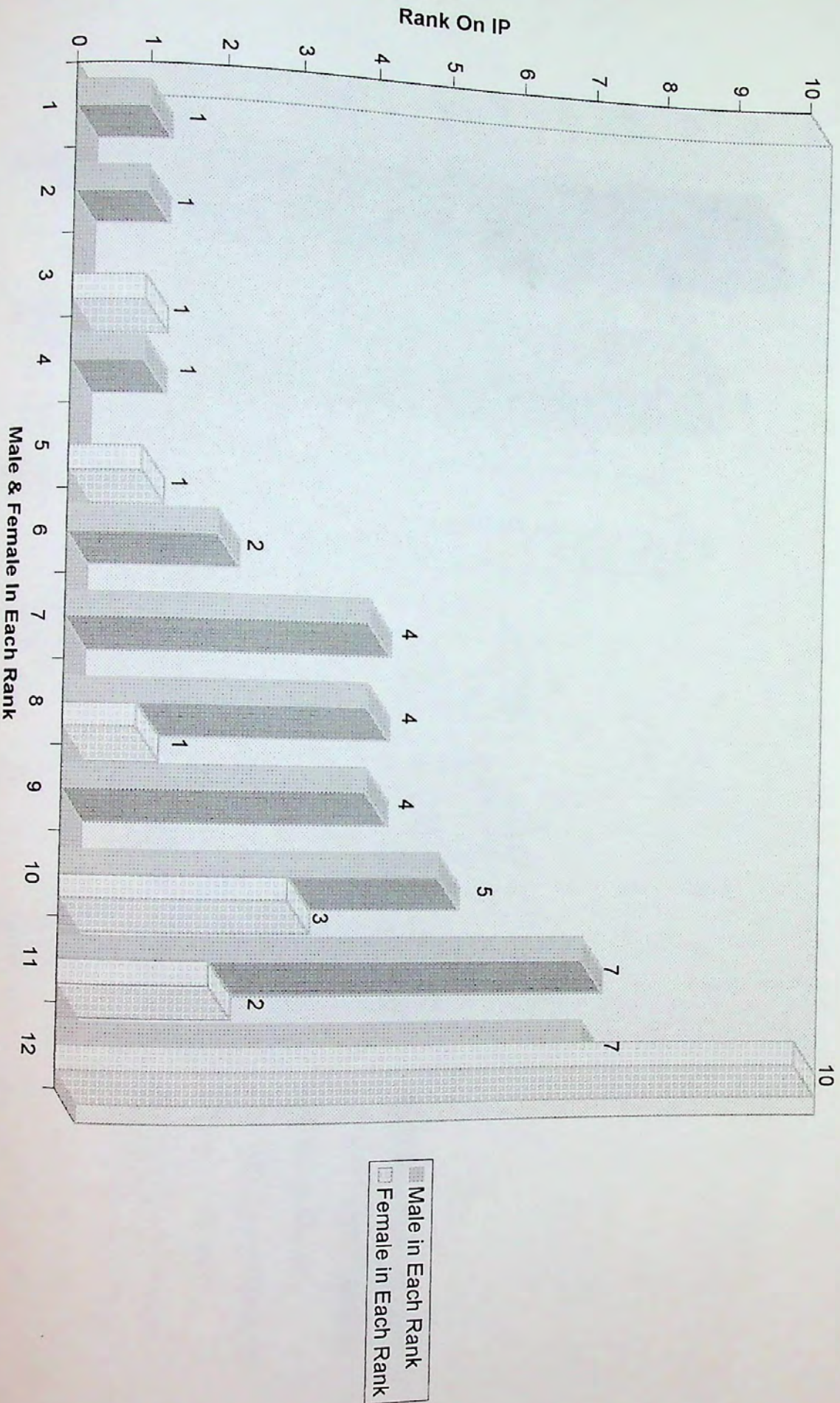
Chart5

Egyptian & Arab JMC Journals Productivity Score

- Communication Studies: 46
- Communication Research: 41
- Broadcasting Art: 38
- Bulletin of Arab Research: 26
- World of Thought: 25
- Libyan Communication Research: 20
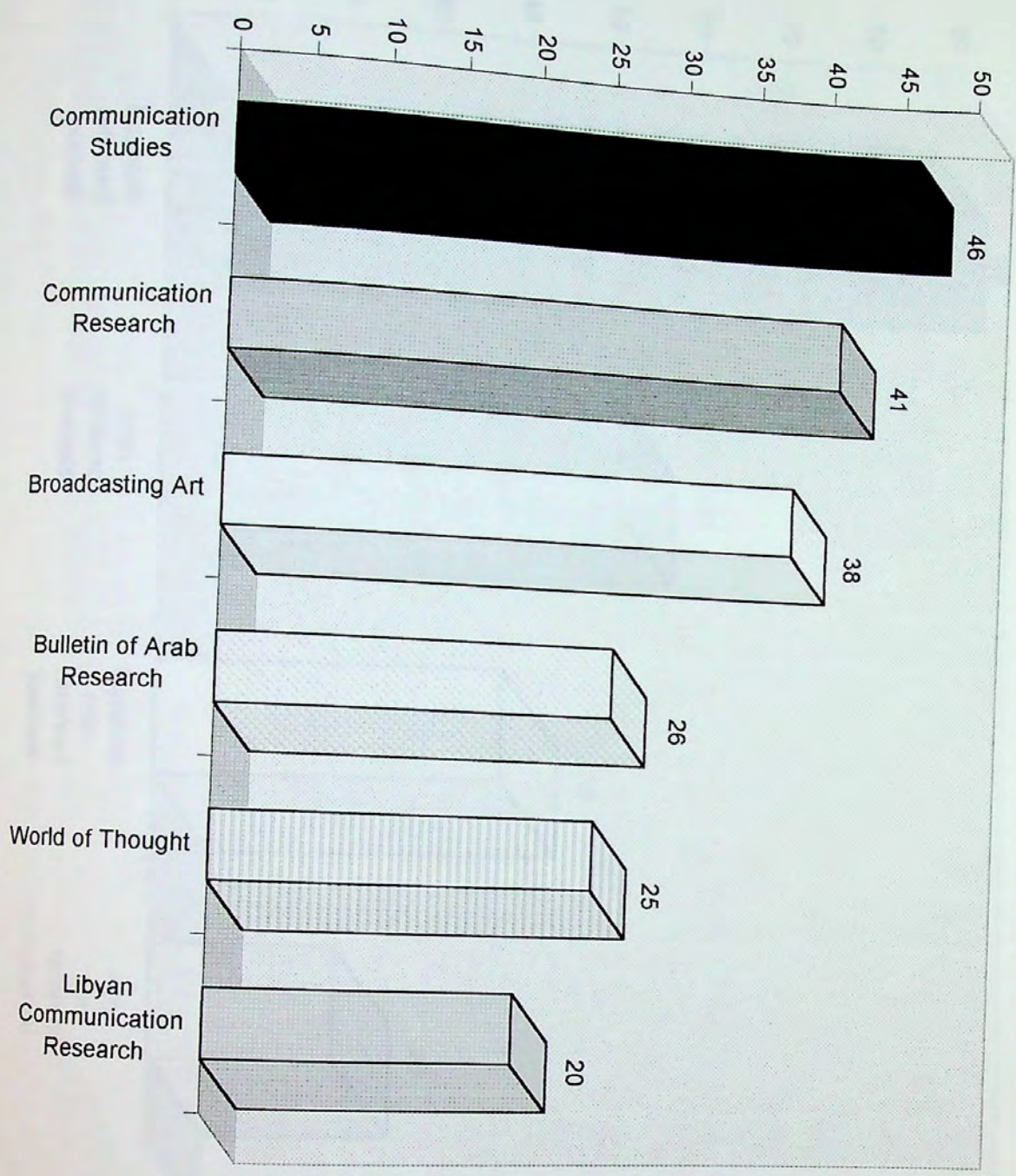
Legend:
- Communication Studies
- Communication Research
- Broadcasting Art
- Bulletin of Arab Research
- World of Thought
- Libyan Communication Research

Chart 6

Productivity Score of JMC Journals by Type

	Productivity Score
Egyptian refereed journals	87
Arab refereed journals	51
Egyptian non-refereed journals	38
Arab non-refereed journal	20

Legend:
- Egyptian refereed journals
- Arab refereed journals
- Egyptian non-refereed journals
- Arab non-refereed journal
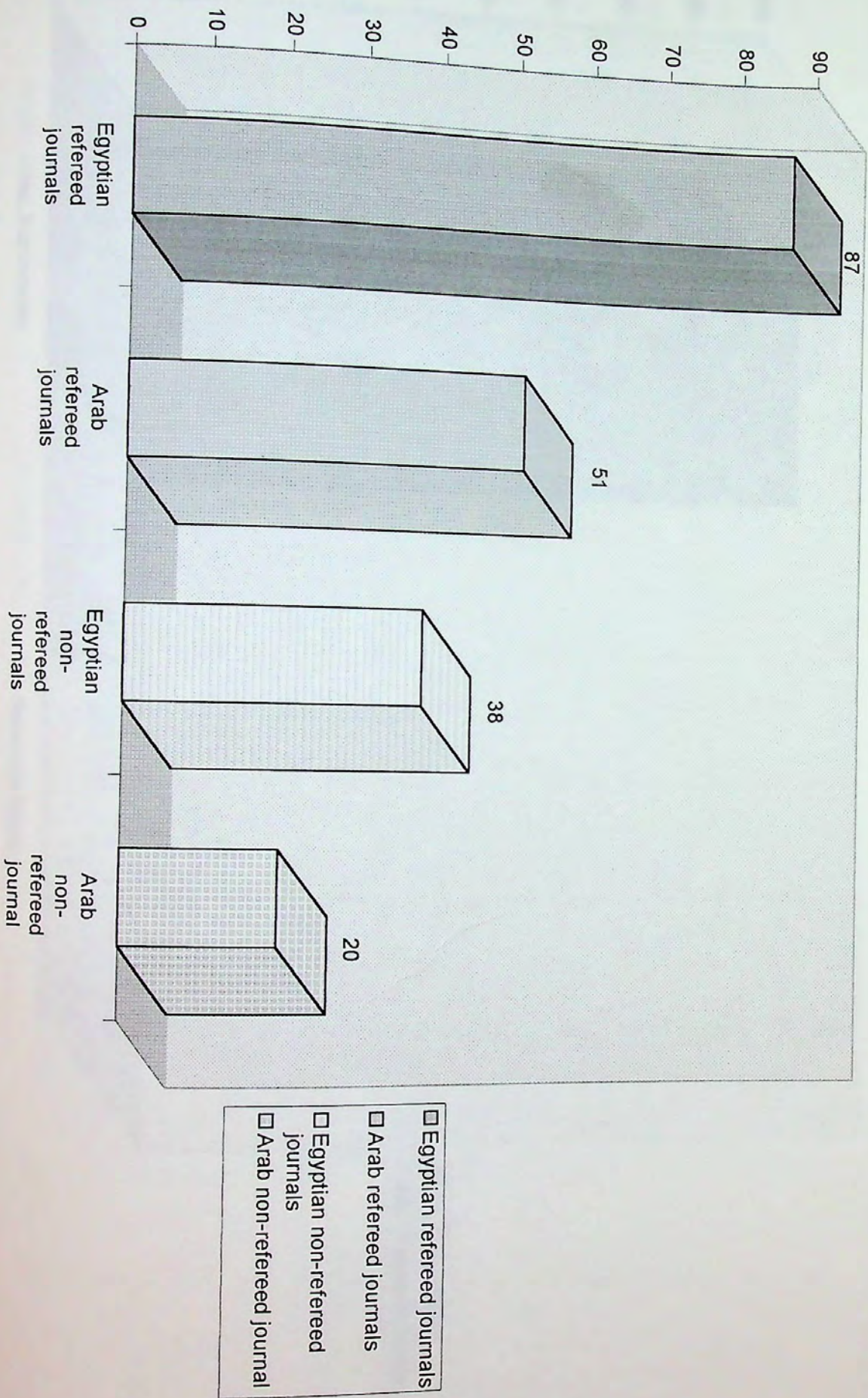
Chart 7

