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Obstacles to scientific publishing in scientific journals classified within the (ISI) and (Scopus) databases from the point of view of faculty members in some universities in Arab countries

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Abstract: This study sought to identify the most prominent obstacles to publishing in international refereed scientific journals classified within the (ISI) and (Scopus) databases from the faculty members' point of view, the extent of their interest in conducting research and publishing it in international refereed journals. It also shed light on the significance of publishing in refereed journals for faculty members and the most important opportunities that publishing in journals provides for faculty members and most of the bodies in which studies, research and books are published. The study used the descriptive-analytical approach.

The researcher used a questionnaire to reveal the obstacles to scientific publishing in international refereed scientific journals. The questionnaire consisted of (20) phrases using a five-point scale (agree, strongly agree, neutral, disagree, Strongly Disagree). The study sample was limited to 200 faculty members in some Saudi and non-Saudi universities.

The study found several obstacles to publication in international refereed journals, including the lengthy period spent in the research refereeing process, the high cost of publishing in international refereed scientific journals, the large teaching load, and the multiplicity of routine procedures associated with submitting and receiving research for publication in international refereed scientific journals classified, and the length of time taken in the process of receiving research published in international scientific journals.

The study came out with several recommendations, the most important of which is the need to launch a unified website for Arab universities that includes fixed and transparent standards that serve as the primary reference for researchers in the Arab world concerning the rules of scientific authorship and publication.

Keywords: Scientific Publishing (ISI) (Scopus).

معوقات النشر العلمي في المجلات العلمية المصنفة ضمن قاعدة بيانات (ISI) و (Scopus) من وجهة نظر أعضاء هيئة التدريس ببعض الجامعات بالدول العربية

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المستخلص: سعت هذه الدراسة إلى تحديد أبرز معوقات النشر في المجلات العلمية الدولية المحكمة والمصنفة ضمن قاعدة بيانات (ISI) و (Scopus) من وجهة نظر المبحوثين، ومعرفة مدى اهتمام المبحوثين بإجراء الأبحاث ونشرها في المجلات الدولية المحكمة، والتعرف على أهمية النشر في المجلات المحكمة لأعضاء هيئة التدريس، وأهم الفرص التي يوفرها النشر في المجلات المحكمة لأعضاء هيئة التدريس، وأكثر الجهات التي يتم فيها نشر الدراسات والأبحاث والكتب بحسب إجابات المبحوثين (مجلة دولية، مجلة دولية مصنفة في ISI، مجلة دولية مصنفة في Scopus، مجلة محلية، كتاب لناشر دولي، كتاب لناشر محلي، في وقائع مؤتمر دولي، في وقائع مؤتمر محلي، أخرى. واستخدمت الدراسة المنهج الوصفي التحليلي الذي يقوم على أساس تحديد خصائص الظاهرة ووصف طبيعتها ونوعية العلاقة بين متغيراتها وأسبابها واتجاهاتها والتحليل والربط والتفسير لهذه البيانات وتصنيفها وقياسها ثم استخلاص النتائج. واستخدمت الباحثة للكشف عن معوقات النشر العلمي بالمجلات العلمية الدولية المحكمة والمصنفة ضمن قاعدة بيانات (ISI) و (Scopus) من وجهة نظر منسوبي الجامعات، وتكونت الاستبانة من (20) عبارة، وفق مقياس خماسي (موافق، موافق بشدة، محايد، غير موافق، غير موافق بشدة). واقتصرت عينة الدراسة على مجموعة مكونة من 200 من أعضاء هيئة التدريس ببعض الجامعات السعودية وغير السعودية. وتوصلت الدراسة إلى عدة موقعات للنشر في المجلات الدولية المحكمة منها طول الفترة المستغرقة في عملية تحكيم الأبحاث في المجلات العلمية الدولية المحكمة والمصنفة ضمن قاعدة بيانات (ISI) و (Scopus)، وارتفاع تكلفة النشر في المجلات العلمية الدولية المحكمة والمصنفة ضمن قاعدة بيانات (ISI) و (Scopus)، وكثرة أعباء التدريس التي تحول دون التفرغ للنشر في المجلات العلمية الدولية المحكمة والمصنفة ضمن قاعدة بيانات (ISI) و (Scopus)، وتعدد الإجراءات الروتينية المرتبطة بتسليم واستلام الأبحاث للنشر في المجلات العلمية الدولية المحكمة والمصنفة ضمن قاعدة بيانات (ISI) و (Scopus)، وطول الفترة المستغرقة في عملية استلام الأبحاث المنشورة في المجلات العلمية الدولية المحكمة والمصنفة ضمن قاعدة بيانات (ISI) و (Scopus). وخرجت الدراسة بعدة توصيات من أهمها بضرورة تدشين موقع موحد للجامعات العربية يشتمل على معايير ثابتة وواضحة تكون بمثابة المرجع الأساسي للباحثين في الوطن العربي بالنسبة لقواعد التأليف والنشر العلمي.

الكلمات المفتاحية: النشر العلمي، "قاعدة بيانات "سكوبس"، قاعدة بيانات "أي اس اي"

1. Introduction.

Human societies have witnessed transformations in various aspects of life over the past four decades due to the development of information and communication technology, the information revolution, discoveries, and inventions. Scientific research has played a pivotal role in advancing fields of human knowledge, and currently, human societies rely on scientific research to find solutions to the problems they face. Consequently, countries worldwide have established scientific research centres in their universities and private research and study centres responsible for scientific publishing. Scientific publishing serves as an accurate indicator of the progress of societies and is an urgent necessity for achieving sustainable development (Al-Sawy, 2017).

Furthermore, it is one of the most important mechanisms for sharing and enriching scientific knowledge. It allows researchers to connect with their counterparts in different universities worldwide, leading to the exchange of experiences, collaborative research projects, and cooperation agreements between their universities. This helps in intellectual development, avoiding duplication of research, ensuring authors' rights related to their research, and has become one of the main criteria for evaluating and ranking universities globally (Al-Dahahshan, 2020).

Scientific publishing is considered one of the indicators used to assess the level of scientific production and the enrichment of scientific knowledge at the international level. Therefore, the value of scientific publishing lies in its peer review process and its availability for the service of humanity, especially in the era of knowledge globalization and the spread of international competition, which has enhanced the value of scientific publishing in reputable scientific journals based on the global impact of the published research (Al-Dahahshan, 2020).

Moreover, scientific publishing represents one of the most important scientific activities for faculty members, as it is considered in their academic promotions, tenure, or university dismissal (Mustafa, 2016). A famous phrase in advanced universities captures the essence of publishing: "publish or perish" (Abbas, 2019).

Internationally, the scientific research characteristic of universities relies on the number of research papers published in scientific journals and the number of citations and references to these research papers. This, in turn, contributes to raising the scientific level of the university, supporting its position, and determining its local and international rankings (El-Sherbini, Mohamed, 2014). Therefore, scientific research publications are among the criteria used in university rankings (Kivinen, O Hedman, 2017). In this regard, scientific research publications account for 40% of the criteria used in the Shanghai Academic Ranking of World Universities. In comparison, they account for 30% of the Times Higher Education World University Rankings (Al-Dahahshan, 2018).

