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Practical Applications in Utilizing Previous Studies in Social Research

تطبيقات عملية في توظيف الدراسات السابقة في البحوث الاجتماعية

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Abstract

The current research aims to identify the training and practical applications in utilizing previous studies. In order to achieve this goal, the research is divided into two main sections: The first section presents the intellectual and theoretical framework of previous studies, focusing on the concept of previous studies, their importance, the criteria for selecting them, classification standards, and the ways of utilizing them. It also explores the research gap that allows researchers to continue studying a topic from different perspectives. Additionally, this section examines the domains in which they are utilized, the various forms of plagiarism when employing them, and the mistakes researchers make when presenting them in scientific studies. This section also covers how to critique, analyze, discuss, and comment on them. The second section highlights the training and practical applications in utilizing and presenting previous studies, concluding with some recommendations to improve the quality of scientific research.

Keywords: practical applications; previous studies; social research

ملخّص

هدف البحث الحالي إلى التعرف على التدريبات والتطبيقات العملية في توظيف الدراسات السابقة، ولتحقيق هذا الهدف قسم هذا البحث إلى محورين أساسيين: حيث جاء المحور الأول لعرض البناء الفكري والنظري للدراسات السابقة، ركزنا فيه على مفهوم الدراسات السابقة، أهميتها، شروط اختيارها، معايير تصنيفها، ومظاهر توظيفها، الكشف عن الفجوة البحثية التي تفتح المجال أمام الباحثين للاستمرار في موضوع ما من جوانب أخرى، أيضا تناولنا في هذا المحور مواطن استعمالها، ومظاهر السرقة العلمية عند توظيفها، والأخطاء التي يقع فيها الباحثون أثناء عرضها في البحوث العلمية، عرضنا في هذا المحور أيضا كيف يتم نقدها، وتحليلها، ومناقشتها، والتعليق عليها، في حين جاء المحور الثاني ليسلط الضوء على التدريبات، والتطبيقات العملية في توظيف وعرض الدراسات السابقة، ليخلص البحث بتقديم بعض التوصيات للنهوض بجودة البحث العلمي.

الكلمات المفتاحية: التطبيقات العملية؛ الدراسات السابقة؛ البحوث الاجتماعية

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Introduction

Previous studies are a fundamental pillar in any scientific research, as they enable the researcher to understand what has been accomplished in their field and identify the gaps that they can contribute to filling. Hence, the importance of mastering the skill of presenting previous studies in a systematic and critical manner arises.

Presenting previous studies is not limited to merely summarizing what has been written; it requires analytical and critical skills that enable the researcher to understand research trends in order to justify the significance of his current research.

It has become necessary to train researchers on how to handle previous studies methodically, ensuring organization, classification, interpretation, and linking them to the research problem. From this stems the importance of this paper, which aims to provide a set of practical exercises and applications that help researchers, especially doctoral students, develop their skills in presenting previous studies in a coherent scientific style, thereby enhancing the credibility of their research.

Based on the above, our questions revolve around the following:

- What do we mean by previous studies?
- What is their importance? What are the conditions for selecting them? What are the criteria for classifying them? What are the ways of employing them?
- What are the methods for creating gaps in previous studies?
- What are the points of use of previous studies in scientific research?
- What are the manifestations of plagiarism when using previous studies?
- How are they critiqued, analyzed, discussed, and commented upon?
- Are there exercises and applications on how to deal with previous studies that researchers, especially graduate students (doctoral candidates), can rely on؟

All these questions will be answered through the following presentation:

First: The Intellectual and Theoretical Construction of the Research Paper

1 - The Nature of Previous Studies

The term "previous studies" refers to the research that has addressed the same topic from certain perspectives. What is required from the researcher is to review these studies that dealt with the topic or some of its aspects so that they can start from where others have ended. The term may also imply the process of surveying and tracing scientific achievements related to the research topic, whether they are books, articles, or other sources... subjecting them to description, summarization, evaluation, clarification, and integration... Some restrict these studies by requiring them to be scientific research. They are also subject to peer review, whether published research in refereed journals or academic research discussed by a committee of experts (master's and doctoral discussions). It should be noted that previous studies do not represent the entire theoretical heritage; rather, they are a part of it. However, they differ from it in terms of methodological treatment and how they are employed, as this depends on what methodological and theoretical necessities dictate, primarily based on presentation, analysis, and criticism, in addition to following certain integrated steps to achieve the intended purpose of serving the research. (Al-Tayeb, and Farik, 2022, pp. 304 - 305)