Faculty Members Productivity By Article Type

No. Full Articles — 182
No. Research Notes — 14

Legend:
- No. Full Articles
- No. Research Notes
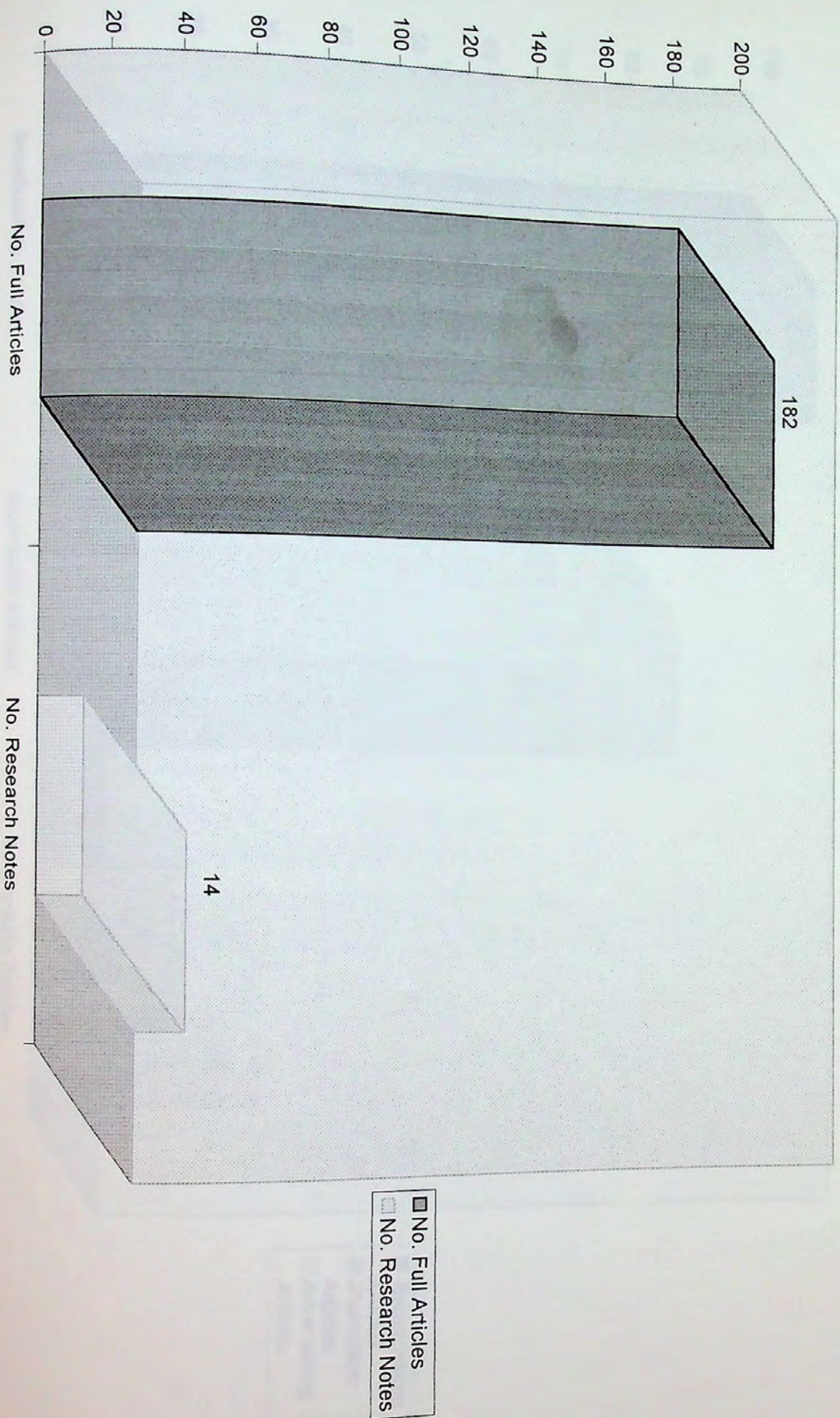
Chart 8

Faculty Members Productivity By Article Subject

Legend:
- Broadcasting Articles
- Journalsim Articles
- Adverstising Articles
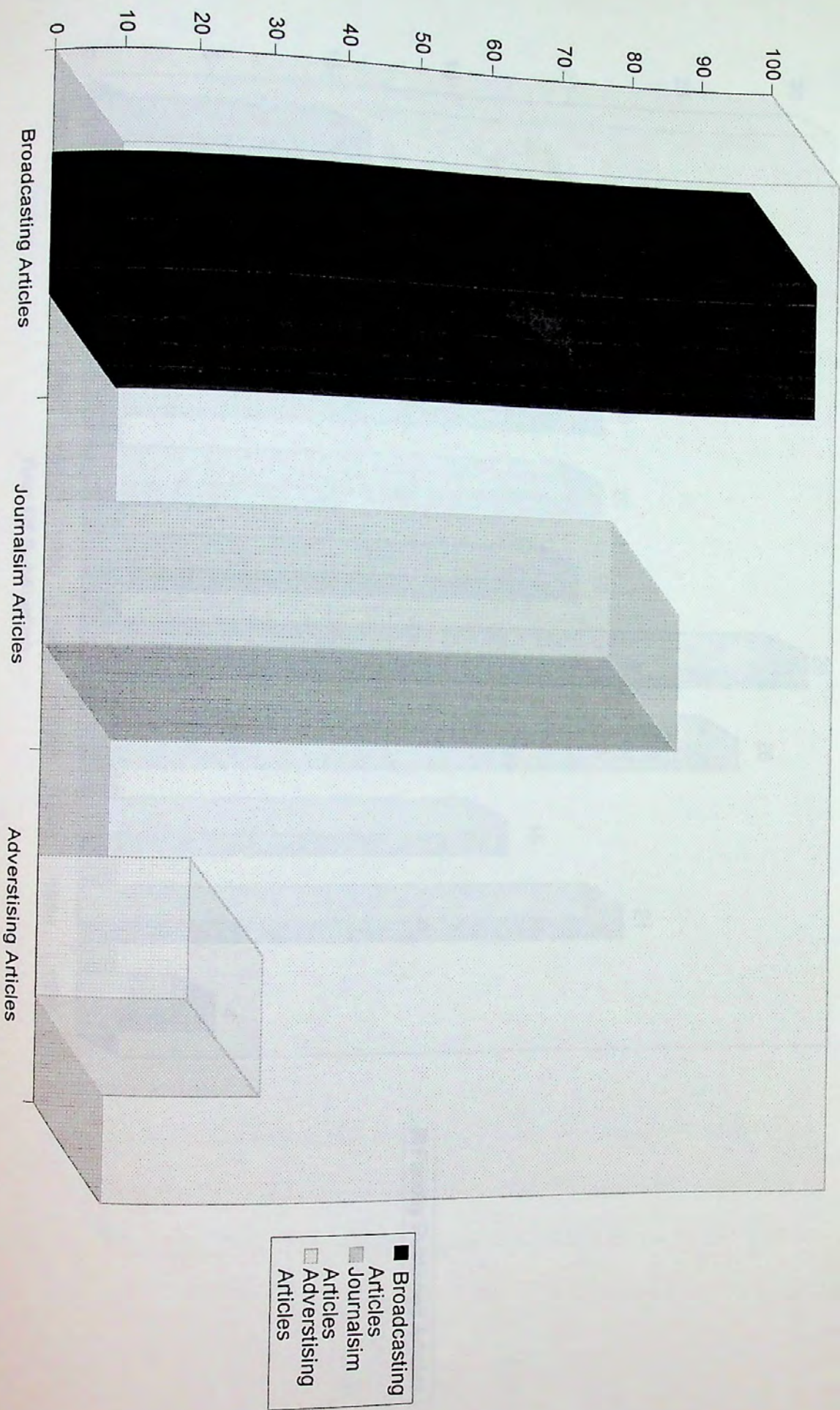
Chart 9

Faculty Members Article Prodcutivity By Year of Publication

- 1985: 10
- 1986: 11
- 1987: 14
- 1988: 20
- 1989: 20
- 1990: 19
- 1991: 29
- 1992: 26
- 1993: 16
- 1994: 21
- 1995: 4

Year Of Publication
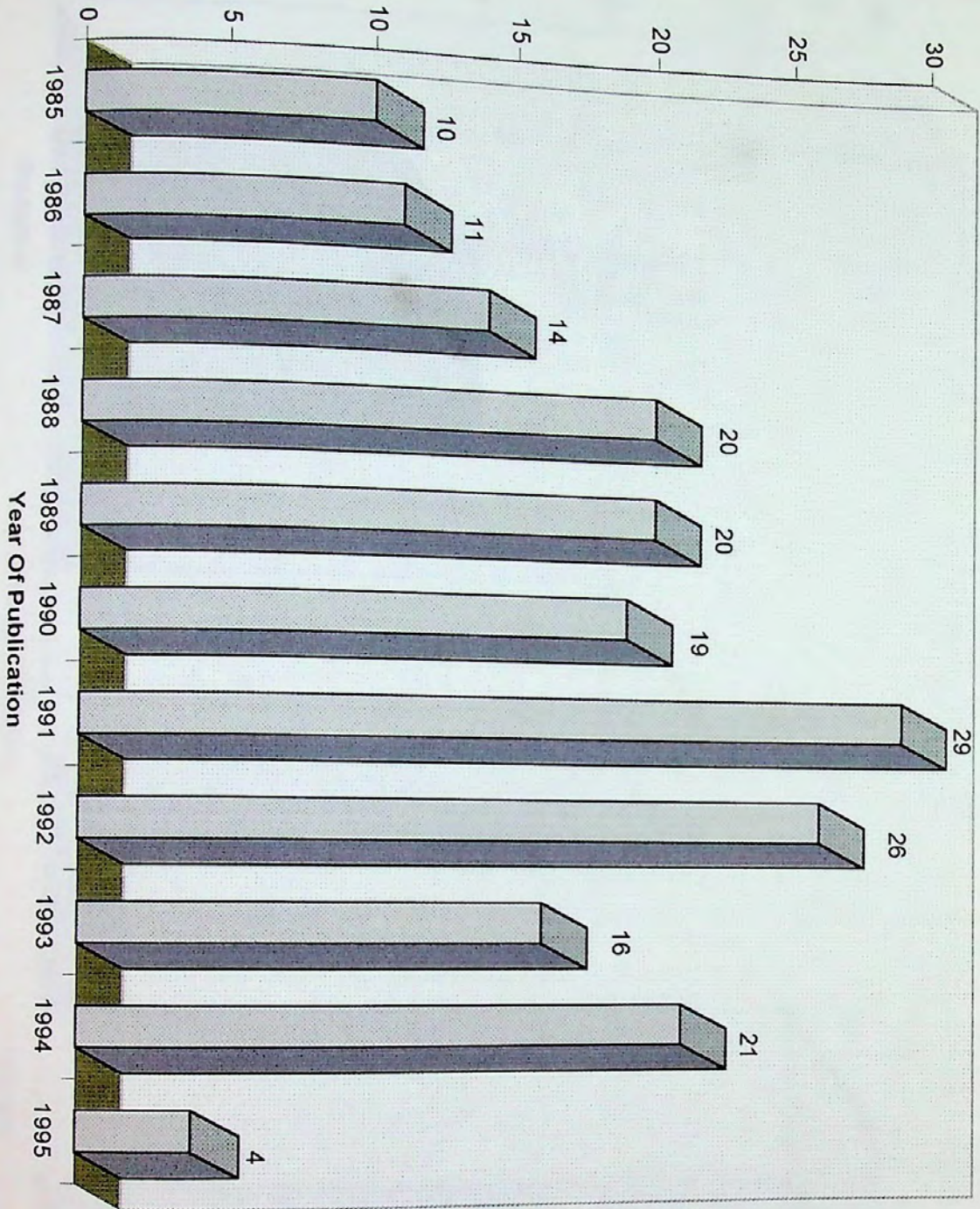
☐ Faculty Published Articles