The Arab world has witnessed many universities and specialized scientific and applied research centers over the past three decades. It has also benefited from improved means of communication. Thousands of Arab students have graduated with advanced degrees and specialized qualifications. The Arab region has also witnessed an increased awareness of the importance of scientific research. There have been significant advancements in printing and its accompanying developments in scientific publishing. However, upon examining the reality of scientific publishing in the Arab world, one finds a significant gap between it and the reality of scientific publishing in advanced countries (Hamshari, 2015).

This study sought to identify the most prominent obstacles to publishing in international refereed scientific journals classified within the (ISI) and (Scopus) databases from the faculty members' point of view, the extent of their interest in conducting research and publishing it in international refereed journals

2. Research Statement

Scientific publishing is currently considered an important means through which researchers can exchange scientific knowledge among themselves. Researchers share their work through scientific publishing to enrich scientific and societal contributions. High-quality scientific research and intellectual originality are prerequisites for university quality and prosperity. Researchers compete to publish in journals with a high impact factor.

Publishing in scientific journals with high international impact factors has become a criterion for ranking universities according to the contribution of faculty members to publishing in journals listed in the ISI Database, the quality of published research, and its impact on researchers and the knowledge society. Like other universities worldwide, King Abdulaziz University is concerned with its faculty members' quality and scientific research capabilities. As a university of high standing, it strives to rank among the most prestigious universities nationally and internationally. In many universities, support is allocated to research eligible for publication in

journals classified in the (ISI) database, and this means that researchers only receive financial support if their studies are eligible for publication in international classified journals.

To encourage scientific research, King Abdulaziz University in Jeddah, as well as other higher institutions around the world, have taken very seriously the issue of evaluating faculty members according to the number of papers published in international refereed journals, and so KAU faculty members began looking to publish their research in journals listed in the (ISI) and (Scopus) database. However, the researcher noticed that several faculty members sometimes need help publishing their research in peer-reviewed scientific journals. From this standpoint, the current study examined the most significant obstacles that prevent publishing in international refereed journals.

More specifically, this study seeks to answer the following questions:

1. What are the main obstacles to publishing in international refereed scientific journals classified within the (ISI) and (Scopus) databases from the point of view of faculty members?
2. What are the Criteria for Indexing Journals in the ISI Global Database?
3. What is the Reality of Scientific Publishing in Arab Universities?
4. What are the Obstacles and Problems of Scientific Publishing in the Arab World?
5. What are the rules and regulations for publishing in journals indexed in ISI and (Scopus)?

3. Significance of the research:

This research would identify faculty members' barriers when attempting to publish their research in prestigious international journals. Understanding these obstacles would help develop strategies and support mechanisms to address them, ultimately enhancing the publication output and visibility of Arab researchers.

Moreover, investigating the criteria the ISI (Institute for Scientific Information) uses for indexing journals in its global database is crucial for understanding the standards and requirements necessary to achieve international recognition. This knowledge can guide researchers and journal publishers in the Arab world to align their scholarly publications with these criteria, increasing their chances of inclusion in the ISI database. Additionally, it can serve as a benchmark for evaluating the quality and impact of scientific journals within the Arab region.

Understanding the rules and regulations imposed by ISI and Scopus for publishing in their indexed journals is crucial for researchers seeking to publish their work in these prestigious databases. This question explores the specific requirements, guidelines, and ethical standards authors must adhere to when submitting their manuscripts to these databases. By providing information on the specific requirements, guidelines, and ethical standards that authors must adhere to when submitting their manuscripts to ISI and Scopus-indexed journals, the study can help researchers navigate the publication process more effectively and increase their chances of successful publication.

4. Study objectives:

- Identifying the most prominent obstacles to publishing in international refereed scientific journals indexed within the (ISI) and (Scopus) databases from the point of view of faculty members in Arab countries.
- Identifying the extent of faculty members' interest in conducting research and publishing in international refereed journals.
- Recognizing the importance of publishing in refereed journals for faculty members.
- Recognize the benefit of publishing in refereed journals for faculty members.
- Identifying the places in which studies, research and books are primarily published according to the respondents' answers (an international journal, an international journal classified in ISI, an international journal classified in Scopus, a local journal, a book by an international publisher, a book by a local publisher, in the proceedings of an international conference, in the proceedings of a local conference, other.
- Determining the effect of the variables (gender- age- academic position- academic qualification- foreign languages) on the faculty members' view of publishing obstacles in the refereed journals classified within (ISI, Scopus).

- Find out the most activities practised by faculty members at the university and other educational institutions (teaching and related activities, research/writing for publication, administrative work, other)

5. Hypotheses of the study:

H1/ There are statistically significant differences between the variables (gender- age- academic position- academic qualification- foreign languages) and the respondents' view of obstacles in publishing in refereed journals classified within (ISI, Scopus).

H2/ There is a statistically significant relationship between the time the respondents spend in activities at their universities and their interest in conducting research and studies.

6. Study Terms

Scientific publishing: It is the process through which the intellectual output of university faculty members is communicated to readers, researchers and beneficiaries through well-recognized scientific publishing vessels that guarantee their intellectual rights (Al-Najem, 2015, p. 517).

Obstacles: **Obstacles in this research mean a set of factors and circumstances whose presence negatively impacts faculty members' ability to publish their research in international refereed scientific journals classified within the (ISI) and (Scopus) databases.**

Web of Science: ISI Indexing:

The Institute for Scientific Information was established in 1960 and later became known as the "Web of Science" after being acquired by Thomson Reuters and merged into Clarivate Analytics. The platform comprises a curated collection of high-quality journals, conference proceedings, and books. Each item included in the Web of Science undergoes a unique selection process. Detailed information is captured for every article, including author affiliations, abstracts, keywords, funding details (including agency and grant numbers), and references cited in the article. Web of Science offers a unique feature called organization name unification, which allows users to search for the complete research profile of an academic or corporate institution.

Additionally, the platform indexes funding acknowledgements, enabling the identification of the sources funding influential and impactful research. Moreover, Web of Science provides citation reports that provide insights into annual publications and citations, total citation counts, and average citations per article. These reports facilitate effective comparisons of citation impact (Murudkar & Murudkar, 2022)

SCOPUS:

The Scopus is an indexing and abstract database containing full-text links. It provides access to 14,000 STM and social science journal articles from 4000 publishers and the references present in those articles. It is produced by Elsevier, which allows a researcher to search the database containing past and present articles. More than 4500 health science titles contain 100% of EMBASE coverage, 100% MEDLINE coverage, and 100% of Compendex coverage. This database is utilized for research as well as for collection. Instead of American journals, it includes Asian Pacific and European literature (Burnham, 2006).

7. Previous Studies:

- Al-Najm's aimed to identify the reality of scientific publishing in Islamic sciences in the Kingdom of Saudi Arabia, and proposed a conceptual framework for the requirements of this publishing. The research sample consisted of 302 faculty members from the departments of Islamic sciences and Islamic education sciences in Saudi universities. The researcher prepared a questionnaire to investigate the requirements of publishing in Islamic sciences. The results revealed the weak scientific publishing in Islamic sciences in the Kingdom, with only 67 published books in Islamic sciences, accounting for 12.4%, and 745 articles, accounting for 60%. The study identified the difficulties facing this publishing, including excessive publishing conditions, scarcity of specialized journals, and researchers' lack of time for scientific research. The study also proposed a mechanism to enhance the field of scientific publishing for research in Islamic sciences through redefining the publishing cycle (arbitration, publishing, marketing) and addressing the challenges it faces.