2 - The Concept of Previous Studies

The term "previous studies" has appeared in Arabic and foreign research methodology books under different names. In Arabic, it has been referred to as: literature review, scientific research review, review of human heritage, or thorough review of previous research.

- It is defined as the studies and research used and referenced in the thesis or dissertation, whether mentioned in the research introduction and its problem statement, in the literary aspect, in the field aspect, or in the discussion of results. For the researcher, these are the scientific theses and peer-reviewed research, both published and unpublished. (Jawi, and Baji, 2022, p.104)

3 - The Importance of Previous Studies and Research

Reviewing studies can provide the researcher with the following:

- Formulating the research problem being considered, and defining its dimensions and fields, because reviewing previous studies will lead the researcher to a proper choice of his research or topic, avoiding repetition of previous research or freeing them from difficulties or problems encountered by other researchers who preceded them.
- Enriching the research problem chosen by the researcher, making him more confident and bold in advancing his research based on the ideas provided by those studies.
- Supplying the researcher with many ideas and tools that can be utilized in procedures to solve his problem, helping him choose or design a tool similar to a successful tool used in these studies.
- Providing the researcher with many important references and sources.
- Guiding the researcher to avoid the pitfalls encountered by other researchers, informing him of the difficulties faced by those researchers and the solutions they reached to overcome these difficulties.
- Benefiting from the results of previous research and studies in the following two areas:

• Building research premises based on the results reached by others.
• Completing the aspects where previous studies have stopped. (Tabaja, 2007, pp. 103–104)

4 - Conditions for selecting previous studies

- Reviewing previous studies from their primary sources, avoiding secondary sources, or relying mainly on a single source that is repeatedly mentioned in the literature review chapter more than others.
- Avoiding unpublished previous studies in peer-reviewed journals or magazines with recognized scientific reputations by taking sufficient time to research through various information sources, and not relying solely on a single easily accessible source.
- Steering clear of general previous studies that are not directly related to the research problem.
- Avoiding detailed and lengthy presentations of these selected studies.

- Avoiding unfounded criticism and exaggerated evaluation of the content and results of these studies.
- Avoiding outdated previous studies. (Zarwali, 2021, p. 61)

5 - Criteria for Classifying Previous Studies

According to **Boutarra**, and **Daif** (2019), we can classify the previous studies as shown in the following table:

Table (1): Shows the criteria for classifying previous studies

Classification Criteria	Content of each criterion
Subject Classification	This criterion is based on classifying previous studies according to the research questions and hypotheses or according to the perceived division of the study (topics, chapters, sections). For example, if the researcher is studying environmental issues in the primary school textbook in Algeria, in this study the researcher can classify previous studies according to the following division: - Studies related to the primary stage in Algeria. - Studies related to environmental education in schools. - Studies related to environmental pollution problems. - Studies related to environmental content in Algerian school textbooks.
Classification According to Study Variables	This classification is based on dividing previous studies according to the main study variables, their indicators, or the relationships between the variables. For example, if the researcher is studying the relationship between family upbringing and juvenile delinquency, the previous studies are divided as follows: - Studies related to juvenile delinquency. - Studies related to family upbringing. - Studies related to the relationship between family upbringing and juvenile delinquency.
Classification By Time	This classification is based on dividing previous studies according to the chronological criterion, where studies are arranged in a chronological or historical sequence in the form of eras or time periods according to the study variables or the relationships between them. This classification can be linked to developments related to the occurrence of the phenomenon under current study. For example, if the researcher is studying the topic of illegal immigration and relies on this classification criterion in categorizing previous studies, they would divide them as follows: - Studies addressing illegal immigration during the period between (1980 – 1990). - Studies addressing illegal immigration during the period between (1991 – 2000). - Studies addressing illegal immigration during the period between (2001 – 2017).