Chart 10

Faculty Members Productivity by Academic Rank

Professor — 12

Assistant Professor — 20
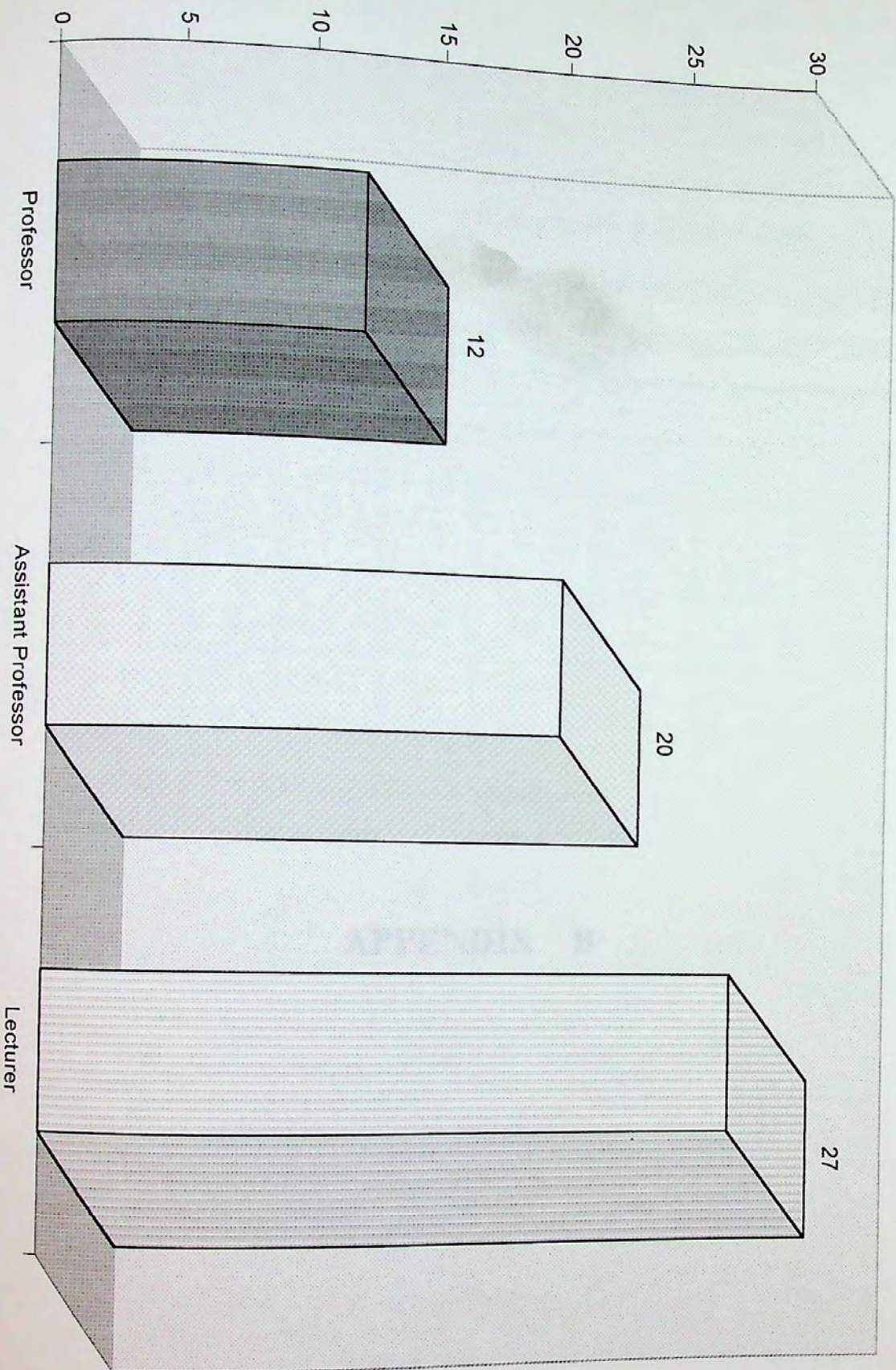
Lecturer — 27

Legend:
- Professor
- Assistant Professor
- Lecturer

APPENDIX   B

بيان

بعدد أعضاء هيئة التدريس والمدرسين المساعدين والمعيدين

(حسب المشغول) موزعين على الأقسام المختلفة بكلية الإعــلام

جامعة القاهــرة فى العام الجامعى ١٩٩٧/٩٦

	معاونى أعضاءهـ . ت			أعضاء هيـئـــة التدريس				البيان القسم
الجملة	جملة	معيد	مدرس م	جملة	مدرس	أستاذ.م	أستاذ	
٤١	١٩	١٠	٩	٢٢	١١	٥	٦	صحافة
٤٣	١٣	٧	٦	٣٠	١١	٧	١٢	إذاعـــة
٣٤	١٨	٩	٩	١٦	٩	٥	٢	علاقات عامة
١١٨	٥٠	٢٦	٢٤	٦٨	٣١	١٧	٢٠	الإجمالــى

بيان

بعدد أعضاء هيئة التدريس والمدرسين المساعدين والمعيدين

(حسب المشغول) موزعين على أقسام الصحافة والإعلام بكليات الآداب

بجامعات ج.م.ع فى العام الجامعى ١٩٩٧/٩٦

الجملة	معاونى أعضاء هيئة . ت			أعضاء هيئـــة التدريس				البيان / القسم
	جملة	معيد	مدرس م	جملة	مدرس	أستاذ.م	أستاذ	
٥	٤	١	٣	١	–	–	١	آداب المنصورة (صحافة)
١٩	٤	–	٤	١٥	١٢	٢	١	آداب الزقازيق (الإعلام)
٢	–	–	–	٢	١	–	١	آداب حلوان (الإعلام)
١٤	٩	٦	٣	٥	٤	–	١	آداب المنيا (الإعلام)
١٦	٧	٤	٣	٩	٦	٢	١	آداب سوهاج (الصحافة)

Journalism and Mass Communication Department

at Al-Azhar University Statistics

Al-Azhar university is under the supervision of Al-Azhar Al-Sheriff and not to the Higher Council of Egyptian Universities. The recent journalism and mass communication (JMC) faculty member statistics available at the JMC department at Al-Azhar was published in Dr. Gabber Abdel Mawgoud's paper presented to a symposium held at Cairo University in March 1996. He stated that JMC department at Al-Azhar has two professors, two assistant professors, fifteen lecturers and four assistant lecturers.

بسم الله الرحمن الرحيم

الجوانب الاجرانيه والمنهجيه لبحوث الصحافه والإعلام

دراسه تحليلية تقويميه لخطط ورسائل الماجستير والدكتوراة

التى سجلت فى قسم الصحافه والإعلام

بكلية اللغة العربية جامعة الأزهر

١٩٨٠ - ١٩٩٥

د. جابر محمد عبد الموجود
قسم الصحافة والإعلام جامعة الأزهر

مقدم الى :-

الحلقه الدراسيه الثانيه لمشكلات المنهج فى بحوث الصحافة والاعلام

التى يعقدها قسم الصحافه بكلية الاعلام جامعه القاهرة
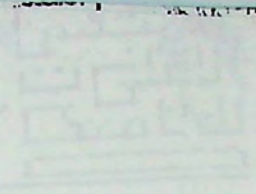
فى الفترة من   مارس ١٩٩٦

التصوير ، والمطبعه ، إلا أن القسم استطاع أن يحقق فى العقدين الماضيين مجموعه من الانجازات العلميه والاكاديميه حيث يوجد به ثلاث شعب " صحافه ونشر - اذاعه وتلفزيون - علاقات عامه " تخرج فيها جيل من شباب الاعلاميين الذين لهم مكانتهم ودورهم القيادى البارز فى شتى وسائل الاعلام المصريه والعربيه .

كما اصدر القسم صحيفه تسمى " صوت جامعه الازهر " كمختبر تدريبى للطلاب واذا كانت توقفت لعدم وجود موارد ماليه لها فان القسم فى سبيله لإعادة اصدارها فى ثوب جديد يتمشى مع الصحافه الجامعيه بمفهومها الصحيح، كما أولى القسم عنايه خاصة بالبحوث العلميه داخل الكليه وخارجها بالتعاون مع الجامعات ومراكز البحوث المختلفه وكذلك محاضرات الزائرين ، والندوات ، والمؤتمرات العلميه والحلقات الدراسية والزيارات العلميه .

وقد بلغ عدد اعضاء هيئة التدريس بالقسم ومعاونيهم من المعيدين والمدرسين المساعدين ثلاثا وعشرين عضوا منهم اثنان بدرجة استاذ واثنان بدرجه استاذ مساعد وخمسه عشر مدرسا واربعه مدرسين مساعدين هذا بخلاف الذين حولوا الى وظائف أخرى لانتهاء المدة القانونيه فى وظيفة معيدين ومدرسين مساعدين والذين يتوقع عودتهم بعد حصولهم على الدرجه العلميه .

وتعتمد هذه الدراسه على خطط واطروحات الماجستير والدكتوراة التى سجلت فى قسم الصحافه والاعلام منذ بدأ الدراسات العليا ١٩٨٠ وحتى نهايه ١٩٩٥ .

واعتمد الباحث فى ذلك على اسلوب الحصر الشامل لكل الخطط والرسائل المتوافرة بالدراسات العليا ومكتبة كلية اللغه العربيه وقد بلغ حجمها ستا وستين خطه واطروحه للماجستير والدكتوراة - كما سيتضح تفصيليا فيما بعد .

APPENDIX C

الإدارة العامة لسكرتارية اللجنة ولجان العلامات

<div align="center">

قواعد نظام العمل

فى اللجان العلمية الدائمة

الدورة الخامسة

</div>

أولا : طريقة التقدم للوظيفة والأوراق المطلوبة

١ - يتقدم عضو هيئة التدريس بطلب لعميد الكلية شاملا جميع البيانات
التى تعتمدها ادارة الكلية وهى :-

أ - المؤهــــلات العلمـــــة .

ب - التاريــــخ الوظيفـــــى .

ج - الوظيفة المتقدم لها والتخصص .

هـ - الاشراف على الرسائـــل .

و - تاريخ منح الدرجات العلمية للباحثين تحت اشراف المتقدم .

٢ - ويخطر عميد الكلية رئيس القسم الذى يتبعه عضو هيئة التدريس بمجرد
التقـــــــدم .

٣ - يتولى عميد الكلية التأكد من توافر الشروط الشكلية فى المرشــــح
والأبحاث قبل ارسالها الى اللجنة خلال اسبوع من تاريخ التقدم .