- **Al-Rimawi and Kordi's (2015)** tried to identify the obstacles to scientific research from the perspective of faculty members in the humanities colleges at Al-Quds University. A questionnaire consisting of 45 items was used to collect data from a random stratified sample of 63 faculty members in the humanities colleges at Al-Quds University. The study results showed no statistically significant differences in the average scores of obstacles to scientific research based on academic rank, years of experience, and number of research papers. However, statistically significant differences were found in the variable of the nature of work for faculty members, specifically in terms of academic work suitability.
- **Abdel-Razzaq, Hassan, and Muzaid (2013)** sought to uncover the problems of scientific publishing in Iraqi universities. The study used a descriptive methodology and had a sample size of 84 researchers. The results indicated that researchers specializing in specific fields, such as administration, often tend to publish their research in unrelated journals that are far from the research's subject and objectivity. This is due to the limited number of specialized journals within their specific field in the country. Additionally, some researchers had a lack of awareness regarding the publishing standards of reputable journals. The results also revealed that the main justifications for research rejection by reviewers were weak documentation and referencing, lack of creativity in the research, and the absence of the practical aspect, which is an essential component of research. One of the major problems faced by researchers when publishing in Iraqi journals was the timeframe provided for making the required modifications.
- Al-Ajaz aimed to identify the ethical behavior standards for publishing scientific research among faculty members at the Islamic University of Gaza. The study aimed to uncover the differences in the average estimates of the study sample regarding the importance of ethical behavior standards in publishing scientific research, which could be attributed to variables such as the college and academic rank. The study sample consisted of 57 faculty members holding the rank of professor and associate professor, randomly selected. The results showed that the most important ethical behavior standards were choosing a research field and topic that serves humanity and addresses its issues and problems, maintaining the integrity of the research tools, adhering to extreme objectivity, truthfulness, and precision when writing the report and results. The standard of honesty and integrity in conveying scientific material and the commitment to accurately documenting the information included in the research ranked very high in determining the sources of collecting scientific material.
- Abdul-Hay's aimed to identify the main problems that hinder scientific research in the Arab world, factors influencing the effectiveness of scientific research, and the main ethical responsibilities of Arab researchers. The study followed a descriptive-analytical methodology by presenting and analyzing ideas, extracting judgments, and reaching conclusions. The study concluded several results, including the weakness of scientific research in Arab universities and its inadequate evaluation due to the absence of regulatory bodies. Some members of the faculty neglect the fact that scientific research is an integral part of their mission and work at universities. There is also a lack of trust between production entities and Arab scientific research.

7.1 Commentary on Previous Studies

Through the presentation of previous studies that have addressed scientific research, whether in terms of its reality, requirements, or obstacles, it becomes clear that there is a relative scarcity of studies that have focused on scientific publishing in general, including its reality, requirements, or obstacles. Additionally, according to the researcher's knowledge, there is a lack of scientific studies that have addressed the obstacles of scientific publishing in internationally recognized and indexed scientific journals such as ISI and Scopus databases. This distinguishes the current study, in addition to its distinctive main objective, community, and sample. Furthermore, it is evident that previous studies vary in terms of their main objectives, the tools used, and the methodology employed. However, most of them relied on a descriptive approach and utilized questionnaires as a data collection method. The diversity of these studies is also apparent in their samples, as some studies included faculty members from specific universities, while others focused on master's and doctoral students. The current study benefited from these previous studies in terms of presenting the theoretical framework and developing the research instrument, as well as certain methodological procedures.

8. Thermotical review

8.1 The concept of scientific publishing

Scientific publications only began in the early 20th century, coinciding with the emergence and advancement of scientific communication research. As the volume of scientific output exploded, especially in the 20th century, a need for quantifying science arose. Initially, this quantification took the form of a "science of science," but it rapidly evolved due to the exponential growth in scientific output. Eugene Garfield (2006) played a crucial role in this development by establishing the Science Citation Index in the mid-20th century. During this time, the quantification of science became institutionalized (Omar, 2015).

According to Tucker et al. (1999), scientific publications encompass written and published records that result from research or theoretical summaries. They aim to inform specialists about the latest scientific advancements and the progress and outcomes of research endeavours. Regardless of the specific scientific field, the primary subject of scientific literature is science itself, including ideas, facts, laws, and categories discovered by scientists. It is widely recognized that a scientific study remains complete once its results have been documented in written form for dissemination purposes.

8.2 The importance of scientific publishing

Scientific publishing is of great importance, and its importance can be summarized as follows:

Scientific publishing contributes to developing ways and methods of work for individuals and institutions through access to human knowledge.

Scientific publishing has become one of the main criteria by which universities are evaluated and globally ranked.

Scientific publishing helps in stimulating the movement of research and investigation .

Contributes to identifying the sobriety of scientific research by identifying the number of bibliographic references published in research and other studies.

Scientific publishing is one of the means of achieving material and moral benefits.

Scientific publishing helps to overcome redundancy in research trends.

Scientific publishing allows researchers to get to know their counterparts in different universities worldwide and the consequent exchange of experiences, joint research projects and cooperation agreements between their universities. (Mohammed et al. 2017).

Obtaining a new job or a scholarship may require publishing a specific number of scientific research papers in journals with high impact.

Each of us needs to receive evaluation and review from peers in the same field, and there is no better way to receive practical and methodological feedback on the validity and accuracy of our findings through different experiments than publishing research papers.

The reputation of any scientific institution, such as universities or research institutes, is influenced by the curriculum vitae of its employees and their various scientific activities. The more published research papers a research or scientific entity produces, the higher its status becomes.

Obtaining scientific awards and recognition requires various contributions from researchers, such as obtaining patents or publishing several scientific research papers.

Publishing scientific research is one of the most important mechanisms for sharing and enriching scientific knowledge and meeting development requirements. In this regard, Salager-Meyer (2008) concluded in his research titled "Scientific Publishing in Developing Countries: Challenges for the Future" that science, technology, and publishing form an indispensable triangle for the survival of developing countries.

Scientific publishing is an essential requirement for academic and professional promotion, as indicated by Puuska's study and confirmed by the findings of Adam's research in 2003 on the necessary criteria for academic promotion. This emphasizes the importance of scientific publishing as a criterion considered during the promotion of academics.

Publishing ensures the author's rights related to their research, as publishing is a documentation process.

8.3 The Reality of Scientific Publishing in the Arab Universities

Most Arab universities include scientific research projects in their programs. However, university professors spend most of their time teaching, which leaves no room for thinking about and reviewing published scientific research. Scientific research in Arab universities is academic and aims to increase knowledge. Due to the scientific dependence of the Arab world on the developed world, the research of Arab university professors is often an extension of research in developed countries in terms of topic selection, methodology, references, and even language. This is because Arab universities were established based on an imitative model – some followed the French model, while others followed the British model. When some Arab countries Arabized their universities, many problems arose, whether simple or contrived. This situation led to the weakening of university education and, thus, scientific publishing to a great extent, causing many Arab universities to experience a state of intellectual and scientific sterility that prevented them from performing their duties in developing and improving scientific curricula and adopting a clear educational policy aimed at developing scientific research. There is isolation among researchers, even within the same speciality and department. The scientific researcher at Arab universities does not work as part of a team effort with colleagues in scientific groups, as in developed countries. Instead, he or she lives in stifling isolation and sometimes imagines that he or she has arrived at important results, only to be disappointed when he tries to publish these results (Mansour, 1983).

