



Research Article

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The Reality of Evaluation of Graduate Students for Scientific Research in Jordanian Public and Private Universities

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Abstract

This study aimed to identify the reality of the evaluation of graduate students for scientific research in Jordanian public and private universities. To achieve the objectives of the study, the researcher used the descriptive survey method (a questionnaire) which consisted of (28) items distributed on the following fields: 1) financial funding for scientific research, 2) community support for scientific research, 3) the organization of policies, strategies and legislation, and 4) the environment of research and development. The sample of the study consisted of (351) students, who are studying in public and private universities, including (210) students in public universities and (141) students in private universities. The results of the study showed that the evaluation of students of higher studies for scientific research in Jordanian public and private universities was (high). The ranking of the fields was as follows: the organization of policies, strategies and legislation came first, the environment of research and development came second and the field of community support for scientific research came last. The results also indicated that there were no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the mean of the estimates of the respondents on the fields of study due to gender variable, university type and scientific degree. And that the estimates of the reality of the evaluation of graduate students for scientific research vary depending on the type of university and the type of college.

Keywords: Evaluation, The reality of scientific research, Jordanian universities, graduate students.

1. Introduction

Universities are considered one of the most important institutions of society in the higher education system, considering this position, They are not the only party who is responsible for their own development, but their role extend to the development of the education system in general and achieving the required economic level by providing the labor market with outputs that commensurate with its need.

Actually, universities have three major roles that are: teaching, conducting scientific research and providing community service.

To achieve the highest levels, university education institutions need a lot of efforts because its efficiency in education reflects the strengths of the educational system in any country. The better inputs and quality are, the more they contribute to improve the efficiency of the educational process and the quality of its educational outputs that are in line with the requirements of the labor market. Accordingly, this will lead to raising the economic level of society and making it able to face academic

and economic competition globally. This prompted universities to pay more attention to scientific research and strengthen its role (Fleet, 2015).

Higher education sector is witnessing more developments, economic transformations and knowledge explosion that demonstrated the need to pay more attention to the quality of higher education, its reliance on the management of knowledge and its production as an economic and civilized resource at all levels. Universities are considered the basis for the promotion and revitalization of economic development through conducting scientific research as it is the cornerstone of scientific progress, and it also contributes in finding solutions to the problems facing society. Therefore developed countries realized this fact and thus competed among themselves to invest in and support the field of scientific research. Therefore, many scientific chairs have been established in various fields of science, research incubators, and innovation centers, creating a fertile environment for innovation and development. It opened the way for students and faculty to describe reality and simulate the future. (Zoghoul, 2012).

Here lies the need to build a future vision and educational philosophy for educational research in Arab universities through a unified coordination between the ministries of higher education. This can be achieved by adopting a clear strategy emerging from standards that are compatible with the Arab environments. In addition to setting standards for accreditation and quality control that conforms to international standards. These standards should be applied to all the institutions of higher education in the Arab universities (Zoubi, 2012).

In a study conducted by Pemberton (2013) which aimed to investigate the reality of the internal motivations of students, researchers, specialists and integrated into the professional community in higher education at the University of Edinburgh in Britain. The researcher used the interview as a tool for study. This research, based on interviews with members of five research-based communities of practice, examines the values and motivation of individuals involved in developing research within these higher education communities. The findings revealed that 20 such values are apparent with 12 of these observed in past research; the other eight have emerged from this research and centre on a number of issues, including the need to overcome intellectual isolation, generation of tangible research outcomes, increased synergy and leverage, and creation of collaborative research.

While Zoghoul (2016) conducted a study aimed at detecting the level of availability, quality and impact of scientific research qualifications among graduate students at the Arab Gulf University, and revealing the differences in these qualifications according to the variables of gender. To achieve the objectives of the study, the researcher designed a questionnaire consisting of 49 items. It was distributed to the sample of the study consisting of 60 students. The results showed that there were no statistically significant differences attributable to the social type. It also showed that there were differences at the level of the degree due to the change of degree and in favor of the PhD.

2. Study Problem

Most educational institutions are interested in scientific research and seek to develop and strengthen it as well as to eliminate all obstacles that limit its development. Scientific research in the Jordanian universities suffers from challenges and complications as a result of the financial crisis that some universities are experiencing as a result of its high indebtedness.