٤ - يقدم كل عضو اربعة نسخ من البحوث المنشورة أو المقبولة للنشر

- ويشترط للمتقدم لوظيفة استاذ ان يكون له **أربعة** بحوث على الاقل قــد
تم نشرها منها بحثين مـنفردين وفى تخصصه الدقيق على الاقل ولو اشترك
مع آخرين من غير تخصصه الدقيق . كما يشترط للمتقدم لوظيفة استاذ
مساعد ان يكون له ثلاثة بحوث على الاقل قد تم نشرها منها بحث واحـد
منفرد فى تخصصه على الاقل ولو اشترك به مع آخرين فى غير تخصصـــه ،
وتقدم البحوث ومع كل منها ملخصا باللغة العربية ؛ ويرفق بالطلــب
رسالتا الماجستير والدكتوراه للمتقدم وكذلك بيان البحوث المتخلفة
من رسائل الماجستير والدكتوراه التى يكون قد اشرف أو شارك فـــى
الاشراف عليهـا .

٥ - يجب أن يرفق بكل بحث مايثبت أنه قد تم اختيار مجلس القسم بــــه .
وبالنسبة للحد الادنى للابحاث المنشورة الواردة فى الفقرة السابقة
فيشترط مضى ستة اشهر على الاقل من تاريخ نشرها .

<div align="center">

٠٠١

</div>

أما بقية الانتاج العلمى المنشور ، وأيضا الانتاج المقبول للنشر والذى مضى على تاريخ تقديمه للمجلة العلمية ستة أشهر فيدخل ضمن الفحص .

- ويعتبر البحث الذى يلقى أمام مؤتمر علمى متخصص على المستوى القومى أو الدولى وينشر كاملا فى كتاب المؤتمر بمثابة البحث المنشور واذا ألقى البحث أمام مؤتمر من هذا المستوى ولم ينشر اعتبر بمثابـــة البحث المقبول للنشر على أن يتقدم البحث للجنة وعلى المتقـــدم أن يثبت أن البحث قد ألقى فى المؤتمر .

- يجب أن تتضمن أوراق المتقدم تاريخ تقديم البحث للنشر وتاريخ القبول للنشر .

- أن تكون المجلة التى يتم فيها النشر مطبوعة ومتداولة ومتخصصه فى نشر الابحاث العلمية وتصدر عن هيئة علمية ولها هيئة تحرير ولجنة تحكيم من بين أهل التخصص العلمى وتصدر عن هيئة علمية .

- تقبل طلبات المتقدمين لشغل وظائف الاساتذة والاساتذة المساعديـــن أو للحصول على الكادر العلمى والذين سبق أن تقرر عدم أهليتهـــم لشغل الوظيفة أو للحصول على لقبها العلمى وذلك بعد مضى سنة علـــى الاقل من تاريخ قرار اللجنة العلمية برفض انتاجه العلمى السابق أو سنة بعد مضى الحد الاقصى لمدة تقديم التقرير المنصوص عليه فى المادة ٧٣ من قانون تنظيم الجامعات رقم ٤٩ لسنة ١٩٧٢ أيهما أفضل للمتقدم . وبشرط اضافة انتاج علمى حديث دون الالتزام بالمدد المشار اليهـــا اعلاه وعلى أن يتقدم لنفس اللجنة العلمية الدائمة التى سبق أن تقدم اليهـــا .

ثانيا : اختيار مقرري وأمناء اللجان العلمية الدائمة

١ - تقوم كل لجنة باختيار مقرر لها من بين أعضائها من الاساتذة العاملين والاساتذة المتفرغين . كما تقوم باختيار أمين لها من الاساتــــذة المنتخبين . ويتم انتخاب المقرر لمدة دورة كاملة أو عند شغــــر ويتولى مقرر اللجنة ابلاغ أمانة المجلس الاعلى للجامعات باسم الامين ويرأس الاجتماع الاول للجنة أقدم الاعضاء فى الاستاذيــــة الذى يقع عليه اختيار اللجنة ويراعى الا يكون الاستاذ مقررا لاكثـــر من لجنة واحدة الا فى حالة الضرورة .

٢ - اذا تغيب مقرر اللجنة الدائمة لمدة تزيد على شهرين يخطر أميـــن اللجنة أمانة المجلس الاعلى للجامعات بذلك وفى هذه الحالة يتولـــى اقدم الاساتذة أعضاء اللجنة القيام بعمل مقرر اللجنة أثناء غيابه .

٣ - اذا سافر احد مقرري اللجان للخارج لفترة طويلة في اعارة او مهمة علمية او اجازة خاصة او لسبب اخر لمدة عام او اكثر تختار اللجنة مقررا آخر .

ثالثا : اجراءات العمل في اللجان العلمية الدائمة

١ - يدعو المقرر اللجنة الدائمة للانعقاد خلال شهر على الاكثر من تاريخ ارسال الاوراق اليه .

٢ - لايصح انعقاد اللجنة الدائمة الا بحضور اكثر من ثلث اعضائها على ان يراعى ان يحسب الاساتذة المعارون في الموجودين بالجمهورية على ان يراعى الا يحسب الاساتذة المعارون في النصاب العددى المقرر لانعقاد هذه اللجان وتكون اعمال اللجنة ومداولاتها سرية .

٣ - يراعى عند تشكيل لجان الفحص الثلاثية بالتطبيق لحكم المادة ٥٢ من اللائحة التنفيذية لقانون تنظيم الجامعات الا تكون هناك صلة قرابة عما او نسبا بين احد اعضائها والمتقدم حتى الدرجة الرابعة .

٤ - يراعى ان تقوم اللجنة بتقديم التقرير خلال شهرين على الاكثر من تاريخ وصول الابحاث اليها . الا اذا كان من الفاحصين من هو خارج الجمهورية او من خارج اللجنة فتزاد هذه الفترة شهرا اخر وذلك وفقا لاحكام المادة (٧٢) من قانون تنظيم الجامعات .

- عند احالة الانتاج العلمى الى احد الاساتذة اعضاء هيئة التدريس من خارج اللجنة الدائمة يجوز للجنة دعوة سيادته لحضور الاجتماع العام اذا كان من داخل الجمهورية نابى ان يشترك في المناقشة ولكن لايشارك في اصدار القرار .

- يجب ان تظل التقارير الفردية سرية ولاتتعدى نطاق اللجنة .

- يراعى توحيد معايير التقدير بين جميع اللجان العلمية بحيث تشمل العناصر التالية :
الشكل العام للبحث - الهدف ووضوحه واهميته - طريقة العرض - سلامة التعبير ودقة اللغة - شمولية المراجع وحداثتها - الاصالة والابتكار - ونوع التخصص والاهتمامات العلمية للمتقدم - مكان اجراء البحث - مستوى المجلة العلمية - عدد المشتركين - امكانيات التطبيق .

- تعد اللجنة العلمية الدائمة تقريرا مفصلا مسببا تتناول فيه بحوث المتقدمين واعمالهم الانشائية العلمية التى تتضمن اضافة علمية ويقدم عن كل بحث او عمل انشائى علمى تقريرا وافحا من حيث موضوعه وقيمته العلمية ورأى اللجنة صراحة فيما اذا كان مجموع بحوث المتقدم او اعماله الانشائية ترقى به او لاترقى لشغل الوظيفة او للحصول على

اللقب العلمى ويجب أن يقتصر تقرير اللجنة على فحص الانتاج العلمى
وحده دون التعرض لاى اعتبارات اخرى مما نصت عليه المادتــــان
(٦٩ ، ٧٠) من قانون تنظيم الجامعات .

- يراعى عند ترقية عضو هيئة التدريس الى جانب تقرير اللجنة العلمية
الدائمة ان يكون ملتزما باداء واجباته المنصوص عليها فى قانـــون
تنظيم الجامعات .

- عند تعدد المتقدمين فى حالة الاعلان عن الوظائف ترتب اللجنـــــة
المتقدمين لشغل الوظيفة حسب الافضلية فى الكفاءة العلميـــــة .

- يرسل مقرر اللجنة العلمية الدائمة صورة من التقرير النهائـــــى
ومحاضر اجتماعاتها واصول تقارير الاعضاء القائمين بالفحص بعــــد
الانتهاء من فحص المتقدمين لكل وظيفة الى امين المجلس الاعلـــــى
للجامعات لحفظها مع اتخاذ الاجراءات اللازمة للمحافظة على سريتها .

- يعرض التقرير النهائى على مجلس القسم ثم مجلس الكلية ولمجلـــس
الكلية أو مجلس الجامعة أن يعيد التقرير الى اللجنة للنظر فــــى
ملاحظاتها بما فى ذلك استبعاد الشكل اذا رأى وجها لذلك .

- يتولى السادة مقررو اللجان العلمية الدائمة اخطار امانة المجلـــس
الاعلى للجامعات بما يلى :-

أ ـ الحالات التى يتغيب فيها اى من اعضاء اللجان عن حضور مايزيـــد
على ثلاث اجتماعات متتالية بدون عذر واذا تكرر ذلك يعتبــــــر
اعتذارا من سيادته عن الاستمرار فى عضوية اللجنة .

ب ـ كل تغيير يطرأ على حالة السادة اعضاء اللجنة العلمية الدائمة
من حيث السفر بالخارج لمدة عام فأكثر فى اعارة أو مهمة أو
اجازة خاصة أو لايحسب آخر وكذلك العودة من الخارج من اعــــارة
أو مهمة او اجازة او غيرها :

رابعا : تقدم كل لجنة تقريرا سنويا عن اعمالها وملاحظاتها ومقترحاتها فى شــأن
تحسين الاداء فى الجامعات والنهوض بمستويات هيئة التدريس فيها .

قواعد نظام العمل فى اللجان العلمية الدائمة
لوظائف الأساتذة والأساتذة المساعدين
(الدورة السادسة ٩٥/١٩٩٨)

أولاً – طريقة التقدم للوظيفة والأوراق المطلوبة:

١ – يتقدم عضو هيئة التدريس بطلبه إلى عميد الكلية شاملاً جميع البيانات التى تعتمدها إدارة الكلية، وهى:

أ – المؤهلات العلمية.

ب – التاريخ الوظيفى والقسم العلمى الذى ينتمى إليه المتقدم.

جـ – الوظيفة المتقدم لها والتخصص الدقيق.

د – قائمة بالرسائل التى يقوم بالاشراف عليها وكذلك تلك التى تمت مناقشتها بالفعل.

هـ – قائمة بالبحوث المقدمة للفحص العلمى.

و – نسخة من مجمل الانتاج العلمى.

ز – بيان تفصيلى بالانشطة العلمية والتطبيقية مع تقديم نسخة منها.

ح – رسالتا الماجستير والدكتوراه

٢ – يتولى عميد الكلية التأكد من توافر الشروط الشكلية فى المتقدم وفى الأبحاث قبل ارسالها إلى اللجنة الدائمة المختصة، وذلك خلال أسبوع من تاريخ التقدم.

٣ – يتقدم عضو هيئة التدريس الراغب فى الترقية بعدد أربعة بحوث فى قطاع الدراسات الادبية والانسانية وبعدد ستة بحوث فى قطاع الدراسات العلوم الاساسية والطبية والهندسية والزراعية في حالة التقدم لوظيفة الأستاذ المساعد، وبعدد خمسة بحوث فى التخصص الأول، وعدد سبعة بحوث فى التخصص الثانى فى حالة التقدم لوظيفة الأستاذ.

ويشترط فى المتقدم لوظيفة أستاذ مساعد أن يكون له ثلاثة بحوث منشورة، منها بحث واحد منفرد على الأقل. كما يشترط فى المتقدم لوظيفة أستاذ أن يكون له أربعة بحوث منشورة، منها بحثان منفردان. وفى حالة البحوث الجماعية يوضح المتقدم كتابة دوره فى اعداد البحث معتمدا من باقى الباحثين.

