

Factors Affecting Women's Academic Roles (A Study of Faculty Members at Princess Nourah Bint Abdulrahman University, KSA)

Dr. Fatma Fouad Mahmoud

*Assistant Professor at the Faculty of Social Work
Group work department, Princess Nourah Bint
Abdulrahman University Previously*

Email: Dr_fatma33@yahoo.com

Dr. Hind Aaed Aljhani

*Assistant Professor at the Faculty of Social Work Group work department Princess
Nourah Bint Abdulrahman University*

Email: haaljhani@pnu.edu.sa

Published on: 17 May 2022



This work is licensed under a
[Creative Commons Attribution-
NonCommercial 4.0
International License.](https://creativecommons.org/licenses/by-nc/4.0/)

ABSTRACT

Academic Arab women are often striving to balance their academic duties and family duties, especially those with children and families to take care of, which exposes them to many pressures and conflicts. this study aimed to identify factors that affect the academic role of women, focused on social and psychological factors, as well as factors associated with the

work environment, The study used a descriptive-analytical approach featuring a social survey methodology via an electronic questionnaire applied to a random sample of faculty members (N=317) at Princess Nourah Bint Abdulrahman University in Saudi Arabia. It is found that the most influential factors in the academic role of women are those associated with the work environment, followed by

psychological factors and then social factors. The study concludes with a set of proposals through which to increase the effectiveness of the academic roles of women, as well as to overcome the obstacles that stand in the way of progress in the academic field, such as by achieving job security, providing supportive social services, and providing an environment that is conducive to academic innovation.

Key words: Academic Roles, Saudi Arabia, Women, Teaching, Community Service.

* Introduction

While faculty members are important pillars of the work conducted in universities, they also depend on the excellence of the other of the pillars of the university and the excellence of the university itself to increase its competitiveness and achieve its objectives in the service of society.

In universities, faculty members are considered to represent the main elements in determining the quality of educational programs and activities and ensuring they meet their objectives, and the presence of a distinguished faculty member reflects positively on the internal and external

efficiency of academic programs (Hamed, 2014).

A university will distinguish itself from other universities by offering highly qualified professors. A distinct and effective academic presence is characterized by scientific production appropriate, which help improve the educational process. This enables the university to meet both the needs of comprehensive development and the requirements of an accelerated society, and university professors play a leading role in the preparation of such outputs, ensuring they are commensurate with the needs of the times through their dedication to their work (Dawod, 2013, p1).

Faculty members play many academic roles (Kyvik.svein, 2012), including teaching, research, and management. In addition, many employees also participate in community service or other types of external work which are associated with their university but not part of it. Although many may argue that teaching is the main task of universities, others will maintain that scientific research and production is the most important job for a faculty member. However, it is clear that

research is the area of work that faculty members appreciate the most.

A faculty member's roles are aimed at serving both the university and society, and there is obviously a difference in the quality and quantity provided by the faculty either to the university, to conduct scientific research, or to the community (Wasos et al., 2015).

In addition, faculty members also play a role in advising students, whether in an academic or professional context. (Troxel, 2018). As faculty members at higher education institutions play important roles that in preparing the human potential of society in different disciplines, as well as in scientific research, which contributes to the development of society, it is necessary to pay close attention to the extent to which they play these roles (Salim, 2014).

Some people, especially those who don't know working directly within colleges or universities, see academic work as very attractive and its requirements are much lower than in business or other sectors (Byron, 2005).

Study of women's working lives has gained extensive attention among

Western researchers, these studies have mostly been limited to European and North American settings and women in Arab contexts have not been given the same attention (Omair, 2008).

Accordingly, this study is designed to provide an understanding of the factors that can affect the academic role of Arab women, and hinder their efficient performance, by exploring the perspectives of female academics in Arab universities. Princess Nourah Bint Abdul Rahman University was chosen as a model as the largest university for women in the Arab world.

In this paper, we aim to answer the following questions:-

- 1- What social factors affect women's academic roles?
- 2- What psychological factors affect women's academic roles?
- 3- What factors associated with the working environment affect women's academic roles?
- 4- What are the proposals for increasing the effectiveness of women's academic roles?

Finally, this study represents an attempt to contribute to the development of the theory of career

development, by identifying the factors that affect the academic role of women and proposing solutions that would increase the contributions of Arab women in the academic field.

*** WOMEN IN ACADEMIC WORK**

In order for development to be more efficient and effective, both men and women should participate equally (Mehta Pallavi & Sharma, 2014). However, there are still some who believe that women should be confined to educational roles involving household chores and having children, and this view represents one of the main obstacles that has contributed to the delay in the acquisition of female leadership in educational institutions. Al-Qarni & Al-Zyoud (2016) proved that there are some social and personal obstacles that prevent women from gathering educational and leadership roles. In general, women have more diverse career paths in the academic community than men, but also assume more professional responsibilities and pressures (Arslan et al., p51), (Conley, 2005, p25).

As members of the teaching staff, women are required to carry out academic work in order to conduct scientific research and participate in

scientific activities, which enable them to refine their scientific knowledge, develop their performance, and obtain promotions, which enable them academically (Najm et al., 2014, p5) to progress

However, academies face a number of challenges, including social, economic, and cognitive challenges, and require special assistance from education planners (Acker et al., 1994) in order to perform the roles required of them better.