The researcher noticed during her academic work that scientific research in the universities did not reach the required level as the percentage of the expenditure on scientific research in Jordan reached (1.5%) in 2017 (Scientific Research Association, 2018) which is a low percentage of domestic output compared to the scientific expenditure. This matter requires studying the reality of scientific research in those universities from different perspectives such as faculty members and students who are the focus of university teaching and research output of universities. This is confirmed by the results of previous studies such as the study of (Bin Tarif and Al-Tuwaisi, 2017), and the recommendations of some scientific conferences conducted in Jordan, such as the conference of the Jordanian Society for Scientific Research 2018.

This study came to determine the reality of scientific research in the Jordanian public and private universities in the areas of: the organization of policies, strategies and legislation, research and development environment and community support for scientific research. It also tried to detect whether there are any differences in the responses of the sample of the study of graduate students attributed to the following variables: gender, college, university, scientific degree.

This is what some studies related to scientific research has indicated, such as Hazaymah (2017) study which indicates that the role of graduate students in the development of scientific research is very important, because of their greater role in the production of research and therefore their opinions must be considered more. Salem (2017) explained that there were several problems faced by graduate students in preparing their thesis and proposals where the most important are technical, administrative and financial problems .

In this study the researcher will try to answer the following key question: What is the reality of the evaluation of graduate students for scientific research in Jordanian public and private universities?

3. Study Questions

- What is the reality of evaluating graduate students for scientific research in Jordanian public and private universities?
- Are there any statistically significant differences ($\alpha \leq 0.05$) in the evaluation of graduate students for scientific research in Jordanian public and private universities due to variables (gender, university type, college, scientific degree)?

4. Study Objectives

The study aims to reveal the reality of the evaluation of graduate students for scientific research in Jordanian public and private universities, and to come up with many recommendations aimed at developing scientific research in Jordanian universities.

5. Study Significance

The significance of this study comes from the importance of its subject, which is concerned with the reality of scientific research in higher education. This study provides data and information on the reality of evaluating graduate students for scientific research in Jordanian public and private universities. It also sheds light on the shortcomings in scientific research in these universities, identifies the most important policies and solutions. Its results can be used to develop the shortcomings, improve the quality of scientific research and identify the most important methods, strategies and mechanisms that can help graduate students in developing scientific research.

6. Methodology

The descriptive method was used in the form of a survey to describe the phenomenon of the study, analyze the data and explain the relationship between its components.

6.1 Study population

The study population consisted of all (6688) graduate students in the Jordanian public and private universities in the North region during the first semester of the academic year (2017/2018).

Study sample: A random cluster sample was chosen consisting of (351) male and female students. Table (1) shows the distribution of the sample according to the study variables.

Table (1): Distribution of study sample according to its variables

Variables	Levels	NO.	Percentage%
Gender	Males	207	59.0
	Females	144	41.0
College	Humanity	178	50.7
	Scientific	173	49.3
Academic program	M.A.	226	64.4
	PhD.	125	35.6
Total		351	100%

6.2 Study Tool

After reviewing the theoretical literature and previous studies, a scale was developed to identify the assessment of the reality of scientific research in Jordanian public and private universities. The questionnaire consisted of (38) items (very high, medium, few, and very few).

6.2.1 The validity of the tool

After designing the questionnaire in its initial form, it was presented to a group of (10) specialized and experienced faculty members arbitrators in the faculties of education in the Jordanian universities. They were asked to judge the quality of the content of the items, coherence of the language, the reliability of the item to the area under which it was included, the linguistic accuracy, as well as any other views they might consider appropriate, whether by deletion, addition or incorporation. Arbitrators made several comments and the required modification was made with 85% of the arbitrators agreeing.

6.2.2 The reliability of the tool

To verify the reliability of the tool, the correlation coefficient was assessed in two ways: the test and re-test applied to the exploratory sample from outside the study sample of (27) students by applying it twice and with a two-week interval between the first and the second. Pearson correlation coefficients were calculated between the results of the two applications, where the total correlation coefficient was (0.79). The second method, the Cronbach alpha method was used to identify the internal consistency of the items. The value of the coefficient of reliability was (0.83) for the tool, which is an acceptable value for conducting such a study.

6.2.3 Correction of the tool

The five-point Likert scale was used as follows: very high (5), high (4), medium (3), low (2) and very low (1).