ويراعى فى البحوث المقدمة – المنشورة منها والمقبولة للنشر – ما يلى:

أ – أن تكون هذه البحوث جميعها موزعة على مجمل السنوات التى تلت آخر ترقية للمتقدم، وعلى أن تغطى ٦٠٪ على الأقل من تلك الفترة. على أن يطبق ذلك ابتداء من أرل سبتمبر ١٩٩٦.

ب – ان يكون نصف البحوث على الأقل المقدمة للترقية قد اجريت خلال عمل المتقدم في الجامعة ويدخل في حساب ذلك البحوث التى اجراها المتقدم أثناء قيامه بمهمة علمية معتمدة من الجامعة. على أن يطبق ذلك ابتداء من أول سبتمبر ١٩٩٦.

جـ – لا يجوز التقدم بأبحاث معتمدة على رسائل علمية مقدمة إلى الجامعات المصرية، ما لم يكن المتقدم قد أشرف على الرسالة لمدة لا تقل عن نصف المدة التى قضاها الطالب في اعدادها، وأن يكون هذا الاشراف قد تم أثناء عمله – أى المتقدم – في الجامعة.

د – يشترط بالنسبة للبحوث المقدمة للتحكيم مضى ستة شهور من تاريخ نشرها أو قبولها للنشر.

هـ – يعتبر البحث الذى يلقى في مؤتمر علمى متخصص سواء على المستوى الوطنى أو الدولى ونشر كاملاً في كتاب أعمال المؤتمر بمثابة البحث المنشور. وإذا ألقى البحث في مؤتمر من هذا المستوى ولكنه لم ينشر اعتبر بمثابة البحث المقبول للنشر. وعلى المتقدم أن يثبت أن البحث قد ألقى في المؤتمر، وأنه قد تم تحكيمه من قبل الجهة المنظمة لهذا المؤتمر.

و – بالنسبة للبحوث المقبولة للنشر، يلزم أن تتضمن الأوراق تاريخ القبول للنشر بالنسبة لكل واحد منها.

ز – يشترط أن تكون المجلة التى يتم النشر فيها محكمة ومتداولة ومتخصصة في نشر البحوث العلمية وتصدر عن هيئة علمية معترف بها. وتقوم كل لجنة بتحديد قائمة بأسماء المجلات التى يعتبر النشر فيها مقبولاً من الناحية العلمية، ويخطر بهذا التحديد أمانة المجلس الأعلى للجامعات وكذا بكل ما يطرأ عليه من تعديلات، ويعلن للكافة.

أما بالنسبة للبحوث التى نشرت قبل اعلان هذه القوائم، فتطبق عليها القواعد التى استقر عليها العمل فيما سبق في هذا الشأن.

ح – يقدم الراغب في الترقية – قبل التقدم لها مباشرة – بياناً بالبحوث التى قام بها علماً خلال المدة التى تلت ترقيته السابقة إلى مجلس القسم التابع له وذلك لاحاطته ويرفق بذلك أيضاً تقريراً عن مجمل أنشطته العلمية في اطار جامعته. ويوقع على البيان والتقرير كل من رئيس القسم وعميد الكلية. ثم يعقب ذلك، قيام عميد الكلية بتحويل أوراق المتقدم إلى اللجنة العلمية الدائمة المختصة. ويجب قبل القيام بالبحث اخطار القسم بموضوع البحث والمشتركين فيه.

٤- تقبل طلبات المتقدمين لشغل وظائف الأساتذة المساعدين والأساتذة أو للحصول على ألقابهما العلمية والذين سبق أن تقرر عدم أهليتهم لشغل الوظيفة أو للحصول على لقبها

(٢)

العلمى، وذلك بعد مضى سنة على الأقل من تاريخ قرار اللجنة العلمية الدائمة المختصة برفض الانتاج العلمى السابق، أو سنة بعد مضى الحد الأقصى لمدة التقرير المنصوص عليه فى المادة ٧٣ من قانون تنظيم الجامعات رقم ٤٩ لسنة ١٩٧٢ أيهما أفضل للمتقدم. ويشترط اضافة انتاج علمى جديد وفقا لما تقرره اللجنة، كما يشترط أن يتقدم الشخص المعنى إلى نفس اللجنة العلمية الدائمة التى سبق له أن تقدم إليها.

ثانياً: اختيار مقررى اللجان العلمية الدائمة وأمنائها:

١ – يقوم وزير التعليم – بعد أخذ رأى رؤساء الجامعات – بتعيين مقرر لكل لجنة من بين أعضائها من الأساتذة العاملين.

٢ – تقوم كل لجنة باختيار أمين لها من بين أعضائها.

٣ – فى حالة غياب مقرر اللجنة لمدة تزيد على شهرين، يخطر أمين اللجنة أمانة المجلس الأعلى للجامعات بذلك. وفى هذه الحالة، يتولى أقدم الأساتذة العاملين من أعضاء اللجنة القيام بعمل المقرر طيلة فترة غيابه.

٤ – إذا سافر مقرر اللجنة إلى الخارج سواء فى اعارة أو مهمة علمية أو اجازة خاصة أو لأى سبب آخر، لمدة عام أو أكثر، يقوم أمين اللجنة باخطار أمانة المجلس الأعلى للجامعات لاتخاذ اجراءات تعيين مقرر جديد.

ثالثاً: اجراءات العمل فى اللجان العلمية الدائمة:

١ – يدعو المقرر اللجنة الدائمة للانعقاد خلال ثلاثة أسابيع على الأكثر من تاريخ ارسال الأوراق إليه.

٢ – لا يصح انعقاد اللجنة الدائمة إلا بحضور أكثر من نصف أعضائها على الأقل. وتكون أعمال اللجنة ومداولاتها سرية. ولاتعتبر اجتماعات اللجنة صحيحة إلا بحضور المقرر.

٣ – تتم ترقية عضو هيئة التدريس على أساس انتاجه العلمى من البحوث التى تقدم بها للفحص، وكذلك البحث وخطة أومشروع البحث المشار إليهما فى البند رقم (٦) أدناه– وهو ما يجب النظر إليه باعتباره العنصر الرئيسى فى الترقية (٧٥٪). وإلى جانب ذلك، تأخذ اللجنة فى الاعتبار عناصر أخرى تتصل بمجمل النشاط العلمى والتطبيقى للمتقدم (٢٥٪).

٤ – فيما يتعلق بتقييم الانتاج العلمى للمتقدم، تقوم اللجنة الدائمة بارسال كل بحث أو مجموعة بحوث إلى ثلاثة محكمين متخصصين، مع مراعاة السرية.

ويجوز لأعضاء اللجنة الدائمة أن يكونوا من بين الفاحصين الذين يتم اختيارهم بحد أقصى عضو واحد من اللجنة لكل حالة، أى لكل بحث أو مجموعة من البحوث.

وفى جميع الأحوال، يحظر على اللجنة ارسال بحث مشترك إلى من شارك مع المتقدم

فى اعداده أو الذى يمت إلى المتقدم بصلة قرابة أو نسب حتى الدرجة الرابعة.

ويجوز للجنة عند الاقتضاء احالة بحث أو مجموعة بحوث إلى متخصصين من خارج القائمة أو إلى متخصصين فى جامعات أو هيئات علمية خارج مصر.

وفيما يتعلق بقوائم المحكمين، فإنه يصدر بها قرار من أمانة المجلس الأعلى للجامعات، وتضم هذه القوائم كل من مضى عليهم فى درجة الأستاذية مدة لا تقل عن ٥ سنوات ولم تصدر ضدهم أية أحكام من مجالس التأديب الجامعية ويحدد فى القرار التخصص الدقيق لكل منهم.

٥ - يتم اعداد استمارة فحص وتقييم بحث علمى لاستخدامها بواسطة المحكمين، وذلك ضماناً لاتساق المعايير التى يتم على أساسها التحكيم. ويراعى أن تشمل الاستمارة العناصر التالية:

أ - الشكل العام للبحث.

ب - وضوح الهدف وأهميته.

جـ - المنهاجية وطريقة العرض.

د - سلامة التعبير ودقة اللغة.

هـ - الاصالة والابتكار.

و - وضوح التخصص الذى ينتمى إليه المتقدم.

ز - المستوى العلمى للمجلة المنشور بها البحث.

حـ - عدد المشاركين فى البحث ودور كل منهم فيه.

ط - التوثيق ومدى شمولية المراجع وحداثتها.

ى - مدى قابلية النتائج للتطبيق.

وتقوَّم البحوث استناداً إلى العناصر السابقة، وبحيث تكون فئات التقدير كالتالى:

- جيد جدا - جيد - مقبول - ضعيف

ويشترط أن يحصل المتقدم لوظيفة أستاذ مساعد على تقدير جيد فى بحث واحد على الاقل، وأن يحصل المتقدم لوظيفة أستاذ على تقدير جيد فى بحثين على الأقل. وفى كل الاحوال لايجوز ان تقل درجة أى بحث عن مقبول.

٦ - فى الاجتماع الذى تعقده اللجنة لتوزيع البحوث المقدمة على المحكمين، تقوم اللجنة بما يلى:

أ - تكليف المتقدم لدرجة الأستاذ المساعد باعداد بحث يتضمن عرضاً للاتجاهات على التخصص الدقيق للمتقدم، وبعد التعرف

(٤)

الحديثة فى مجال تخصصه أو فى أحد الموضوعات التى يشملها
(Survey or Review Article) وذلك فى خلال مدة لا تتجاوز شهرين من
تاريخ التكليف، ليكون البحث تحت نظر اللجنة عند اعداد تقريرها الجماعى.
ويختار المتقدم عنوان البحث بطريقة القرعة من بين مجموعة موضوعات البحوث
المعدة سلفاً بواسطة اللجنة فى كل تخصص من تخصصاتها.

ويعرض المتقدم ملخصاً شفهياً للبحث فى اجتماع اللجنة. وإذا لم يكن باللجنة
متخصصون فى فرع العلم الذى يندرج تحته موضوع البحث، للجنة أن تستعين
بمحكم واحد أو أكثر من المتخصصين ويكون لهم صوت معدود فى المداولات.

ب - وفى حالة التقدم لدرجة الأستاذية، تطلب اللجنة من المتقدم - وبالاضافة إلى ما
أشير إليه فى "أ" من هذا البند - اعداد خطة بحث فى أحد الموضوعات المتعلقة
بمجال تخصصه. ويتم اختيار الموضوع ومناقشة المتقدم بنفس الطريقة التى وردت
فى البند (أ) أعلاه.

٧ - التقارير الفردية سرية ولاتتعدى نطاق اللجنة.

٨ - تقوم اللجنة باعداد التقرير الجماعى عن الانتاج العلمى للمتقدم، وذلك فى ضوء التقارير
الفردية للمحكمين وكذا من واقع تقبيمها لما كلفت به المتقدم وفقاً للبند رقم (٥) سالف
الذكر.

وفى حالة البحوث الجماعية يراعى فى التقرير الجماعى ان يؤسس على الدور العلمى
للمتقدم فى اجراء البحث والذى قد يختلف فى ذات البحث من باحث لآخر.

وفى حالة المتقدم للترقية لمرة تالية، لا يجوز للجنة ان تعيد تقييم البحوث التى سبق أن
قامت بتقييمها فى مرة سابقة.

وتقدم اللجنة تقريرها الجماعى خلال شهر على الأكثر من تاريخ انتهاء المتقدم من
التكليفات الموضحة فى البند رقم (٦) أعلاه. ويوقع على التقرير جميع أعضاء اللجنة
الحاضرين.

٩- فيما يتعلق بالعناصر المتصلة بتقييم مجمل النشاط العلمى والتطبيقى للمتقدم، فإنها
تشمل - وعلى سبيل المثال - ما يلى:

أ - الأعمال الانشائية والاختراعات (أى الأعمال التى تتم من خلال تنفيذ مشروع
تطبيقى على أسس علمية مثل تصميم عمل هندسى أو اعداد مشروع بحثى...
الخ).