Adapted from the researchers, citing: (Boutarra, and Daif, 2019, pp. 90–93)

6 - Manifestations of Utilizing Previous Studies

6 - 1 - The Placement

It is advisable for anyone who wants to present his previous studies properly to consider displaying these prior studies in the following locations:

- The researcher should exploit the important part of his previous studies in constructing and presenting the research problem by integrating them interactively within this construction to demonstrate the existence of the issue and strengthen his thesis.
- After employing the important part of previous studies in building the research problem, the researcher moves on to presenting them in a detailed and organized manner in a separate section within the introductory chapter (Introduction to the Study).
- It may be appropriate to place them at the end of this chapter, while maintaining their precedence over the study's hypotheses due to their logical role in shaping these hypotheses.
- If the researcher possesses many previous studies that are important and cannot dispense with any of them, he can present his previous studies in a separate chapter that follows the introductory chapter.
- The researcher can present some of his studies within the theoretical framework if he finds theoretical content that can enhance this framework and enrich its theoretical background.
- The researcher revisits his previous studies during the discussion and interpretation of results by employing them in a way that supports or justifies the findings reached. (Bin Jikhdal, 2019, pp. 175 - 176)

6 - 2 - The Method

Researchers have differed regarding the usefulness of including a review of previous studies either in a separate chapter or incorporated within other chapters, but it is certain that the researcher can utilize them in his research in both cases and other ways, through the following elements as explained by Seifari (200: 43):

- **Researcher's Name:** To which party is this research attributed and who supervises it ?
- **Research Timeframe:** What is the date during which the research was conducted ?
- **Research Location:** What is the geographical site of the study ?
- **Research Duration:** Research lasting years is not the same as research lasting months.
- **Nature of the Research:** Is it an experimental, survey, field study,… etc ?
- **Research Problematic:** What are the major questions of the study?
- **Research Methodology:** Which method is followed, final hypotheses, tools, sample specifications, concepts?
- **Main Objectives of the Research:** What the research aims to achieve.
- **Main Steps of the Research:** The most important steps taken during the research

- **Presentation of Key Results:** With emphasis here on the scientific or methodological contribution of the research

- **Main Difficulties:** The obstacles faced by the researcher and efforts to avoid them
- **Brief Critique of the Research:** In terms of strengths and weaknesses

Bin Jakhdel (2019: 177) continues on this subject, stating:

- The researcher should base the arrangement of previous studies on the chronological variable (year of publication), organizing older studies before newer ones, due to the relation this has with the accumulation of knowledge and the development of results over time.
- After presenting his studies with the above elements arranged properly, the researcher should strive to provide an evaluation and comparison between these studies. Whether the researcher chooses to evaluate previous studies one by one or collectively, this effort must include details reflecting his opinion on each of the previous elements, comparing the studies starting from their objectives and ending with their results.

In addition to what has been presented regarding how to present previous studies in scientific research, Zerwali (2021: 61) mentions that there are two main schools of thought in research methodologies that clarify how to deal with previous studies:

• **The first school:** believes that a critical analysis of previous studies should be conducted after classifying them according to specific themes, followed by presenting a summary that highlights the researcher's position in relation to them.

• **The second school:** advocates for employing these studies at different stages of the research. Some studies are placed in the introduction to justify the necessity of conducting the research; others are included in the theoretical framework, and some are cited when discussing and interpreting the results.

It is preferable to benefit from both schools when presenting previous studies. Regardless of the method the researcher follows, previous studies must be utilized in the research with a comprehensive summary and critical analysis simultaneously, so that the reader is assured that the researcher has relied on primary sources in gathering them and is confident that the study being conducted is novel.