7. Results and Discussion

This section includes a presentation of the results achieved after the researcher collected the data through the study tool.

- Results related to the first question: What is the reality of evaluating graduate students for scientific research in Jordanian public and private universities?
- To answer this question, Mean and standard deviations were calculated for the study sample estimates for the areas of the reality of scientific research in Jordanian public and private universities, as shown in Table (2).

Table (2): Mean and standard deviations of the estimates of the study sample on the areas of assessment of the reality of scientific research in the Jordanian public and private universities in descending order by arithmetic averages

Rank	No.	Fields	SMA*	S.D	Degree
1	3	Organizing procedures, policies, strategies and legislation	4.21	0.46	Very high
2	4	Work environment and research and development	3.96	0.55	high
3	1	Financial funding for scientific research	3.91	0.59	high
4	2	Community support for scientific research	3.81	0.67	high
The tool as a whole			4.00	0.46	high

*The maximum degree of(5).

Table (2) shows that the reality of the evaluation of the Graduate Studies College for scientific research in Jordanian public and private universities was high and the ranking of the fields was as follows: The field of “the organization of policies, strategies and legislation” ranked first with mean of (4.21), SD (0.46) and with a very high degree, followed by "the environment of research and development" with mean of (3.96) SD (0.55) and very high degree, the field of “financial funding for scientific research” ranked third with mean of (3.81) SD (0.59). The last rank was for "community support for scientific research" with mean of (3.81) SD (0.67) and a high degree. The mean of the estimation of the respondents on the evaluation of the reality of scientific research in Jordanian public and private universities was (4.00) with a standard deviation (0.46), and a high degree. This indicates that the reality of the evaluation of graduate students for scientific research in Jordanian universities was very good as the policies and the procedures followed in the Jordanian universities are organized and the research environment is also good, and it ranked second. Where the financial support for research was low. These results differ with the results of the Sara (2017) study, which showed the existence of administrative and technical problems among graduate students in Jordanian universities. Anltropava, Andreeva &, Zubova (2011) study indicated that the desire of students to conduct postgraduate studies after graduation was low, which corresponded with the results of Pemberton (2013) study which showed that the motivation and desire of students in higher education were high.

The averages of calculations and standard deviations of the study sample estimates were calculated on the areas of evaluation of graduate students for scientific research in Jordanian public and private universities, as shown in table (3).

Table(3): Arithmetic averages and standard deviations of the study sample estimates on the areas of the reality of the evaluation of graduate students of scientific research in Jordanian public and private universities

The first area :financial funding for scientific research					
Rank	Number	Items	mean*	S.D	Rank
1	2	I have valuable scientific ideas for outstanding research and do not find enough financial support	4.26	0.87	Very high
2	2	The budget allocated for scientific research is distributed to all disciplines and colleges	4.06	0.76	high
3	3	The University provides research grants and external scholarships at its expense	3.89	0.99	high
4	4	The University shall adopt any research projects with financial return	3.84	1.01	high
5	5	The University has external bodies that sponsor research and scientific outputs produced by students and faculty	3.76	0.87	high
6	6	The budget allocated by the university for scientific research is enough	3.68	0.96	high
Total			3.91	0.59	high