ب - المشاركة فى المشروعات والبحوث التطبيقية فى مجال الانتاج أو خدمة البيئة، مع
تحديد دور المتقدم فى كل حالة.

جـ - أعمال تطوير التعليم الجامعى فى مجال التخصص، وتشمل:
- التدريس الجامعى.
- الكتب المؤلفة متى كانت صادرة عن دور نشر معترف بها وتحمل رقم ايداع.
- الكتب المترجمة متى كانت صادرة عن دور نشر معترف بها وتحمل رقم ايداع.
- الاشراف على الرسائل العلمية، سواء تمت مناقشتها أو ماتزال فى طور الاعداد. على أنه يشترط أن يكون الاشراف قد بدأ قبل مرور نصف فترة التسجيل على الأقل، وأن يكون هذا الاشراف قد استمر لمدة لاتقل عن نصف الفترة التى قضاها الطالب فى اعداد الرسالة.
- المشاركة فى وضع المناهج الجامعية أو فى تطويرها.
- المشاركة فى المؤتمرات والندوات العلمية المتعلقة بالتخصص.

وتقوم كل لجنة - كل فى مجال تخصصها - بالتحديد الدقيق لهذه العناصر والوزن النسبى لكل منها.

١٠- عند تعدد المتقدمين فى حالة الاعلان عن شغل وظائف أعضاء هيئة التدريس، ترتب اللجنة المتقدمين لشغل كل وظيفة بحسب الأفضلية فى الكفاءة العلمية مسترشدة فى ذلك بالمعايير والعناصر المشار إليها فى البنود السابقة.

١١- يرسل مقرر اللجنة العلمية الدائمة صورة من التقرير الجماعى وكذا محاضر اجتماعات اللجنة وأصول تقارير الفاحصين - بعد الانتهاء من فحص أوراق المتقدمين لكل وظيفة - إلى أمين المجلس الأعلى للجامعات لحفظها، مع اتخاذ الاجراءات اللازمة للمحافظة على سريتها.

١٢- يتولى السادة مقررو اللجان العلمية الدائمة اخطار أمانة المجلس الأعلى للجامعات بما يلى:

أ - الحالات التى يتغيب فيها أى من أعضاء اللجان عن حضور ما يزيد على ثلاثة اجتماعات متتالية بدون عذر، ويعتبر ذلك اعتذاراً عن الاستمرار فى عضوية اللجنة.

ب - كل تغيير يطرأ على حالة السادة أعضاء اللجنة العلمية الدائمة من حيث السفر للخارج لمدة عام فأكثر سواء فى اعارة أو فى مهمة علمية أو اجازة خاصة أو لأى سبب آخر.

رابعاً: تقدم كل لجنة علمية دائمة إلى أمانة المجلس الأعلى للجامعات تقريراً سنوياً عن أعمالها وملاحظاتها ومقترحاتها بشأن سبل تحسين الآداء العلمى وكيفية النهوض بالمستوى الاكاديمى لأعضاء هيئات التدريس فى الجامعات المصرية فيها.

<u>حكم انتقالى:</u>

لا يشترط بالنسبة لمن سبق ان رفض انتاجه العلمى قبل بدء سريان هذه القواعد ان تكون البحوث المقدمة لاعادة التقييم موزعة على مجمل السنوات التى تلت اخر ترقية للمتقدم المشار إليها فى بند (٣) من أولاً فقرة (أ). وتطبق بشأنه بقية القواعد المنصوص عليها فى هذا القرار.

APPENDIX D

Dear Sir,

The field of mass communications is undergoing rapid development, especially with the aid of new technology. Undoubtedly, mass communication faculty members have a central role in this development as they open new areas of scholarly interest and help in adding to the fund of knowledge of the field. In addition, their research productivity reflects the total productivity of the field.

In spite of faculty members' importance, there is little detailed information about their contribution to the field. To meet this need for more and better knowledge, this researcher is conducting a survey on Egyptian mass communication faculty members to shed the light on their contribution to the field. The data that will be collected will be presented in an anonymous form and your answers will be held in strictest confidence.

Finally, I hope you will kindly find the time to complete this questionnaire.

Thank you for your cooperation

I.

please circle the answer you choose.

1. Comparing yourself with other colleagues of your age and qualifications, how successful do you consider yourself in your career?
    1. Very successful
    2. Fairly successful
    3. Fairly unsuccessful
    4. Very unsuccessful

2. In your opinion, what has been the single most important factor accounting for your personal success as a mass communication scholar and researcher?

    _____

    _____

    _____

3. Do you think that the field of journalism and mass communication is too much research oriented?
    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

4. Do your interests lie primarily in teaching or in research?
    1. Very heavily in research
    2. Very heavily in teaching
    3. In both, but leaning toward research
    4. In both, but leaning toward teaching

5. In general, how do you feel about your department?
    1. It is a very good environment for conducting research
    2. It is fairly good environment for conducting research
    3. It is not the place for conducting research

6. If you receive an offer of a position in another university, would you go for it?

    1. Yes

    2. No

7. There are probably several occupational stressors which might affect faculty performance at a particular department. Below there are stressing factors, rate each on a four point scale according to how they affect your own performance.

    1= Always a source of stress

    2= Often a source of stress

    3= Occasionally a source of stress

    4= Rarely a source of stress

- Inadequate time for teaching preparation ( )
- Teaching inadequately prepared students ( )
- Evaluating the performance of students ( )
- Interaction with students and allow discussions ( )
- Using the same teaching methods in all your courses ( )
- Routinization of your courses content ( )
- Finding adequate time for your research ( )
- Finding time to prepare a manuscript for publication ( )
- Conducting research under time pressure ( )
- Securing adequate facilities and funds for research ( )
- Serving on departmental university committees ( )
- Having too much paperwork ( )
- Lack of effective communication within university departments ( )
- Lack of personal impact on university decision making ( )
- The academic reputation of your department outside your institution ( )

II. Please circle the answer you choose.

8. Do you think that your graduate training has a significant impact on your research productivity?

       1. Yes

       2. No

9. During this academic year, how many courses do you teach?

       1.   One to three

       2.   Four to six

       3.   Seven to ten

10. Are your teaching responsibilities this academic year. (Please put X in the brackets to indicate the chosen answer)

       1.   Entirely undergraduate ( )

       2.   Some undergraduate, some graduate ( )

       3.   Entirely graduate ( )

       4.   Not teaching this year ( )

11. On average, what proportion of your work time is devoted to the following academic activities: (Please circle the answer you choose)

       A. Teaching

- 1-10%
- 11-20%
- 21-40%
- 41-60%
- 62-80%
- 81-100%

       B. Committee work (departmental &/ or institutional)

- 1-10%
- 11-20%
- 21-40%
- 41-60%

- 62-80%
- 81-100%

C. Supervision of graduate students
- 1-10%
- 11-20%
- 21-40%
- 41-60%
- 62-80%
- 81-100%

12. According to your preference, choose among the following academic activities.
    1. Teaching
    2. Supervision of graduate students
    3. Research

13. Do you agree to supervising graduate students working on topics of relevance to your own research?
    1. Yes
    2. No

14. Given the following two academic activities, please rank them, according to your understanding of what your institution expects of you.
    - Provide undergraduates with a broad liberal education ( )
    - Engage in research ( )

15. Indicate your agreement or disagreement with each of the following statements, according to your perception of your institution emphasis.

    1= Strongly agree

    2= Agree

    3= Disagree

    4= Strongly disagree

    - Faculty members are under considerable pressure to publish ( )

- Teaching effectiveness, not publications, is the primary criterion for faculty members' promotion

  ( )

Please circle the answer you choose:

16. How many articles have you published in academic and / or professional journals?
    1. 1-5
    2. 6-10
    3. 11-20
    4. More than 20

17. Are you currently engaged in any scholarly or research work which you expect to lead to publication?
    1. Yes
    2. No

18. Do you think that there is a relationship between research productivity and teaching effectiveness? Why?

    _____

    _____

    _____

Please circle the answer you choose:

19. In your department, what is the average number of years for promotion from one rank to another?
    1. 1-2 years
    2. 3-4 years
    3. 5-6 years
    4. More than 6 years

20. Rank each of the following factors on a four-point scale, according to their relative importance in the evaluation of faculty members for promotion.

      1= Extremely important

      2= Important

      3= Not very important

      4= Not important at all

- Classroom teaching
- Research
- Service   ( )
- Refereed publications   ( )
- Non-refereed publications   ( )
- Student advising   ( )
- Committee work   ( )
- Supervising graduate students   ( )
- Length of service in the institution evaluating you   ( )
- Creative activities   ( )

21. Does your department support creative activities in the evaluation process for promotion? (Please circle the answer you choose)

                1. Yes

                2. No

22. How would you rate each of the following in your department?

    1=Excellent.   2= Good   3= Fair   4= Poor

- The intellectual environment   ( )
- Personal relations among faculty   ( )

23. Indicate your agreement or disagreement with each of the following statements

      1= Strongly agree

2= Agree

3= Disagree

4= Strongly disagree

- I am in frequent communication with my colleagues in my own academic specialty in other institutions

  ( )
- Faculty members in my department often discuss research issues together ( )
- Teaching loads in my department are negotiated cooperatively among faculty members

  ( )
- Teaching and curriculum issues are discussed among faculty members of my department

  ( )
- Good teachers are highly respected in my department   ( )
- The environment in my department is a scholarly supportive atmosphere ( )
- Researchers are given recognition in my department   ( )
- My department tend to hire research oriented faculty   ( )

24. Once a dean or a chairman has committed faculty, what can he do to foster the atmosphere of research productivity in your department?

_____

_____

_____

Name:_____

Gender: 1. Male   2. Female

Age:_____

Present rank:_____

Highest degree achieved:_____

and From which university:_____

NB: Please attach a list of your publications sorted according to your academic rank.

Dear Sir,

The field of mass communications is undergoing rapid development, especially with the aid of new technology. Undoubtedly, mass communication faculty members have a central role in this development as they open new areas of scholarly interest and help in adding to the fund of knowledge of the field. In addition, their research productivity reflects the total productivity of the field.

In spite of faculty members' importance, there is little detailed information about their contribution to the field. To meet this need for more and better knowledge, this researcher is conducting a survey on Egyptian mass communication faculty members to shed the light on their contribution to the field. As a chairmen or dean of Egyptian mass communication faculty members, your answers will be of great help to the researcher.

The data that will be collected will be presented in an anonymous form and your answers will be held in strictest confidence.

Finally, I hope you will kindly find the time to complete this questionnaire.

Thank you for your cooperation

I.

Please circle the answer you choose.

1. Do you think that the field of journalism and mass communication is too much research oriented?

    1. Strongly agree

    2. Agree

    3. Disagree

    4. Strongly disagree

2. Do your journalism and mass communication interests lie primarily in teaching or in research?

    1. Very heavily in research

    2. Very heavily in teaching

    3. In both, but leaning toward research

    4. In both, but leaning toward teaching

3. In your opinion, what has been the single most important factor accounting for your faculty members' success journalism & mass communication as scholars and researchers?

_____

_____

_____

_____

4. There are probably several occupational stressors which might affect faculty performance at a particular department. Below there are 17 factors rate them on a five point scale according to how they affect your own performance.