7 - Creating a Gap in Previous Studies

In this regard, Ahjij and Fazza (2019: 256) explain that the researcher must subject previous literature to scrutiny in order to create a gap that allows them to claim originality and value. The researcher should organize theoretical perspectives in a way that convinces readers that there is something missing in the available writings. Without creating this gap or loophole, the researcher cannot persuade readers that his study will contribute to the knowledge related to the subject under study. One of the following three methods can be adopted to create this gap:

7 - 1 - Previous Studies as Incomplete

A gap can be created by clarifying that the available literature is incomplete, and that our study will contribute to filling this deficiency. For example: pointing out that previous studies neglected one dimension of the phenomenon.

7 - 2 - Previous Studies as Inadequate

Indicating the error in the approach of previous studies to the subject. After clarifying the importance of the current study, its place within the field of previous studies, and the problems of these studies, the ground is prepared to announce how our study intends to fill the gap opened in this field.

7 - 3 - Previous Studies as Weak

A gap can be created by pointing out that previous studies did not address various perspectives and alternative viewpoints of the phenomenon under research. For example: the literature dealt with the phenomenon (such and such) from a single theoretical perspective (its objective dimension-positivist) and neglected its epistemological dimension (interpretative).

8 - Uses of Previous Studies in Scientific Research

Both Nougi and Abbasi (2021: 88) indicate that we can use previous studies in several places, which are:

8 - 1 - Including Previous Studies within the Elements of the Research Introduction

It is common that previous studies are mentioned within the "Previous Studies" section in the introduction of the research. This is done by referring to the title of the previous study and the researcher who conducted it, along with indicating the place and time when the study was carried out. Additionally, it involves explaining how closely this study relates to the current research topic and its connection to it, as well as clarifying the differences between it and the current research. It also highlights the shortcomings and deficiencies present in the previous study that prompted the researcher to conduct their own research despite its existence.

In reality, mentioning previous studies within the elements of the research introduction is not considered a form of citation, but rather an expansion in the preamble to the topic on one hand, and a realization of the importance of previous studies in scientific research on the other.

8 – 2 – Citing Previous Studies in the Reference List

- Citing previous studies in the reference list does not merely reflect academic integrity in research; it also reflects the way scientific knowledge interacts among generations of researchers and serves as the basis for judging the extent to which a particular researcher has fulfilled the process of tracing the necessary scientific knowledge, enabling them to contribute to the advancement and continued growth of knowledge.
- Citing previous studies in the reference list is not considered a citation in itself, but rather the result of the citation process, as all sources from which citations are made must be included in the reference list.
- The presence of previous studies in the reference list holds the same importance as references in general.

8 - 3 - Citing previous studies within the content of the research

- Reference indication or marginal notes are a fundamental practice in scientific writing, used to show the reader the source of the information.
- Footnotes refer to the material appearing at the bottom of the page or at the end of the research, intended to clarify an idea or provide information about a referenced source or a quotation from a previous study that involves extracting from a scientific source.
- Citation in scientific research is an indispensable process for the researcher during the completion of their study, whether the researcher quotes the exact wording from the previous study as recorded or paraphrases the meaning by modifying the wording for brevity or enrichment.
- There are many methods of citation in scientific research, but the reader is less concerned with the differences in documentation and citation methods than with the clarity and consistency of their use. It is difficult to prefer one documentation style over another; what matters is the consistent use of a particular style throughout the research, thereby clearly showing the references relied upon, whether they are specialized references including previous studies or general references that serve and necessitate consultation for the research.

9 – Manifestations of Academic Plagiarism in Using Previous Studies

Both Wonogi and Abbasi (2021 : 90) point out that a researcher must possess academic integrity by avoiding all forms of academic plagiarism, the most important of which are :

- Mentioning others' ideas without acknowledging the previous researchers who originated them, meaning not referencing the owner of the idea within the body of the research.
- Adopting others' styles in the body of the research as if they were the researcher's own style, without citing the original authors (previous researchers).

This constitutes a form of illegal transfer of ideas found in previous studies, whether directly or indirectly, and whether done intentionally or unintentionally, leading to an inability to clearly distinguish between the previous studies relied upon by the researcher and the scientific research produced by the researcher. This description makes it one of the worst phenomena encountered in scientific research. Therefore, many laws and regulations punish the crime of academic plagiarism just as they punish physical theft.