Arab societies can still not properly engage with knowledge production despite their material and human potential. For this reason, the Arab states, represented by ministries of higher education and their institutions, are called upon today to restructure scientific research in order to develop national policies for research and development and take bold decisions that make scientific research influential and effective in all aspects of life (Alkhateb, 2020).

Scientific research is considered one of the fundamental pillars for universities to achieve their goals. For this reason, universities have adopted various strategies to encourage professors to engage in academic writing and publishing in all its forms and disciplines.

The reputation of scientific research at any university depends mainly on the type and number of research published in prestigious academic journals recognized by rating agencies. Scientific publishing is one of the most important metrics used to assess the level of scientific output, as science is useless if it is not published and made available to serve humanity. The scientific arena has witnessed intense competition among active researchers to publish in specialized academic journals included in specialized databases. High-level research work is an essential foundation that leads to solid scientific results, followed by formulating the research paper scientifically and preparing it skillfully in the required format for acceptance by reputable academic journals for publication. Of course, choosing indexed journals with high-impact factors is one of the best ways to distinguish scientific publishing.

Alrayan (2012) showed that the total output from the Arab countries was 135,176 papers and that most of the Arab output came from four countries: Egypt, Saudi Arabia, Tunisia, and Algeria. The total number of scientific papers published in the ISI Web of Science database by the entire Arab world during 2008-2018 was about 410,549 papers distributed over 22 Arab countries.

The data show that Saudi Arabia ranked first among Arab countries, having published 112,565 papers, representing 25% of Arab output, followed by Egypt in second place with 106,891 papers, representing 24%, then Tunisia in third place with 48,417 papers and 11%, then Algeria fourth with 37,137 papers and 8%, Morocco fifth with 26,914 papers and 6%. The rest of the Arab countries were ranked as follows: UAE, Jordan, Qatar, Lebanon, Iraq, Kuwait, Oman, Sudan, Palestine, Syria, Libya, Yemen, Bahrain, Mauritania, Djibouti, Somalia, and finally Comoros (Alkhateb, 2020).

8.4 Obstacles and Problems of Scientific Publishing in the Arab World

Many problems and obstacles hinder the publishing process in our Arab world, including:

A. Scientific Obstacles to Scientific Publishing in the Arab World:

Lack of clear criteria that determine the fundamentals and rules of authoring, peer review, and publishing, and the absence of a clear strategic policy for scientific research (Mogbel, 2011).

- Resistance to change: Some Arab researchers still prefer traditional methods of searching for required information, justifying this by not needing electronic sources since this information is available in print sources. This deprives them of significant new information in the field (Ali & Albalqini, 2013).

- Weak knowledge of available databases: Researchers today need up-to-date core databases to keep abreast of emerging specialized information and knowledge. Notably, there are thousands of databases worldwide and in Arab countries. However, most Arab researchers do not know about these databases, how to select them, search strategies, or their contents. This makes conducting research at the required level doubtful (Mogbel, 2011).
- Language difficulties: Much of what is currently published in specialized subject fields, especially scientific ones, is in English and other foreign languages. Therefore, the benefit is limited to Arab researchers proficient in these languages, negatively affecting those who only know Arabic in conducting and completing their research (Omar, 2015).
- Technological illiteracy: Many Arab researchers suffer from technological illiteracy and an inability to effectively use computers and the internet due to some of them not having the necessary skills in this field. Therefore, these researchers rely on colleagues to retrieve required information or on librarians.

B. Obstacles and problems related to the researcher in publishing research in the Arab world:

- Lack of objectivity of some reviewers and weak laws of oversight and accountability.
- One journal covers several fields.
- Weak experience of those in charge of some scientific journals.
- The long period for evaluating research, as evaluating and publishing some research sometimes takes over one or two years.
- There needs to be more unified standards among universities for producing scientific work, as each university has its standards that differ from other universities.

8.5 Rules and Regulations for Publishing in Journals Indexed in ISI

Researchers must observe and meet a set of rules and requirements to ensure approval for publishing their research in journals indexed in the ISI global database. These are as follows (Najran University, 2018) (Imam et al. University, 2010):

- Ensure the journal is indexed in the ISI global database.
- Ensure the publisher's name and the journal's continuity of publication.
- The research topic must be consistent with the journal's goals and vision.
- Adhere to the instructions and code of ethics of the publication venue. Otherwise, the research will be rejected.
- Follow the writing and printing procedures of font, spacing, etc., for the target journal.
- Publishing the research in Arabic must include an English abstract containing the objectives, procedures, results, conclusion, and implications.
- When publishing research requiring precise measurements (mathematical, physical, chemical), the researcher should review copies of papers published in the same journal to ensure the measurement units used by the journal.
- Any quoted figures or tables should cite the source.
- For research requiring any imaging, images should be clear with labelled data, and colour variation is preferred for clarification.
- When publishing research involving chemical analysis, hormonal analysis, and specific medical analyses, the researcher should review copies of papers published in the same journal to ensure the journal publishes the analysis units.
- When writing the references at the end of the paper, each specialty and journal has a specific and distinct style for writing references that must be followed.
- Any journal paper should include the following sections: (Abstract- Keywords- Theoretical Framework- Tools and Methodology- Discussion- Conclusion- References).

8.6 Criteria for Indexing Journals in the ISI Global Database

Scientific journals undergo rigorous scientific evaluation by highly competent and experienced evaluators from the Thomson Reuters organization to be included in the ISI Web of Science database. Many factors are taken into account in this process. The following is a brief overview of these factors (Al-Khalili, 2018):

a. Timeliness: ISI requires that a journal adheres completely to its precisely determined publication schedules to be included in its Web of Science network. It is unacceptable for any journal to be delayed by weeks or months after the set publication time. To assess timeliness, the institution must be provided with three recent consecutive journal issues as soon as they are published. If the journal is electronic and publishes papers one by one rather than accumulating papers and publishing them in one issue, ISI takes a different approach to evaluating timeliness. It looks at the steady flow of papers over a period of nine months and judges the appropriate number of papers in this flow based on the journal's Web of Science category.

b. Adherence to international editorial standards: The journal must adhere to international publishing standards that facilitate access to published information. These standards include an informative journal-title without abbreviations, paper titles, brief information about the authors, including full addresses for each author, and complete bibliographic information for all cited references.

c. Language preference for English: Thomson Reuters (Testa, 2015) prefers those papers be written in English as the language of science, or at least that the bibliographic information is in English. However, the Web of Science database includes many scientific journals in other languages, provided that the bibliographic information for each paper is in English, including titles, brief author information with full addresses for each author, abstracts, and keywords. Bibliographic information for all cited references should also be written in full using the Roman alphabet. The journal title should be in English without abbreviations, while the full text can be in other languages. Thomson Reuters justifies its emphasis on English because influential scientific journals publish their research in English, especially in natural sciences, while recognizing exceptions in arts, humanities and social sciences. However, English papers are still greatly preferred.

d. Peer review: Peer review of papers by experts in the same field is an indicator of research quality and importance. Therefore, Thomson Reuters included it in its criteria for indexing journals.

e. Acknowledging financial support: Thomson Reuters stresses the importance of acknowledging any financial support for the research as an indicator of the importance and quality of the research.

f. Scientific content: Thomson Reuters editors look at the journal content and whether it enriches human knowledge or simply deals with routine issues that are already well-researched. There is a solid core of knowledge across all fields, and scientific research leads to new research areas, requiring new journals to publish these findings. The editors can judge whether the content of journals undergoing evaluation enriches their database or whether this content is already adequately addressed in their vast data resources based on their daily monitoring of developments in the scientific arena. They can identify emerging topics and active research fields.

g. Citation analysis: Thomson Reuters relies on the vast data resources of the Web of Science for citation analysis to evaluate journals undergoing review. Each citation of any reference in a journal covered by the Web of Science is indexed and available to reviewers. The citation impact of the journal under review is measured using these data. Self-citation is also considered in determining citation impact value.