    1= Always a source of stress

    2= Often a source of stress

    3= Occasionally a source of stress

    4= Rarely a source of stress

- Inadequate time for teaching preparation
- Teaching inadequately prepared students ( )
- Evaluating the performance of students ( )
- Interaction with students and allow discussions ( )
- Using the same teaching methods in all your courses ( )
- Routinization of their courses content ( )
- Finding adequate time for their research ( )
- Finding time to prepare a manuscript for publication ( )
- Conducting research under time pressure ( )
- Securing adequate facilities and funds for research ( )
- Serving on departmental committees ( )

5. There are probably several factors which might help explain the nature of research productivity at a particular department. In your opinion, what is the relative importance of each factor below in evaluating faculty members of your school or department for promotion?

       1= Extremely important

       2= Important

       3= Not very important

       4= Not important at all

- Faculty members research record as evidenced by published books and articles ( )
- University service as documented by involvement in school or university committees, organization of seminars and other similar services ( )
- Participation in academic, professional & community service activities outside the university ( )
- Involvement in activities with regard to student affairs, including assistance and advising students in their extracurricular activities ( )

6. In your department, what is the average number of years for promotion from one rank to another?

    1. 1-2 years

    2. 3-4 years

    3. 5-6 years

    4. More than 6 years

7. Does your department / school support creative activities in the evaluation process for promotion?

    1. Yes

    2. No

8. Rank the following activities on a four-point scale according to their importance in the evaluation of faculty members for promotion.

    1= Extremely important

    2= Important

    3= Not very important

    4= Not important at all

- Writing a scholarly book ( )
- Single author of a refereed journal article ( )
- Single authored monograph ( )
- Co-author of refereed journal article ( )
- Co-author of a college textbook ( )
- Being a referee of a journal ( )
- Author of invited chapter in a book ( )
- Article related to teaching in refereed journal ( )
- Editor of mass communication refereed journal ( )
- Having too much paperwork ( )
- Lack of effective communication within university departments ( )
- Lack of personal impact on university decision making ( )

- The academic reputation of your department outside your institution ( )

9. Rank each of the following factors on a four-point scale, according to their relative importance in the explaining faculty members' research productivity.

       1= Extremely important

       2= Important

       3= Not very important

       4= Not important at all

- Personal motivation to conduct research ( )
- Publication as a prerequisite for promotion ( )
- Stimulation and support from the department's chairman or school's dean ( )
- Financial support and encouragement from the university for conducting research ( )
- Professional support and encouragement from colleagues in other universities ( )
- Flexible schedule to have an opportunity to conduct research ( )
- Conducting research to be used as a teaching tool ( )
- Having enough research assistants ( )

10. Given the following two academic activities, please rank them, according to your understanding of what your institution expects of your faculty.

- Provide undergraduates with a broad liberal education ( )
- Engage in research ( )

11. Indicate your agreement or disagreement with each of the following statements, according to your perception of your institution emphasis.

       1= Strongly agree

       2= Agree

       3= Disagree

       4= Strongly disagree

- Faculty members are under considerable pressure to publish ( )
- Teaching effectiveness, not publications, is the primary criterion for faculty members promotion

( )

12. How would you rate each of the following in your department?

1=Excellent.   2= Good   3= Fair   4= Poor

- The intellectual environment
( )
- Personal relations among faculty
( )

13. Indicate your agreement or disagreement with each of the following statements

1= Strongly agree

2= Agree

3= Disagree

4= Strongly disagree

- Faculty members my department are in frequent communication with their colleagues in their own academic specialty in other institutions ( )
- Teaching and curriculum issues are discussed among faculty members of my department ( )
- Good teachers are highly respected in my department ( )
- The environment in my department is a scholarly supportive atmosphere ( )
- Researchers are given recognition in my department ( )
- My department tend to hire research oriented faculty ( )

14. As a dean or a chairman has committed faculty, what can you do to foster the atmosphere of research productivity in your department?

_____

_____

_____

Name:_____

Gender: 1. Male   2. Female

Age:_____

Present rank:_____

سيدي الفاضل

يمر الحقل الإعلامي اليوم بتطورات هائلة وخاصة في وجود هذا الكم الهائل من التكنولوجيا(التقنية) الحديثة.

وبلا شك فإنه أعضاء هيئة التدريس بأقسام الأعلام هم عصب العملية الإعلامية وعقلها المفكر وقد كان لهم درر ملموس في هذا التطور الهائل يتمثل في أنهم يفتحون بمجالات حديثة للبحوث العلمية التي تضيف إلى حجم المعرفة في هذا المجال . وبالرغم من أهمية مساهمتهم إلا انه لا تتوافر المعلومات التي تلقى على إسهاماتهم.

نحيط سيادتكم علما بان المعلومات التي سيتضمنها هذا الاستبيان سرية

وإذ نشكر لسيادتكم تعاونكم فهذا ليس بجديد على حاملي شعلة العلم والمعرفة في بلدنا الحبيب .

أولا ضع دائرة حول الإجابة المختارة

١- إذا ما قارنت نفسك بزملاء آخرين من نفس سنك ومؤهلاتك ، فإلى أي مدى تعتبر نفسك ناجحا في مجال عملك؟

١- ناجحا للغاية

٢- ناجحا إلى حد ما

٣- غير ناجح إلى حد ما

٤- غير ناجح على الإطلاق

٢- في رأيك ما هو أهم عامل أدى إلى نجاحك الشخصي كباحث في مجال الأعلام ؟

_____

_____

٣- هل تعتقد أن مجال الصحافة والأعلام هو مجال يعتمد على البحث بشكل مكثف؟

١- أوافق بشدة

٢- أوافق

٣- لا أوافق

٤- لا أوافق على الإطلاق

٤- هل تمثل اهتماماتك أساسا في التدريس أم في البحث ؟

١- في البحث في المقام الأول

٢- في التدريس في المقام الأول

٣- في كليهما، وان كانت تجنح تجاه البحث

٤- في كليهما ، وان كانت تجنح تجاه التدريس

٥- بشكل عام ، ما هو شعورك بالنسبة للقسم الذي تنتمي إليه ؟

١- يهيئ لك المناخ الملائم لعمل الأبحاث

٢- يهيئ لك مناخا مقبولا إلى حد ما لعمل الأبحاث

٣- لا يهيئ لك المناخ الملائم لعمل أية أبحاث بالمرة

٦- إذا تلقيت عرض عمل بجامعة أخرى ، هل تقبل ؟

١- نعم

٢- لا

٧- غالبا ما توجد ضغوط مهنية من الممكن أن تؤثر على أداء الكلية في قسم معين ، أدناه يوجد ٪ شوامل ضغط برجاء تصنيفهم تبعا لتأثير هم عليك. ضع التصنيف الملائم من ١- إلى ٤ بين القوسين.

١- دائما مصدر ضغط العمل

٢- غالبا مصدر ضغط العمل

٣- من حين لآخر مصدر ضغط العمل

٤- نادرا مصدر ضغط العمل

* وقت غير كاف لأعداد مادة التدريس (   )

* تدريس طلبة غير مستعدين (   )

* تقييم أداء الطلاب (   )

* التفاعل مع الطلبة و أثارت حوار معهم (   )

*استخدام نفس أسلوب التدريس في كل المواد التي تدرسها (   )

* نمطية محتوى المادة (   )

* إيجاد الوقت الملائم لإعداد بحثك(   )

* إيجاد الوقت لإعداد مقالات و كتب للنشر (   )

* عمل بحث تحت ضغط قلة الوقت (   )

* تأمين وجود تسهيلات و اعتمادات مالية كافية للبحث الخاص بك (   )

* الخدمة في اللجان الجامعية للأقسام (   )

* وجود الكثير من الأعمال الكتابية (   )

* نقص التفاهم بين الأقسام (   )

* عدم كفاية الصلاحيات المسندة -من قبل إدارة الجامعة- للتدخل في اتخاذ بعض قراراتها (   )

* السمعة الأكاديمية للقسم خارج المؤسسة (   )

ضع دائرة حول الإجابة المختارة

٨- هل تعتقد أن التدريب الذي حصلت عليه كطالب دراسات عليا كان له اثر كبير على إنتاجية بحثك ؟

١- نعم

٢- لا

٩- كم من القرارات تقوم بتدريسها خلال هذه السنة الدراسية ؟

١- من واحد إلى ثلاثة

٢- من أربعة إلى ستة

٣- من سبعة إلى عشره

ضع علامة X بين القوسين أمام الإجابة المختار

١٠- هل مسئولياتك التعليمية خلال هذه السنة الدراسية

١- قاصرة فقط على البكالوريوس أو الليسانس ( )

٢- بعضها يتصل بمرحلة قبل البكالوريوس أو الليسانس والبعض يتصل بمرحلة الدراسات العليا( )

٣- قاصرة فقط على الدراسات العليا ( )

٤- أم انك لم تقوم بالتدريس في هذه السنة الدراسية ( )

١١- ما هو المتوسط الذي تخصصه من وقت عملك للنشاطات الدراسية الآتية: ضع دائرة حول الإجابة المختارة

(ا) لتدريس
- ١-١٠ %
- ١١- ٢٠%
- ٤١-٦٠%
- ٦١-٨٠%
- ٨١-١٠٠%

(ب) عمل اللجان (سواء لجان القسم أو اللجان العليا)
- ١-١٠ %
- ١١- ٢٠%
- ٤١-٦٠%
- ٦١-٨٠%
- ٨١-١٠٠%

(ج) الإشراف على طلاب الدراسات العليا
- ١-١٠ %
- ١١- ٢٠%
- ٤١-٦٠%
- ٦١-٨٠%
- ٨١-١٠٠%

ضع دائرة حول الإجابة المختارة

١٢- حدد بالترتيب الدور الذي تفضل القيام به بين الأنشطة العلمية التالية

- التدريس ( )

- الإشراف على طلاب الدراسات العليا ( )

- البحث ( )

١٣- هل توافق أن تشرف على طلاب الدراسات العليا الذين يبحثون موضوعات لها علاقة بأبحاثك ؟

١- نعم

٢- لا

١٤- على ضوء تفهمك لما تتوقعه منك مؤسستك ، رتب حسب الأهمية الأنشطة الأكاديمية التي يمكن أن تؤديها

١- إعطاء الطلاب البكالوريوس أو الليسانس فرصة الدراسة بأسلوب ليبرالي( )

٢- القيام بعمل ( )

١٥- حدد موافقتك من كل ما يلي تبعا لما يتوقعه منك قسمك وكليتك. ضع التصنيف الملائم من ١- إلي ٤ بين القوسين.

١. موافق بشدة

٢. موافق

٣. غير موافق

٤. غير موافق على الإطلاق

* أعضاء هيئة التدريس يتعرضون لضغوط شديدة لنشر مقالات و كتب ( )

* القدرة على التدريس هي المعيار الأول في ترقية أعضاء هيئة التدريس ( )

ضع دائرة حول الإجابة المختارة

١٦- كم عدد المقالات التي نشرتها في الدوريات الأكاديمية و/ أو المتخصصة

• ١-٥

• ٦-١٠

• ١١-٢٠

• اكثر من ٢٠

١٧- هل آنت مرتبط في الوقت الحالي بالعمل في آي بحث علمي تتوقع له النشر ؟

١. نعم

٢. لا

١٨- هل تعتقد في وجود علاقة ما بين إنتاجية البحث وفعالية التدريس ؟ ولماذا ؟

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٢٣- اذكر موافقتك أو عدم موافقتك على كل حالة تالية. (ضع التصنيف الملائم من ١- إلى ٤ بين القوسين).