The second area: Community support for scientific research					
Rank	Number	Items	Average *	S.D	Rank
1	2	Promote the principles of scientific research in the community through the university's communication with local and public institutions	3.98	0.84	high
2	4	Provides opportunities for the private sector to invest in scientific research and benefit from its results to serve the local community	3.95	0.84	high
3	3	The existence of media coverage and awareness campaigns in which community institutions are encouraged with the importance and usefulness of scientific research.	3.72	1.01	high
4	1	Allow the private sector to participate in various committees and activities in higher education and scientific research.	3.61	1.03	high
Total			3.81	0.67	high
The third area: the organization of policies, strategies and legislation					
Rank	Number	Items	Average *	S.D	Rank
1	5	The University pursues a rational policy in investing scientific research	4.44	0.66	Very high
2	3	A specific system of scientific research is available	4.30	0.76	Very high
3	8	Provides training and encouragement programs for scientific research	4.29	0.79	Very high
4	4	Legislation is the main supporter of scientific research	4.17	0.90	high
4	2	The university has stated policies for adopting scientific research	4.17	0.87	high
5	1	Students are given adequate knowledge of the policies, strategies and legislation related to scientific research and their priorities in Jordan	4.16	0.81	high
5	6	There is an item in the instructions for evaluating students' performance and a special aspect of scientific research and its quality	4.16	0.77	high
6	7	The Deanship of Student Affairs' instructions encourage scientific research	3.95	0.93	high
Total			4.21	0.46	Very high
The fourth area: research and development environment					
Rank	Number	Items	Average *	S.D	Rank
1	1	The university has the appropriate infrastructure to conduct scientific research	4.15	0.83	high
2	6	The university provides the necessary administrative and technical cadres that help the student to conduct scientific research	4.10	0.99	high
3	3	The University provides enough resources of technical support for the preparation of scientific research	4.07	0.80	high
4	10	The websites are updated and updated periodically	4.04	0.86	high
5	7	Facilitates the process of scientific research in the university's knowledge centers	3.99	0.83	high
5	9	There are modern and effective research engines linking researchers to the largest number of them in the country and abroad	3.99	0.69	high
6	4	The university works to provide the multiple knowledge sources needed by the researcher	3.95	0.92	high
7	2	All faculties have all the necessary capabilities to prepare scientific research	3.90	1.09	high
8	8	The University coordinates all technical, administrative and technical staff	3.82	0.88	high
9	5	The University has a comprehensive database that facilitates the work of scientific research	3.62	1.04	high
Total			3.96	0.55	high

*The maximum degree of (5).

Notes from the table (3) the following:

Area 1: Financial funding for scientific research: Table (3) shows that item (1) which states that "I have valuable scientific ideas for distinguished research and do not find sufficient financial support", ranks first with mean (4.26),SD (0.87) and a very high rank, item (2) "The budget allocated to scientific research is distributed to all disciplines and colleges" comes second with mean (4.06), SD (0.76) and a high rank, while item (6) "the budget allocated by the university for scientific research is sufficient" has a mean of (3.68), SD (0.96) and a high rank, the mean for the items of this area as a whole (3.91),SD (0.59) with high rank. This indicates that the universities haven't provided enough financial support for scientific research, and they have failed to allocate part of their budgets for

scholarship especially for the doctoral degrees in the required disciplines. It also indicates that universities lack community outreach with local institutions to support participation in economically productive projects.

Area 2: Community support for scientific research: Table (3) indicates that item (2) "strengthening the principles of scientific research in society through the university's communication with community institutions of both governmental and private types" ranks first with mean (3.980, SD (0.84) and high rank, item (4) "Provide opportunities for the private sector to invest in scientific research and benefit from its results to serve the community" comes in second place with mean of (3.95), SD (0.84) and a high degree. While item (1) which stipulated that "The private sector has the opportunity to participate in various committees and activities in higher education and scientific research" comes at the last ranking with mean of (3.61), SD (1.03) and a high degree. The average calculation of the estimates of the sample members on the items of this field was (3.81), SD (0.67) and a high degree. This is due to the lack of close institutional association between the public and private sectors on the one hand and the higher education institutions on the other hand, in terms of taking advantage of the qualified capacities of these institutions in developing these sectors and supporting scientific research through consultation and applied scientific research.

Area 3: the organization of policies, strategies and legislation: Table (3) shows that item (5) which stipulates that "the University follows the good policy in the investment of scientific research", ranked first with the mean of (4.44) and a SD (0.66) with a very high degree, item (3) "A specific system for scientific research", comes at the second place with the mean (4.30),SD (0.76) and a very high degree, while item (7) "the instructions of the deanship of scientific research students are encouraged", ranked last with the mean (3.95) SD (0.93) and with a high degree, the average calculation of the estimates of the sample members on the items of this area as a whole (4.21),SD (0.46), and very high degree, the lack of clarity of the university's directions and policies in adopting scientific research may be due to the absence of clear strategies, visions and future plans for scientific research. It is also due to the weakness of its adoption to the awareness programs for its research policy.