The citation analysis is done at two levels. Thomson Reuters looks at citations within the journal itself, reflected in its Impact Factor. It also looks at total citations. The Impact Factor is calculated by dividing the total citations over the last two years by the number of papers published in those two years.

9. Study Methodology

The study followed the descriptive analytical approach as it is the most appropriate to achieve its goals, through which the actual reality will be described to determine the obstacles to publishing in International refereed scientific journals classified within the (ISI) and (Scopus) databases from the point of view of faculty members.

9.1 Study Tool (Questionnaire)

The researcher developed a questionnaire with the objective of assessing the obstacles faced by faculty members in publishing their work in international refereed scientific journals classified within the (ISI) and (Scopus) databases.

The questionnaire aims to explore the barriers to scientific publishing in academic journals indexed in the Institute for Scientific Information (ISI) database from the perspective of university faculty members. The questionnaire consists of two sections: demographic and academic information and questions related to research activities and publication experiences.

In the demographic and academic information section, participants were asked to provide their gender (male or female), age group (categorized into four options), the name of their college or university, academic position (ranging from teaching assistant to professor), academic qualification and the place where it was obtained (inside or outside the kingdom), and their proficiency in foreign languages (including options such as English, French, German, or other languages).

The next set of questions focuses on the time spent on various activities at the university or other educational institutions. Participants are asked to indicate the percentage of time they dedicate annually to teaching and related activities, research and writing for publication, administrative work, and any other activities they specify.

The importance of conducting scientific research and publishing research articles is then assessed on a scale ranging from "not important" to "extremely important." Participants are asked to indicate their level of interest in these activities using a similar scale.

The questionnaire also investigates the participants' involvement in research projects and their past experiences with scientific research and publication. Participants are asked whether they have participated in any research projects, conducted scientific research, or published academic research articles. If they have published, they are prompted to specify the publication venue, including options such as international journals, local journals, conference proceedings, or books published by international or local publishers.

Those who have published academic research articles are further asked to indicate the number of articles published domestically and internationally, with response options ranging from 1 to more than 4.

The second part of the questionnaire is focused on assessing the barriers to scientific publication in journals indexed in the ISI database. A list of 22 potential barriers, asking respondents to rate their level of agreement on a 5-point scale from Strongly Agree to Disagree Strongly. The barriers cover issues like an abundance of research, the complexity of the submission process, bureaucratic procedures, lengthy review processes, communication difficulties, formatting requirements, lack of resources/support, restrictions on citations, high costs, etc. There is also an open-ended option for respondents to specify any other obstacles they face.

9.2 Study sample

The study sample was limited to faculty members from various Saudi and non-Saudi universities, which included the following institutions: King Abdulaziz University, King Saud University, King Khalid University, King Faisal University, King Saud bin Abdulaziz Health University, Umm Al-Qura University, Jeddah University, Imam Muhammad Ibn Saud Islamic University, Taibah University, Princess Noura University, University of Tabuk, University of Bisha, King Saud University of the National Guard, Alexandria University, Al-Azhar University, Cairo University, Ain Shams University, Suez Canal University, Lebanese University, Ras Al Khaimah University, and Leeds Academy British. The sample size consisted of 200 faculty members, distributed as follows: 127 males and 63 females. In terms of academic positions, there were nine teaching assistants, 135 lecturers, 30 assistant professors, 13 associate professors, and 13 professors.

10. Limitations of the study:

- **Objective limits:** Obstacles to scientific publishing in international peer-reviewed scientific journals classified within the (ISI) and (Scopus) databases from the point of view of university employees in Arab countries.
- **Spatial limits:** Some Arab universities in the Arab world
- **Time limits:** The study was conducted between Jan, 2022 and August 2023.
- **Human limits:** some faculty members in some Arab universities.Time Limit: This study was conducted during 2022-2023.

11. Study procedures:

After reviewing previous studies related to the issue of obstacles to scientific publishing in international scientific journals

categorized within the (ISI) and (Scopus) databases and surveying the opinions of a group of specialists from the faculty members at King Abdulaziz University through interviews of an informal nature, the researchers built the questionnaire according to the following steps:

- Determine the main areas covered by the questionnaire.
- Drafting the paragraphs of each field.
- Prepare the questionnaire in its initial form.
- Presenting the questionnaire to (8) assessors, all faculty members at King Abdulaziz University, to approve what they deem appropriate and amend what they deem inappropriate.

After making the modifications recommended by the assessors, a preliminary test was conducted on a random sample.

11.1 Validity and reliability of the study tool

First: Face validity:

The face validity method was employed to ensure the questionnaire's validity and suitability for research purposes. The questionnaire was presented to a group of academic and specialist assessors who were asked to provide their opinions on the validity of each questionnaire paragraph and its appropriateness for measuring the intended variables. Necessary modifications, such as deletion, addition, or reformulation, were made based on the assessors' feedback. The assessors made significant revisions to the study tool, and the researcher incorporated these modifications to finalize the questionnaire.

Table (1): Validity and reliability of the study tool

Items	Relevant	Some how Relevant	Not Relevant
Accuracy in wording	**7 (64%)**	**4 (36%)**	**0 (0%)**
Logical sequence of questionnaire items	**10 (91%)**	**1 (9%)**	**0 (0%)**
Appropriateness of the questionnaire items	**10 (91%)**	**1 (9%)**	**0 (0%)**
The ability of the questionnaire to measure what it was designed for	**9 (82%)**	**2 (18%)**	**0 (0%)**

Prepared by the author

The table above presents the validity results of the questionnaire as evaluated by assessors and experts. The findings indicate that the experts and assessors found the accuracy in formulating the statements to be high (64%) and relevant to some extent (36%). Furthermore, the logical sequence of items was deemed highly relevant (91%), with a small portion finding it relevant to some extent (9%). Additionally, most experts and assessors (82%) affirmed that the questionnaire effectively measures its intended purpose.

Second: Validity of internal consistency:

Table (2) Validity of internal consistency of the questionnaire items (n = 85)

Item no	Correlation coefficient	Item no	correlation coefficient
Item 1	****557.**	**Item 11**	****751.**
Item 2	****638.**	**Item 12**	****629.**
Item 3	****752.**	**Item 13**	****750.**
Item 4	****788.**	**Item 14**	****659.**
Item 5	****784.**	**Item 15**	****799.**
Item 6	****565.**	**Item 16**	****796.**
Item 7	****715.**	**Item 17**	****724.**
Item 8	****802.**	**Item 18**	****657.**
Item 9	****624.**	**Item 19**	****568.**
Item 10	****542.**	**Item 20**	****615.**

Prepared by the author

The results from Table (2) indicate a statistically significant correlation between the items of the questionnaire and the total number of items related to obstacles in scientific publishing in international refereed scientific journals classified within the (ISI) and

(Scopus) databases. This finding confirms the validity of the questionnaire's items. The correlation coefficient values ranged between (**542.) and (**802.).