١- موافق جدا

٢- موافق

٣- غير موافق

٤- غير موافق جدا

* أنا على علاقة متصلة بزملائي الذين يعملون في نفس مجال تخصصك في جامعات أخرى ( )

* يناقش الأساتذة في قسمي كثيرا من مواضيع البحث ( )

* يتم تصنيف أعباء التدريس في قسمي من خلال أعضاء التدريس ( )

* يتم مناقشة أساليب التدريس والمناهج الدراسية بين أعضاء التدريس في قسمي ( )

* ينال المدرسون الأكفاء كل الاحترام في قسمي ( )

* يتسم المناخ العام في قسمي بأنه مناخ تعاوني دراسي ( )

* يهتم القسم بالأبحاث كثيرا ( )

* يتجه القسم إلى تعيين أساتذة موجهين في مجال الأبحاث ( )

٢٤- ماذا يفعل رئيس القسم أو عميد الكلية لكي يشجع مناخ إنتاج الأبحاث في قسمك ؟

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الاســـــــــــــــــــم

الجنـــــــــس :- ١- ذكر   ٢- أنثى

الســـــــــــــــــن:-

الوظيفة الحالية:-

أعلى شهادة دراسية حصلت عليها:-

ومن أي جامعـــــــة -:

ملحوظة:-

نرجو إرفاق بيان عن الأبحاث التي نشرت لكم مع تحديد وقت نشرها حسب الدرجة الوظيفية.

١٩- ما هو متوسط عدد السنوات التي يتم فيها الترقية من مركز لأخر في ؟نسم الذي تتبعه

١. من ٢-٣ سنوات

٢. من ٣-٥ سنوات

٣. من ٥-٦ سنوات

٤. اكثر من ٦ سنوات

٢٠- رتب العوامل التالية حسب أهميتها بالنسبة لتقييم هيئة التدريس لأجل الترقية (ضع رقم أمام كل عامل ليدل
علي درجة اهميتة)

١- هام جدا

٢- هام

٣- غير هام

٤- غير هام بالمرة

( ) التدريس

( ) البحث

( ) الخدمة

( ) نشر مقالات محكمة

( ) نشر مقالات غير محكمة

( ) توجيه الطلاب

( ) عمل اللجان

( ) الأشراف على طلاب الدراسات العليا

( ) المدة التي قضيتها عضوا في هيئة التدريس بجامعتك الحالية

( ) النشاطات الإبداعية

٢١- هل يقوم قسمك بدعم النشاطات الإبداعية في عملية التقييم؟

١- نعم

٢- لا

٢٢- ما هو تقييمك لما يلي في قسمك: (ضع التصنيف الملائم من ١- إلى ٤ بين القوسين).

١- ممتاز   ٢- جيد   ٣- مقبول   ٤- ضعيف

*المناخ الفكري( )

* العلاقات الشخصية بين أعضاء هيئة التدريس( )

سيدي الفاضل

يمر الحقل الإعلامي اليوم بتطورات هائلة رخاصة في وجود هذا الكم الهائل من التكنولوجيا(التقنية) الحديثة.

وبلا شك فإنه أعضاء هيئة التدريس بأقسام الأعلام هم عصب العملية الإعلامية وعقلها المفكر وقد كان لهم دور ملموس في هذا التطور الهائل يتمثل في أنهم يفتحون مجالات حديثة للبحوث العلمية التي تضيف إلى حجم المعرفة في هذا المجال . وبالرغم من أهمية مساهمتهم إلا انه لا تتوافر المعلومات التي تلقى على إسهاماتهم.

نحيط سيادتكم علما بان المعلومات التي سيتضمنها هذا الاستبيان سرية

وإذ نشكر لسيادتكم تعاونكم فهذا ليس بجديد على حاملي شعلة العلم والمعرفة في بلدنا الحبيب .

أولا ضع دائرة حول الإجابة المختارة

١. هل تعتقد أن مجال الصحافة والأعلام هو مجال يعتمد على البحث بشكل ،مكثف؟

  ١- أوافق بشدة

  ٢- أوافق

  ٣- لا أوافق

  ٤- لا أوافق على الإطلاق

٢- هل تتمثل اهتمامات أعضاء هيئة التدريس في قسمك أساسا في التدريس أم في البحث ؟

  ١- في البحث في المقام الأول

  ٢- في التدريس في المقام الأول

  ٣- في كليهما، وان كانت تجنح تجاه البحث

  ٤- في كليهما ، وان كانت تجنح تجاه التدريس

٣- في رأيك ما هو أهم عامل أدى إلى نجاح أعضاء هيئة التدريس في قسمك كباحثين في مجال الأعلام ؟

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٤- غالبا ما توجد ضغوط مهنية من الممكن أن تؤثر على أداء الكلية في قسم معين ، أدناه يوجد ١٧ عوامل ضغط برجاء تصنيفهم تبعا لتأثير هم علي أعضاء هيئة التدريس في قسمك . ضع التصنيف الملائم من ١-٤ إلى بين القوسين.

  ١- دائما مصدر ضغط العمل

  ٢- غالبا مصدر ضغط العمل

  ٣- من حين لأخر مصدر ضغط العمل

  ٤- نادرا مصدر ضغط العمل

• وقت غير كاف لأعداد مادة التدريس ( )

• تدريس طلبة غير مستعدين ( )

• تقييم أداء الطلاب ( )

• التفاعل مع الطلبة و أثارت حوار معهم ( )

• استخدام نفس أسلوب التدريس في كل المواد التي تدرسيها ( )

• نمطية محتوى المادة ( )

• إيجاد الوقت الملائم لإعداد بحثهم ( )

• ايجاد انرنت لاعداد مقالات و كتب للنشر ( )

• عمل بحث تحت ضغط قلة الوقت ( )

• تأمين وجود تسهيلات و اعتمادات مالية كافية للبحث الخاص بهم ( )

* الخدمة في اللجان الجامعية للأقسام ( )

٥- رتب العوامل التالية حسب أهميتها بالنسبة لتقييم هيئة التدريس لأجل الترقية. (ضع التصنيف الملائم من ١-٤الى بين القوسين).

١- هام جدا

٢- هام

٣- غير هام

٤- غير هام بالمرة

يتم الحكم على عضو هيئة التدريس على أساس:

* عدد الكتب أو التي المقالات تم نشرها ( )

* دور عضو هيئة التدريس في المناظرات بين الأقسام الأخرى والأنشطة الطلابية ( )

* نشاط عضو هيئة التدريس في الندوات والمؤتمرات خارج الجامعة ( )

* نشاط عضو هيئة التدريس في الشئون الطلابية وإسداء النصيحة والريادة للطلبة في الأنشطة المختلفة ( )

٦- ما هو متوسط عدد السنوات التي يتم فيها الترقية من مركز لأخر في القسم الذي تتبعه؟

١. من ٢-٣ سنوات

٢. من ٣-٥ سنوات

٣. من ٥-٦ سنوات

٤. اكثر من ٦ سنوات

٧- هل يقوم قسمك بدعم النشاطات الإبداعية في عملية التقييم ؟

١- نعم

٢- لا

٨-رتب العوامل التالية حسب أهميتها بالنسبة لتقييم هيئة التدريس لأجل الترقية (ضع رقم من ١-٤ أمام كل عامل بين القوسين)

١. موافق بشدة

٢. موافق

٣.غير موافق

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٤. غير مرانق على الإطلاق

* تأليف الكتب العلمية ( )

* القيام بنشر مقال في مجلة محكمة ( ).

* القيام بنشر مقالات علمية ( )

* المشاركة في تأليف مقال ينشر في مجلة محكمة ( )

* المشاركة في تأليف الكتب الدراسية ( )

* القيام بالتحكيم في مجلة يتم مراجعة أعمالها قبل النشر ( )

* المشاركة في تأليف جزء من كتاب ( )

* تأليف مقال له علاقة بعملية التدريس في مجلة محكمة ( )

* كتابة مقال في مجلة غير محكمة ( )

* المراجعة في مجلة إعلامية ( )

• وجود الكثير من الأعمال الكتابية ( )

• نقص التفاهم بين الأقسام ( )

• عدم كفاية الصلاحيات المسندة –من قبل إدارة الجامعة- للتدخل في اتخاذ بعض قراراتها ( )

• السمعة الأكاديمية للقسم خارج المؤسسة ( )

٩- وفي غالب الأمر فان هناك عديد من العلا تساعد في تفسير طبيعة إنتاجية البحث في قسم معين . ففي رأيكم ما هي أهمية كل عنصر من العناصر التالية والتي تؤثر على مدى إنتاجية أعضاء هيئة التدريس في الكلية التي ينتمي إليها أو القسم الذي يقوم بالتدريس فيه. (ضع رقم من ١-٤ أمام كل عامل بين القوسين ليدل على أهميته)

١- هام جدا

٢- هام

٣- ليس هام بدرجة كافية

٤- ليس هاما على الإطلاق

* دوافع شخصية لدى الباحث ( )

* النشر من متطلبات الترقية ( )

* تشجيع عميد الكلية أو رئيس القسم ( )

* الدعم المادي والمعنوي من جانب إدارة الجامعة لأعضاء هيئة التدريس لقيامهم بعمل أبحاث ( )

* الدعم العلمي والمعنوي والتشجيع من الزملاء في الكليات والمعاهد العلمية الأخرى ( )

* تقليل عدد المحاضرات حتى يتسنى لعضو هيئة التدريس عمل الأبحاث ( )

* ينطلب عمل أعضاء هيئة التدريس القيام بالأبحاث لاستخدامها كوسيلة أو كأداة للشرح في محاضراتهم( )

* توفر أعداد كافر من المعاونين في أجراء البحوث ( )

١٠- على ضوء تفهمك لما تترقبه من أعضاء هيئة التدريس في قسمك ، رتب حسب الأهمية الأنشطة الأكاديمية التي يمكن أن تؤدونها

١- إعطاء الطلاب البكالوريوس أو الليسانس فرصة الدراسة بأسلوب ليبرالي ( )

٢- القيام بعمل أبحاث علمية ( )

١١- حدد موافقتك على كل ما يلي تبعا لما يتوقعه منك قسمك وكليتك. ضع التصنيف الملائم من ١- إلى ٤ أمام كل عامل بين القوسين.

١. موافق بشدة

٢. موافق

٣. غير موافق

٤. غير موافق على الإطلاق

• أعضاء هيئة التدريس يتعرضون لضغوط شديدة لكتابة و نشر مقالات وكتب للترقي ( )

• القدرة على التدريس هي المعيار الأول في ترقية أعضاء هيئة التدريس ( )

١٢- ما هو تقييمك لما يلي في قسمك: (ضع التصنيف الملائم من ١- إلى ٤ بين القوسين).

١- ممتاز   ٢- جيد   ٣- مقبول   ٤- ضعيف

• المناخ الفكري ( )

• العلاقات الشخصية بين أعضاء هيئة التدريس ( )

١٣- اذكر موافقتك أو عدم موافقتك على كل حالة تالية. (ضع التصنيف الملائم من ١- إلى ٤ بين القوسين).

١- موافق جدا

٢- موافق

٣- غير موافق

٤- غير موافق جدا

• يناقش الأساتذة في قسمي كثيرا من مواضيع البحث ( )

• يتم مناقشة أساليب التدريس والمناهج الدراسية بين أعضاء التدريس في قسمي ( )

• ينال المدرسون الأكفاء كل الاحترام في قسمي ( )

• يتسم المناخ العام في قسمي بأنه مناخ تعاوني دراسي ( )

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• يهتم القسم بالأبحاث كثيرا ( )

• يتجه القسم إلى تعيين أساتذة يفضلون القيام بعمل الأبحاث ( )

١ - كعميد أو رئيس قسم ماذا تفعل لكي تشجع مناخ إنتاج الأبحاث في قسمك ؟

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الاســـــــم :-

الجنـــــس :- ١- ذكر   ٢- أنثى

الســـــن :-

الوظيفة الحالية:

٥