10 – Errors Made by Researchers in Presenting Previous Studies

Some researchers, especially newcomers who lack experience and competence, may commit many errors that could cause methodological flaws in the way previous studies are presented. These errors can be summarized as follows:

- Some researchers rely on presenting previous studies based on available summaries without referring to the entire study, which results in the researcher not having a

complete understanding of the study, thus providing incomplete information that may sometimes be incorrect and inaccurate.

- Emphasis on quantity when presenting previous studies, as some researchers resort to presenting the largest number of studies regardless of their relevance or lack of direct relevance to the study they are conducting. Consequently, these researchers fall into the trap of presenting studies unrelated to the subject of the study, exposing them to much criticism.
- Providing incomplete information, where some researchers limit themselves to presenting only basic information such as the researcher's name, the study title, and the place of publication, without addressing the data that should be covered when presenting previous studies.
- Failure to address the shortcomings in previous studies, the areas of difference and agreement with the study the researcher is conducting, and the inability to direct scientific criticism towards them.
- Not benefiting from the results reached by previous studies in making comparisons that show the points of agreement and difference between them and the study the researcher is conducting. (Masoud, 2018, p. 216)

11 - Critiquing, evaluating, and commenting on previous studies

There are many aspects that a researcher addresses when critiquing previous studies in his research, and some or all of these may be presented depending on the nature of the previous study under critique, as follows:

How to critique previous studies:

Table (02): Critique, Evaluation, and Commentary on Previous Studies

Aspects of Criticism	Criticism
Critique of the topic	- The researcher may present the study purely from the perspective of constructive criticism, here providing a large body of evidence that demonstrates the extent to which previous researchers have deviated from correctness in the main argument, such as examining earlier theories that are still the subject of debate among some to this day, thereby allowing the researcher to dispel any doubt with certainty. - Or the study's elements may have omitted certain theoretical frameworks or important topics that should be addressed in such subjects.
Critique of the intellectual sequence	It is represented in the nature of how the previous study presented the problematic idea, how the researcher developed his ideas through the body of the subject, whether he neglected parts that should have been addressed, and then how this ultimately affected the results.
Critique of the Methodology	This is done by identifying the nature of the scientific method used, and whether it was appropriate in the previous study or not. In this case, the researcher must be familiar with all types of research methodologies in order to be able to judge their suitability.
Tool Critique	The researcher must clarify the role that the research tool played in gathering information for the previous study, whether it was appropriate or if another tool could have been used. Additionally, whether there were multiple tools that could have provided better results, and whether there were any shortcomings in preparing the Sample Critique research tool,… etc.
Sample Critique	- The researcher must clarify the aspects of completeness or shortcomings in the sample chosen by the researcher, such as: Did the sample contribute to adding new insights to the scientific research topic? Was it necessary for the researcher to expand the number of sample items? ... etc. - The study sample may be inappropriate in terms of size (statistically insufficient) or in terms of its characteristics and suitability to the research title (for example: a study discussing teacher training but the researcher focused on collecting studies from trainers and did not include teachers).
Results Analysis	- Clarification: Were the final results meaningful? Or consistent with other parts of the research? ... etc. - It is possible that the researcher disagrees with the results due to methodological errors, objective errors, or errors in data analysis or presentation. Therefore, it is advisable to compare the results with those of others and clarify the objectivity of each.
Credibility Critique	It consists of: Has the study met the agreed-upon criteria of validity and reliability in such studies? These conditions and standards vary according to the methodology upon which the author based the study.