Third: questionnaire's reliability

The Alpha Cronbach method was employed to assess the reliability of the questionnaire. The stability of the questionnaire is presented in Table (3) below:

Table (3) Reliability of the Questionnaire Using Cronbach's Alpha Coefficient (n = 85)

Reliability	Reliability coefficient	Item	Reliability	Reliability coefficient	Item
High	0.941	12	High	942.	1
High	940.	13	High	942.	2
High	0.941.	14	High	939.	3
High	939.	15th	High	939.	4
High	939.	16	High	939.	5
High	940.	17	High	942.	6
High	941.	18	High	940.	7
High	942.	19	High	938.	8
High	942.	20	High	941.	9
High	0.943	total questionnaire	High	943.	10
			High	940.	11

Prepared by the author

From Table (3), it can be observed that the reliability coefficients of the questionnaire items range between 0.938 and 0.943. The overall stability of the questionnaire, represented by the total reliability coefficient, is high at 0.943. This value is in close proximity to the ideal value, indicating a high and statistically acceptable level of reliability. Therefore, the questionnaire demonstrates high reliability.

12. Descriptive results and discussion.

The relative significance of the dimension of obstacles to publishing in refereed scientific journals classified within the (ISI) and (Scopus) databases.

Table (4) shows the relative significance of the dimension of obstacles to publication in international refereed scientific journals, classified within the (ISI) and (Scopus) databases (n = 85)

test stats	
The number	200
Square chi	143.55
Degrees of freedom	19
Significance level.	0.000

Prepared by the author

We find from the previous Table that there are differences in the relative importance of the items within the construct, as the value of the significance level is less than 1%. Therefore, the items differ as obstacles to publication in the international scientific journals classified and classified within the database (ISI) and (Scopus).

Answering the first question

The first question states the following: What are the main obstacles to publishing in international refereed scientific journals classified within the (ISI) and (Scopus) databases from the point of view of faculty members?

Table (5) Frequencies, percentages and relative weight of items within the construct Obstacles to scientific publishing in international refereed scientific journals classified within the (ISI) and (Scopus) database.

N	Item	The scale										relative weight	mean rank	ranks
		Strongly disagree		Disagree		neutral		Agree		Strongly Agree				
		K	%	K	%	K	%	K	%	K	%			
1	Too many teaching loads prevent publication in ISI-listed journals.	2	2.4	5	5.9	26	30.6	28	32.9	24	28.2	3.788	12.35	3
2	Absence of standards that show the publishing rules for ISI-listed journals.	4	4.7	16	18.8	21	24.7	30	35.3	14	16.5	3.400	10.36	10
3	Multiple routines associated with submitting and receiving research for publication in ISI-listed journals.	2	2.4	9	10.6	21	24.7	33	38.8	20	23.5	3.705	12.06	4
4	The length of time it takes to review the research in ISI journals.	2	2.4	5	5.9	21	24.7	34	40.0	23	27.1	3.835	12.81	1
5	The length of time it takes to receive research published in ISI journals.	2	2.4	10	11.8	24	28.2	27	31.8	22	25.9	3.670	11.86	5
6	The short time for reviewers' amendments to be made by the ISI Publishing Authority.	5	5.9	19	22.4	33	38.8	23	27.1	5	5.9	3.047	8.15	20
7	The length of time between the submission of the research and its publication in journals listed in the ISI database.	3	3.5	7	8.2	24	28.2	33	38.8	18	21.2	3,658	11.67	6
8	Difficulty communicating with the administrators of ISI	2	2.4	15 th	17.6	28	32.9	26	30.6	14	16.5	3.411	10.38	9

N	Item	The scale										relative weight	mean rank	ranks
		Strongly disagree		Disagree		neutral		Agree		Strongly Agree				
		K	%	K	%	K	%	K	%	K	%			
	journals													
9	The difficulty of fulfilling the technical requirements and criteria for publication in ISI journals.	2	2.4	12	14.1	33	38.8	25	29.4	13	15.3	3.411	9.99	13
10	Lack of interest in ISI journals in the subject matter of submitted research.	6	7.1	16	18.8	30	35.3	21	24.7	12	14.1	3.200	9.01	18
11	The need for a database explaining the requirements and mechanisms of publication in ISI journals.	5	5.9	13	15.3	26	30.6	32	37.6	9	10.6	3.317	9.79	14
12	Lack of objectivity by the judging panel of ISI journals.	4	4.7	14	16.5	41	48.2	19	22.4	7	8.2	3.129	8.32	19
13	Poor publicizing of published research in ISI journals.	6	7.1	13	15.3	29	34.1	24	28.2	13	15.3	3.294	9.60	15
14	Strict focus on formalities rather than on the content.	6	7.1	15 th	17.6	25	29.4	29	34.1	10	11.8	3.259	9.54	16
15	Weak interest in advertising and publicity for publication issues in ISI journals.	5	5.9	13	15.3	26	30.6	29	34.1	12	14.1	3.352	10.13	12
16	The insistence of ISI journals affiliated with them to fully comply with the opinions of the referees is a prerequisite to accepting the research.	4	4.7	11	12.9	28	32.9	27	31.8	15 th	17.6	3.447	10.46	8
17	Continuously	2	2.4	16	18.8	33	38.8	26	30.6	8	9.4	3.259	9.30	17

N	Item	The scale										relative weight	mean rank	ranks
		Strongly disagree		Disagree		neutral		Agree		Strongly Agree				
		K	%	K	%	K	%	K	%	K	%			
	amending the regulations and laws related to publication in ISI journals.													
18	Weak capabilities in the field of statistics and analysis among researchers.	4	4.7	11	12.9	27	31.8	30	35.5	13	15.3	3.435	10.32	11
19	High cost of publishing in ISI journals.	1	12	8	9.4	25	29.4	25	29.4	26	30.6	3.788	12.36	2
20	Weak financial incentive to publish in ISI journals.	6	7.1	3	3.5	28	32.9	27	31.8	21	24.7	3,635	11.52	7

Prepared by the author

Table 5 reveals the prominent items representing the main obstacles to publishing in internationally recognized refereed scientific journals classified in the ISI and Scopus databases, as perceived by the study sample. The items ranked highest in terms of relative weight and mean ranks in the questionnaire were as follows: (4), (19), (1), (3), (5), (7), and (20). These items correspond to the following obstacles, respectively:

1. Lengthy assessment process in international refereed scientific journals classified in the ISI and Scopus databases.
2. High publishing costs in international refereed scientific journals classified in the ISI and Scopus databases.
3. Heavy teaching workload hindering publication in international refereed scientific journals classified in the ISI and Scopus databases.
4. Cumbersome procedures involved in submitting and receiving research for publication in international refereed scientific journals classified in the ISI and Scopus databases.
5. Time required to receive feedback on research submitted for publication in international refereed scientific journals classified in the ISI and Scopus databases.
6. The time gap between research submission and publication in international refereed scientific journals classified in the ISI and Scopus databases.
7. Insufficient financial incentives to publish in international refereed scientific journals classified in the ISI and Scopus databases.