Area 4: Research and development environment: Table (3) shows that item (1) which stipulates that the university has the appropriate infrastructure that promises to conduct scientific research" has ranked first with mean of (4.15) and a standard deviation (0.83) and a high degree. Item (6) "The university provides the necessary administrative and technical cadres that help the student to conduct scientific research" comes in the second place with mean of (4.10) standard deviation (0.99) and a high degree. Item (5) "the university has a comprehensive evidence base which facilitates the work of Scientific research" ranking last with mean (3.62) , a standard deviation (1.04) and with high degree.

The mean of the estimates of the sample population on the items of this field (3.96) and standard deviation (0.55) , and with high degree. This is due to the lack of a relationship between the centers of scientific research, development and financing which is characterized by a decrease in the volume of spending which is below the globally accepted limit. This leads to lack in providing the necessary infrastructure and low productivity.

Results related to the second question: Are there any statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the study sample responses in evaluating the reality of scientific research in Jordanian public and private universities according to the variables (gender, university type, college type, educational level)?

To answer this question, the mean and standard deviations were calculated for the estimations of the respondents on the areas of the reality of scientific research in the Jordanian public and private universities, according to the difference of gender variable (males and females), the type of university (public, private), the type of college (human, scientific), the academic degree (Master, Doctor) as shown in Table (4).

Table (4): The Mean and SD of the Grades of the Study Sample on the Overall Score and the Reality of Scientific Research in Jordanian Public and Private Universities by gender Variable, University Type ,College Type and Educational Level

Gender	Male N =207	Mean	3.85	3.81	4.21	3.94	3.98
		S.D	0.57	0.68	0.48	0.57	0.47
	Females N =144	Mean	4.00	3.82	4.20	4.00	4.03
		S.D	0.60	0.66	0.44	0.51	0.44
University type	Governmental organizations N = 263	Mean	3.90	3.81	4.21	3.96	4.00
		S.D	0.60	0.68	0.46	0.56	0.46
	Especially N = 88	Mean	3.95	3.83	4.20	3.97	4.01
		S.D	0.56	0.63	0.48	0.51	0.43
Type of college	Humane N = 178	Mean	3.85	3.74	4.15	3.91	3.94
		S.D	0.59	0.65	0.52	0.57	0.47
	Scientific N = 173	Mean	3.99	3.89	4.26	4.02	4.06
		S.D	0.58	0.68	0.39	0.52	0.43
Educational level	M.A. N =226	Mean	3.88	3.80	4.20	3.92	3.98
		S.D	0.61	0.71	0.45	0.59	0.48
	Ph.D. N =125	Mean	3.98	3.83	4.21	4.04	4.04
		S.D	0.53	0.60	0.48	0.45	0.40

Table (3) indicates that there are apparent differences between the mean of students' grades on the overall score of the scale and the areas of evaluation of the reality of scientific research in Jordanian public and private universities according to the variables of the independent study (gender, type of university, type of college and the educational level). To reveal the significance of these differences in computational averages, multivariate variance analysis (MANOVA) was applied by using the Wilk's Lambda test at the level ($\alpha \leq 0.05$). Table (5) shows the results of the Wilkes test and the results of the multivariate variance analysis.

Table (5): Results of the multi-variation analysis test between the estimates of the sample members on the areas of reality of scientific research in Jordanian public and private universities and the total score by gender variable, university type, university type and educational level

Variables	Fields	SS	DF	MS	F	P Value
gender Wux value = 0.973 H = 0.052	Regulating policies, strategies and legislation	1.651	1	1.651	4.854	0.028 *
	R&D environment	0.018	1	0.018	0.040	0.842
	Financial funding for scientific research	0.033	1	0.033	0.154	0.695
	Community support for scientific research	0.194	1	0.194	0.643	0.423
	Total score	0.130	1	0.130	0.624	0.430
University Type The Wux value = 0.998 H = 0.955	Regulating policies, strategies and legislation	0.044	1	0.044	0.130	0.719
	R&D environment	0.002	1	0.002	0.004	0.949
	Financial funding for scientific research	0.039	1	0.039	0.180	0.672
	Community support for scientific research	0.31	1	0.31	0.104	0.747
	Total score	0.007	1	0.007	0.31	0.859
Type of college Wux value = 0.978 H = 0.111	Regulating policies, strategies and legislation	1.476	1	1.476	4.341	0.038 *
	R&D environment	2.318	1	2.318	5.107	0.024 *
	Financial funding for scientific research	1.169	1	1.169	3.361	0.021 *
	Community support for scientific research	1.105	1	1.105	3.671	0.056
	Total score	1.351	1	1.351	6.469	0.011 *