Adapted by the two researchers, cited from: (Duwaish, 2019, pp. 32–33)

12 – Discussion of Previous Studies

The discussion depends on the researcher's skill in benefiting from and contributing to previous work to strengthen his research and provide an objective picture of those who preceded him. The discussion includes the following:

- Clarifying the relationships that emerge from the results, reinforcing them with supporting evidence, while drawing attention to trends, similarities, and contradictions.
- Using mathematical expressions when interpreting the results.
- Focusing on presenting results that clearly modify a hypothetical theory or a generally accepted principle.
- Avoiding absolute and general conclusions; rather, conclusions should be limited to the obtained results...
- Not confusing cause and effect.
- Avoiding generalizing results from limited data, and not extrapolating results beyond the scope of the studied data from graphs illustrating the relationship between two variables.
- Remaining objective and not being influenced by the researcher's previous opinions; the discussion must be objective.
- Not ignoring the questions posed and not diverting to subsidiary discussions.
- Clarifying the practical significance of the results reached. (Hassan, 1996, p. 97)

Secondly: Practical Exercises and Applications in Presenting Previous Studies

1 - Rashid Zarwati's Method (2008: 343)

He presented some exercises, which we show through the following example:

• Research Topic

The role of social work in the social and vocational rehabilitation of the mentally retarded: A field study at the Medical Educational Center for the Mentally Retarded: X, in the city of: Y.

• Study Summary

- Previous study titled: "The Role of Social Work in Supporting the Development of Social Behavior for Physically Disabled Individuals"
- Conducted by Dr. Mohamed Sayed Fahmy
- Study period: 1998
- Location of study: Alexandria, Egypt
- Duration of the study: Approximately one year
- Nature of the study: Field study
- Study problem: The research problem focused on:
- What is the primary role of private institutions in influencing these groups by modifying their behavior through vocational rehabilitation?
- What are the factors affecting the guidance and modification of the disabled individual's behavior?
- What is the role of vocational rehabilitation institutions in modifying the behavior of the disabled?

- What is the role of social work in supporting and developing positive behavior for the disabled?
- Study methodology: The researcher used the descriptive method and formulated the following hypotheses:
- First hypothesis: Physical disability plays a role in directing the behavior of the disabled individual.
- Second hypothesis: The length of stay in the institution plays a role in directing the behavior of the disabled individual.
- Third hypothesis: Disability affects the relationship of the disabled individual with his family.
- Fourth hypothesis: Younger disabled individuals respond more to positive behavior support programs than older disabled individuals.
- Fifth hypothesis: There is a variety in behavioral patterns of the disabled before and after joining the institution.
- Sixth hypothesis: Training helps in the vocational rehabilitation of the disabled.
- Hypothesis Seven: Benefiting from the institution's programs and activities leads to supporting positive behavior among physically disabled individuals.
- As for the research tools, they include the questionnaire, interview, observation, documents, and administrative records.
- Regarding the research sample, it included 58 physically disabled individuals, all male, aged between 6-8 years, with their disability occurring within the first five years of their lives.
- Study Objectives:

The study's objectives summarized improving the practice and performance of social work services, as well as expanding and advancing knowledge to be accessible to the social work practitioner.

- Main Steps of the Study: The study covered the following main topics:
- Social work ― Social worker ― Disability ― Physical disability ― Categories of physically disabled individuals ― Physically disabled individuals and their families ― Rehabilitation institutions for the physically disabled.
- Presentation of the most important results reached by the researcher, represented in:
- Disability has a significant impact on the behavior of the disabled individual.
- Disability affects the disabled individual's family in terms of family effort, time, morale, and expenses related to the disabled person.
- A positive change in the behavior of the disabled individual occurred after joining the institution responsible for rehabilitation.
- Training in various crafts and professions is a necessary process in rehabilitating the disabled to use their abilities in jobs that enable them to support themselves. It also became clear that there is a relationship between the professions they are trained in and their abilities and potentials.
- The researcher confirmed that the institution's programs and activities and their role in supporting positive behavior are essential and had a beneficial outcome for the disabled individuals in the study sample.

Regarding the role of the social worker: The research outcome indicated that the social worker has an important role in helping and solving the problems of people with disabilities by guiding them, organizing moral and material rewards to encourage and motivate them to exert effort in rehabilitating themselves.