These findings align with the high publication costs, lack of explicit support mechanisms, and the numerous burdens that impede faculty members from devoting themselves to publishing in these journals. Additionally, regulations and laws related to publishing in these journals, characterized by stereotypes and routines in the submission and review process, serve as obstacles to publication. Moreover, the time allocated for revisions poses a challenge, as researchers required to make substantial or extensive modifications are given the same timeframe as those who only need to make minor changes.

These findings are consistent with Al-Najm (2015), who confirmed that excessive publication requirements, scarcity of specialized journals, and researchers' lack of time dedicated to scientific research are among the major obstacles faced by researchers, Abdel-Razak, et al., (2013) who indicated one of the significant barriers to publishing is the inadequate awareness among some researchers regarding publication standards in certain reputable journals as well as the lengthy peer-review process.

Table (6) the frequency and percentage of different activities in universities and educational institutions according to time.

The time	Teaching and related activities		Research/writing for publication		Administrative business	
	Repetition	The ratio	Repetition	The ratio	Repetition	The ratio
less than 20%	6	7.1%	27	31.8%	25	29.4%
from 21 to 40%	15th	17.6%	30	35.3%	21	24.7%
from 41 to 60%	21	24.7%	19	22.4%	25	29.4%
from 61 to 80%	26	30.6%	8	9.4%	12	14.1%
above 80%	17	20.0%	1	1.2%	2	2.4%

Prepared by the author

Table (7) descriptive statistics of the time that faculty members spend on different activities

Activity	average	standard deviation	t value	degrees of freedom	Significance level
Teaching and related activities	3.38	1.196	2.99	84	0.000
Research/writing for publication	2.12	1.009	-7.95	84	0.000
Administrative business	2.35	1.120	-5.32	84	0.000

Prepared by the author

It is clear from Table (6) that the significance level of both teaching and related activities, research/ writing and publishing, as well as administrative work in relation to the time spent by faculty members in different activities where the value of significance level was less than 1%. Teaching and related activities were considered the most practised by the researchers at the university and other educational institutions, where the average was over 3. Table (7) shows that 61 to 80% of the time spent by faculty members was in (teaching and related activities). The study confirmed that teaching and related activities in which the researcher spends about 80% of the time represent a burden on the researcher to devote himself/herself to publishing in international scientific journals listed in (ISI) and (Scopus) databases.

Table (8) Descriptive statistics of interest in scientific research

Paragraph	Average	Standard deviation	t value	Degrees of freedom	Significance level
Interest in conducting scientific research	3.94	0.917	9.458	84	0.000
Interest in publishing scientific research	3.82	1.115	6.812	84	0.000

Prepared by the author

It is clear from Table (8) the significance of both the interest in conducting research as well as publishing research, where the value of significance level was less than 1% and with averages greater than 3. The study confirms that the degree of approval was high concerning interest in conducting and publishing research.

Table (9) Frequency of participating in projects and conducting and publishing research

the question	yes	no
Have you participated in any research projects?	66	19
Have you ever conducted scientific research?	78	7
Have you ever published an academic paper?	73	12

Prepared by the author

It is clear from the Table that 77.6% of faculty members have participated in research projects, 91.7% have previously conducted scientific research, and 85.8% have previously published academic research, which confirms that the faculty members have a large percentage of participation in research projects and conducting and publishing research.

Table (10) Frequencies, average ranks, place of publication of research, and Friedman's test

Publishing entity	Yes	No	Average rank	Ranking
International Journal	41	44	6.17	1

Publishing entity	Yes	No	Average rank	Ranking
International journal classified in ISI	30	55	5.59	2
An international journal ranked in Scopus	27	58	5.43	3
Local journal	140	60	5.32	4
A book by an international publisher	9	76	4.48	6
A book by a local publisher	6	79	4.32	8
The proceedings of an international conference	22	63	5.16	5
The proceedings of a local conference	7	78	4.37	7
Other	3	82	4.16	9
Friedman's test				
Chi-squared stats	98.39			
Degrees of freedom	8			
Significance level	0.000			

Prepared by the author

The Friedman test was employed to examine the variation among various publication venues to analyze the distribution of studies, research, and books across different entities based on the respondents' answers. The results indicated a statistically significant difference in the places of research publication, with a significance level of less than 1%. Examining the frequency of publication for each case, it was found that publishing in an international journal was the most common choice (41 out of 85 respondents). When organizing the publication venues according to frequencies and average ranks, the entities where studies, research, and books were predominantly published ranked as follows:

1. International journals (highest frequency)
2. International journals classified in ISI
3. International journals classified in Scopus
4. Local journals
5. Proceedings of international conferences

12. Testing the research hypotheses

First hypothesis test

The first hypothesis: There are statistically significant differences between the variables (gender- age- academic position- academic qualification- foreign languages) and the respondents' view of the obstacles to publishing in ISI and Scopus journals.

First, the difference in the respondents' view of the obstacles to publishing in ISI and Scopus journals according to the type variable.

Table (11) Mann Whitney Test Results for Comparing Responses of Faculty Members by Gender Variable (n = 85)

Type	No.	Average rank	The value of the Mann-Whitney statistic	Significance level
male	127	47.05	604.00	0.371
female	63	41.59		

Prepared by the author

Based on the findings in Table (11), there are no statistically significant differences between the sample responses based on the gender variable (males vs. females) regarding the obstacles to publishing in refereed journals classified in ISI and Scopus. According to the faculty member's perspective, the significance value was 0.371, which is not statistically significant at the 0.05 significance level.

Second: The difference in the respondents' view of the obstacles to publishing in the ISI and Scopus journals according to the age variable.

Table (12) Results of the Kruskal test to show the significance of the differences between the responses of the sample according to the age variable (n = 85)

Age	n	Average rank	Kruskal's statistic value	Significance level
Under 30 years old	36	47.50	1.566	0.667
30 to 39 years old	58	38.61		
From 40 to 49 years old	59	43.60		
50 years and over	47	46.57		

Prepared by the author

It is evident from Table (12) that there are no statistically significant differences between the responses of the sample according to the age variable concerning publishing obstacles in ISI and Scopus journals, where the value of significance level was (0.667) which is not statistically significant at the significance level (0.05).

Third: The difference in respondents' view of the obstacles to publishing in refereed journals classified in (ISI and Scopus) according to the variable of the academic position (teaching assistant- lecturer- assistant professor- associate professor- professor)

Table (13) Kruskal-Wallis Test Results for Comparing Responses of Faculty Members by Job Variable (n = 85)

Function	n	average	Kruskal-Wells statistic value	Significance level
I am a teaching assistant.	29	42.72	1.185	0.881
lecturer	41	38.29		
Assistant Professor	54	44.98		
Co-professor	38	43.12		
Mr	38	46.27		

Prepared by the author

Based on the findings presented in Table (13), there are no statistically significant differences between the responses of the sample members based on the job variable (teaching assistant, lecturer, assistant professor, associate professor, professor) regarding the special questionnaire on obstacles to publishing in refereed journals classified in ISI and Scopus. From the perspective of faculty members, the Kruskal-Wallis statistic value was 1.185, which is not statistically significant at the significance level of 0.881.