Variables	Fields	SS	DF	MS	F	P Value
The educational level value is LUX = 0.977 H = 0.088	Regulating policies, strategies and legislation	1.244	1	1.244	3.657	0.057
	R&D environment	0.173	1	0.173	0.382	0.537
	Financial funding for scientific research	0.029	1	0.029	0.131	0.717
	Community support for scientific research	1.387	1	1.387	4.610	0.032 *
	Total score	0.589	1	0.589	2.821	0.094
The error	Regulating policies, strategies and legislation	117.656	346	.340		
	R&D environment	157.030	346	.454		
	Financial funding for scientific research	75.461	346	.218		
	Community support for scientific research	104.137	346	.301		
	Total score	72.249	346	.209		
Total	Regulating policies, strategies and legislation	5500.833	351			
	R&D environment	5265.562	351			
	Financial funding for scientific research	6283.406	351			
	Community support for scientific research	5622.300	351			
	Total score	5692.825	351			

* Statistically significant at the level of statistical significance ($\alpha \leq 0.05$)

Table (5) indicates that:

- There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the averages of the sample population estimates on the fields of the reality of scientific research in Jordanian public and private universities and the total mark due to the difference in gender variable except for the field of policy, strategy and legislation regulation in favor of females. This is due to the female nature of the commitment and discipline to laws and regulations to a greater degree than the males. This result is consistent with the study of Zoghoul (2016) and differed with a study conducted by Gehanem (2011) and Baz (2017) and the study of Daw (2018) which showed that there were no statistically significant differences in the responses of the study sample according to the gender variable.
- There were no statistically significant differences at the level of ($\alpha \leq 0.05$) between the averages of the estimates of the sample population on the areas of evaluation of the reality of scientific research in Jordanian public and private universities and the overall mark due to the different type of university. This is due to the general economic situation of all institutions of both government and private types. The results of this study differ from the study of (Gehanem, 2011) which indicated that there were no statistically significant differences in the sample responses of the study due to the type of collage in favor of the collage of business.
- There were statistically significant differences at the level of ($\alpha \leq 0.05$) between the averages of the estimates of the sample population on the areas of scientific research reality in Jordanian public and private universities in the Northern Region and the total mark due to the difference of the variable "college" except the field of community support for scientific research and that is in favor of the scientific college. This is due to the need for more financial support to scientific colleges and scientific research due to its high cost. This result is consistent with the study of Gehanem(2011) , which indicated that there were statistically significant differences between sample responses between colleges and is attributed to collage of business.
- There were no statistically significant differences at the level of ($\alpha \leq 0.05$) between the averages of the estimates of the sample population on the areas of scientific research reality in Jordanian public and private universities and the total mark due to the variable educational level excluding the field of community support for scientific research and that is in favor of Ph.D. Which indicated that all students of all level of degrees suffer from the

same challenges. The results of this study were in harmony with the study of Zoghoul (2016), which showed that there were no statistically significant differences in the sample responses of the study attributable to the study variable (Ph.D.). It differed with the study of Baz (2017) and Anltropava, Andreeva & Zubova (2011) which showed that there were no statistically significant differences in the responses of the study sample due to the variable of academic qualification.

8. Recommendations

- Establishing a higher body for scientific research in the Ministry of Higher Education and Scientific Research that includes representatives of institutions of higher education, the private sectors (public and private universities) , graduate students, the Higher Council for Science and Technology and institutions concerned with scientific research.
- Directing researchers towards the most useful scientific research to meet the needs of society.
- Providing the necessary mechanisms to embrace and care for students who can excel and innovate.
- As for the extent of the impact on the quality of scientific research, it should work to strengthen relations with public and private institutions specialized in scientific research to conduct research for its benefit by naming representatives of the Higher Committee for Scientific Research in the Steering Committee for the periodic survey of scientific and technological needs and capabilities implemented by the Secretariat of the Supreme Council for Science and Technology. These representatives provide periodic reports as needed on the results of the periodic survey. And the designation of a sub-committee called (the Committee for Scientific Research Planning) to develop plans for scientific research for institutions of higher education in the light of the results of the periodic survey and any other studies, and it may form technical works teams to implement its tasks.

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