• Comment on the study

- The point of difference between our research and the previous study is that our research focuses on the role of social work in the social and vocational rehabilitation of the mentally retarded, whereas the previous study focused on the role of social work in supporting and developing positive behavior among physically disabled individuals.
- The point of similarity lies in the fact that both studies involve the role of social work in rehabilitating special needs groups.
- In our study, we build upon where the previous study ended, which concluded that there is a relationship between rehabilitation institutions and people with disabilities, a relationship between the age of the disabled and their behavior, as well as an active role for the social worker.
- Accordingly, our study focuses on aspects that the previous study did not emphasize, to serve as a complementary research on the topic of social work and special groups suffering from physical and mental disabilities. Therefore, our research concentrates on studying the role of:
- Social services for the mentally retarded in the social field.
- Social services for the mentally retarded in the psychological field.
- Social services for the mentally retarded in the health field.
- Then we investigate: Are there some obstacles (barriers) that hinder the role of providing services and delivering them to the mentally disabled? (Zerouati, 2008, pp. 339 -343)

In addition to Dr. Rachid Zerouati's method, there is also one of the most common and widely used methods in university research studies, which we present in the following example:

2 - The study by Ata Allah Ahmed et al. (2011)

titled "The Reality of Scientific Research in Algeria – A Case Study of Physical Education and Sports Laboratories at both the University of Algiers and the University of Mostaganem."

• Practical steps to be followed:

- Study Objectives: This study aimed to identify the reality of scientific research in the laboratories of physical and sports education and the research conducted, and to propose solutions to advance scientific research in the field of physical and sports education at research laboratories in Algeria.
- ethodology used: The study relied on the descriptive survey method in order to identify the reality of scientific research in the physical and sports education laboratories in Algeria.
- Study Sample: The study sample consisted of 15 professors randomly selected from the research population made up of all professors belonging to the two laboratories (Mostaganem – Algiers).

- Study Tools: The researchers designed a scale based on the expert method consisting of 40 items distributed across three axes: the first axis concerned comments on research conducted at the university level; the second axis related to research conducted at the laboratory level; and the third axis concerned obstacles hindering research progress along with possible solutions.
- Study Results: The results of this study showed that:
- Agreement on scientific research in Algeria supports research but the time is insufficient to reward it, and these studies remain shelved without benefiting the field.
- There is fluctuation and shortage in the studied topics, and the completed research focuses on psychological and educational aspects, lacking the medical and biological aspects that greatly serve physical education and sports.
- The research conducted at the laboratory level tends to use the descriptive method due to its simplicity and the speed of obtaining results.
- The objectives for which the research laboratory was established have not all been achieved, and the utilization of laboratories has become partial, meaning it achieves only some of the objectives for which it was created, limiting scientific research in the field of physical education and sports.
- The major obstacle hindering the progress of scientific research at the laboratory level is mainly related to administrative legislation, administrative bureaucracy, and the financial management of these laboratories.
- Finally, the author expresses his personal opinion about this study, indicating the similarities and differences with his own study, the deficiencies he noticed in the study, and then evaluates a comparison with the results of his study and this study in order to benefit the research that will follow in some future research. (Yahyawi, 2021, pp. 336–337)

Conclusion

In conclusion, and in the light of the exercises and practical applications presented, it is clear that reviewing previous studies is not a simple task; rather, it is a complex process that requires the researcher to combine critical understanding, systematic organization, and the ability to connect ideas. Mastery of this skill improves the quality of research, enhances the researcher's ability to build a solid theoretical framework, and enables precise positioning of his research within the knowledge field.

The practical exercises addressed in this paper are effective steps toward developing this skill, as they provide researchers with opportunities for application and self-assessment, helping them avoid common mistakes such as repetition, disorganized narration, or lack of critical analysis. Therefore, investing in training researchers on how to present previous studies is a valuable and important step to elevate the level of scientific research and development.

Recommendations

At the end of this semi-detailed review of previous studies, the two researchers recommend the following:

- Since we are in the era of the technological revolution and moving towards the Fourth Generation University, it is necessary to develop large digital electronic platforms that include research and studies across various fields and disciplines, to facilitate researchers' access and benefit from them.
- Conduct practical training courses for researchers and graduate students during the period of completing their research, theses, and dissertations.
- Engage with experienced professors to benefit from their expertise, whether inside or outside the university.

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