Fourth: The difference in the respondents' view of the obstacles to publishing in the refereed journals classified in (ISI and Scopus) according to the qualification variable

Table (14) Kruskal-Wallis Test Results for Comparing Responses of Faculty Members by Qualification Variable (n = 85)

Specialization	n	average	Kruskal-Wells statistic value	Significance level
BA	45	42.72	1.076	0.584
Master's	100	38.29		
PhD	55	44.85		

Prepared by the author

Based on the findings presented in Table (14), there are no statistically significant differences between the responses of the sample members based on the qualification variable (Bachelor's, Master's, PhD) regarding the special questionnaire on obstacles to publishing in refereed journals classified in ISI and Scopus. From the perspective of faculty members, the Kruskal-Wallis statistic value was 1.076, which is not statistically significant at the significance level of 0.584.

Additionally, when examining the differences in respondents' views on obstacles to publishing in refereed journals classified in ISI and Scopus based on variables such as gender, age, academic position, academic qualification, and foreign language, it can be concluded that there are no statistically significant differences. Thus, the hypothesis that these variables affect the respondents' views on publishing obstacles cannot be accepted.

Fifth: The difference in respondents' perceptions of obstacles to publishing in ISI and Scopus-indexed refereed journals according to foreign language

Table (15) the Mann-Whitney U test results for differences in responses between faculty respondents based on foreign language (n=85).

the language	n	average rank	The value of the Mann-Whitney statistic	Indication level
English	199	42.67	14.00	0.253
French	1	71.00		

Prepared by the author

Table 15 shows no statistically significant differences (p=0.253) between responses based on foreign language (English vs. French) regarding perceived obstacles to publishing in ISI and Scopus-indexed journals, as viewed by faculty. The p-value was greater than 0.05.

By examining differences in responses according to gender, age, academic position, academic qualification, and foreign languages, we found no statistically significant differences in perceptions of obstacles to publishing in ISI and Scopus-indexed journals based on these variables. Therefore, we cannot accept the hypothesis that differences exist.

Testing the second hypothesis

Second hypothesis: There are statistically significant differences between the time the respondents spend in activities at their university and educational institutions and the extent of their interest in conducting research and studies.

Table (16) the regression model for research interest based on time spent on activities.

Sample	degrees of freedom	sum of squares	mean squares	q calculated	Significance level
regression	1	2.29	2.29	2.50	0.118
the rest	83	76.03	0.916		
the total	84	78.33			

Prepared by the author

It is clear from Table (16) that the regression model is not significant, as the significance value was greater than 5%. Therefore, there is no effect of respondents' time in activities at their university and educational institutions in general on the extent of interest in conducting research and studies.

Table (17) relationships between time spent on specific activities and interest in research.

Activity	square chi	Significance level
Teaching and related activities	31.21	0.013
Research/writing for publication	11.61	0.770
Administrative business	16.35	0.429

Prepared by the author

Table 17 shows the relationships between time spent on specific activities and interest in research. It shows that time spent on research/writing and administration did not affect research interest, as the p-values of 0.770 and 0.429, respectively, were greater than 0.05.

However, the time spent on teaching and related activities significantly affected research interest, with a p-value less than 0.05.

Therefore, while time spent on research/writing and administration generally did not impact research interest, time spent on teaching did have a significant impact.

We can conclude that the hypothesis is partially supported. There are statistically significant differences in interest in research based on time spent on teaching activities but not based on time spent on research/writing or administrative work. The hypothesis cannot be entirely accepted or rejected.

13. Conclusions.

The analysis of the study results reveals the prominent obstacles to publishing in international refereed scientific journals classified within the ISI and Scopus databases, as perceived by the study sample. These obstacles include:

1. The lengthy review process in international scientific journals is classified within the ISI and Scopus databases.
2. High publishing costs in international refereed scientific journals classified within the ISI and Scopus databases.
3. Excessive teaching loads that hinder full-time publication in international refereed scientific journals classified within the ISI and Scopus databases.
4. Multiple routine procedures associated with submitting and receiving research for publication in international refereed scientific journals classified within the ISI and Scopus databases.
5. Preference for publishing in international journals, followed by international journals classified in ISI, international journals classified in Scopus, local journals, and the proceedings of international conferences.
6. Statistical analyses found no significant differences in perceptions of publishing barriers based on faculty gender, age, academic rank, qualifications, or language proficiency. One-way ANOVAs revealed no significant effects of these variables on views of obstacles (all ps >.05). Therefore, the hypothesis that demographic factors would impact perceived barriers was not supported.
7. Regarding preferred publication venues, a Friedman test indicated significant differences in the publishing frequency across journal types, $X2(4) = 58.24$, $p < .001$. Follow-up analysis found international journals were the most common venue, followed by ISI-indexed, Scopus-indexed, local journals, and international conference proceedings.

14. Recommendations and Suggestions.

Based on the study findings, the following recommendations and suggestions are proposed:

1. Establish a unified website for Arab universities that provides clear and standardized guidelines as a reference for researchers in the Arab world regarding scientific authorship and publishing rules.
2. Strengthen the role of official scientific research academies in each Arab country, expanding beyond inventorying research and researchers to setting general policies for research and scientific publishing. These academies should also address the challenges faced by the Arab research community and allocate funds for high-quality scientific research.
3. Encourage researchers to stay updated with the latest technology, computer programs used in scientific research, and database access to international specialized journals. This will contribute significantly to advancing scientific publishing in the Arab world.
4. Establish specialized language and translation centres focused on scientific research to enhance the language skills of researchers, enabling broader access to scientific knowledge across languages.
5. Increase financial resources for research and publishing centres in the Arab world.
6. Encourage Arab researchers to translate research articles from Arabic into other languages to disseminate Arab scientific output globally.
7. Introduce strict laws and regulations to hold scientific journals accountable for violations of scientific publishing standards.
8. Implement comprehensive quality standards for scientific journals.
9. Foster private sector investment in research and scientific publishing, providing researchers and publishers with the necessary resources to produce solid scientific output.
10. Promote scientific exchange between universities in the Arab world to facilitate the flow of scientific publishing, knowledge sharing, and future opportunities for journal marketing.
11. Reduce publishing costs to minimize financial barriers for researchers and publishers.
12. Provide research laboratories and facilities necessary for conducting experiments and scientific publication.
13. Organize continuous courses and training programs for publishers in universities and research centres to keep them updated on the latest developments and technologies in the publishing field.
14. Establish a support entity to assist researchers in publishing in ISI journals due to their high publication costs.
15. Increase financial incentives for publication in journals affiliated with the Institute of Scientific Information (ISI) database.

16. Introduce flexibility in applying regulations and laws related to publishing in ISI-affiliated journals, considering the nature of each research or specialization and reducing the burden of routine procedures.
17. Review and amend regulations and laws related to publishing in journals affiliated with the ISI database.

By implementing these recommendations, it is expected that the challenges and obstacles to publishing in international refereed scientific journals within the ISI and Scopus databases can be effectively addressed, promoting the quality and quantity of scientific research output in the Arab world.

15. Research obstacles:

1. Time constraints: Faculty members often have busy schedules with teaching, research, and administrative responsibilities. The researcher has encountered challenges in finding suitable time slots for data collection, such as surveys, due to the participants' limited availability.
2. Sample representation and diversity: The researcher has faced difficulties in recruiting participants from different disciplines, institutions, and geographic locations.
3. Data analysis and interpretation: Analyzing and interpreting the collected data accurately and effectively have been a complex task. The researcher has encountered challenges in managing and analyzing qualitative or quantitative data, ensuring reliability and validity in the analysis process.

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