The results of several scientific studies on academic roles have shown that female faculty members are less successful in terms of scientific productivity compared to men (Sinqar, 2007; O'Callaghan, 2010; Astin and Malik, 1994; Ash et al. 2004; Reed, et al., 2011; Barrett, L & Barrett, P., 2011)

Women in the academic field always try to find a balance between the academic demands of the tasks inside the university, such as teaching, research, and serving a society, and those external to university life, including the demands of motherhood. As each academic degree and scientific specialization has a set of tasks that require discipline in its performance,

this affects a woman's thoughts on her work-life balance (Gallagher, 2018, p1).

This was evident in the study by Siddiq (2010), which indicated that there are many roles for women that involve different requirements, exposing them to several conflicts in order to meet those requirements. This represents pressure regarding the emergence of some different psychological and physiological responses. Psychological responses entail the emergence of some cognitive responses (decreased ability to concentrate, affected by memory, decreased ability to perform cognitive tasks, increased errors, decreased ability to plan, organize, and think), emotional responses (stress, anxiety, helplessness, depression, anger, confusion, increased rate of obsessive, hypersensitivity, and aggression), and behavioral responses (speech problems, disturbed sleep and eating habits), which increase or decrease energy levels and enthusiasm.

Academic women experience high levels of stress (Bonawitz, M., & Andel, N, 2009)

This refers basically to family commitments (Bonawitz, M., & Andel, N, 2009)

Overall, Arab social attitudes that restrict women's roles to care-givers, mothers and to domestic duties have been and still an obstacle in the way of equal participation in everyday life (Nseer, 2015).

The findings of Okpechi & Usani (2015) indicate that marital stressors have a clear impact on the academic roles of married academic women in higher education institutions.

A study by Singar (2007) showed that there are several factors that can have a negative impact on women's university work, including those related to the university work environment, such as family life.

Multiple responsibilities of conventional and professional roles: Women need to struggle to balance family responsibilities as wife, mother and career requirements, which sometimes could be conflicting and always exhausting. Placing all the responsibilities on women leaves no time or energy for her to pursue her professional development (Ensour,

W., Al Maaitah, H., & Kharabsheh, R.,2017)

Academic roles: The functions performed by university faculty members are as follows: (Wasos et al., 2015, p.1026).

1- Teaching

This is a deliberate and organized process that follows a certain sequence of actions taken by the faculty member with their students in order to help them learn and grow.

It represents all of the actions taken by the faculty member regarding the procedures and movements that are intentional and organized through the methods used inside and outside the classroom to achieve the objectives of the lesson (Abaas, 2017, p.467).

Amayra (2006, p.103) defined the teaching performance as "the degree to which the faculty member carried out the educational tasks assigned to him and his practices, activities and behaviors related to his various tasks in terms of expression and behavior."

2- Scientific research

An important part of the researcher's role is to collaborate with colleagues to advance knowledge.

Research collaborations can take various forms, including advice to colleagues, collaborative research projects spanning years, and collaboration in scientific research and publications, a process that is gradually becoming increasingly widespread (Kyvik Svein, 2012, p529).

3- Community service

The services and work provided by the university to the local community in terms of cultural, health, social, economic, or sports perspectives, which aim to take advantage of all local potentials and energies, which are the educational and training services provided by universities to members of the community other than its students (Al-Jahni and Suleiman, 2011, p.484).

*** Peer and social support to overcome work stress**

Women can manage joint work and family responsibilities by urn to supports offered at work and in the home to help manage these roles successfully, including informal support from people at work and at home as well as formal organizational and national policies. Informal support is consistently moderately associated

with better work–family experiences (French & Shockley, 2020) Informal supports are psychological or material resources provided through social relationships (French, Dumani, Allen, & Shockley, 2018).

Formal supports are policies that support employees in the form of time, services, or finance and the use of policies offers support in terms of granting employees additional time or increased control over work and family demands (Allen & Shockley, 2009).

Both informal and formal supports tend to be most strongly associated with work–family management Greenhaus et al. (2012) found that supervisor support is more strongly related to work–family balance when individuals perceive that their organization overall is family supportive.

Beyond social support, social relationships also serve as sources of companionship, which provides opportunities for enjoyable interaction and camaraderie. The positive affect and relief from stress afforded by companionship, in turn, help to sustain health and well-being (Umberson, 1978)

Supports help individuals to manage their work and family responsibilities, and it is clear that support efficacy depends on the types of supports offered, the source of support, and factors that promote the use of supportive resources and increase the need for support (French & Shockley, 2020).

* **METHOD**

We used a descriptive approach, which aims to study the phenomena as they exist in reality and describe them accurately. The researchers chose this method because it fits with the objectives of the study, the study relied on the scientific method using the social sample survey method for female faculty members in the faculties of Princess Nourah Bint Abdulrahman University in the Kingdom of Saudi Arabia. The inspection frame for female faculty members in the faculties of Princess Noura Bint Abdul Rahman University in the Kingdom of Saudi Arabia reached (1805) single.

Regular random sample from the sampling frame, and by applying the law of optimal sample size, the sample size for female faculty members in Princess Noura Bint Abdul

Rahman University colleges reached (317) single, with a ratio of (1: 6) approximately.

Exploratory interviews were conducted with a group of faculty members at Princess Nourah Bint Abdulrahman University, Narrative interviews were used to know the personal experiences of female academics in higher education institutions and how to adapt to them and the results of the interviews included the following:-

- 1- Most of the faculty members suffer from a conflict between their academic and family roles
- 2- A set of factors have been arranged that are most influencing the academic roles of women, which are (social - psychological - and related to the work environment).
- 3- Female faculty members expressed that they are trying hard to reconcile their roles, but they are always behind the male members in literary production and scientific research.
- 4- Most of the members confirmed that there is a long period of interruption after obtaining a doctorate degree, what they called (academic deadlock).
- 5- They also expressed that the work requirements are very burdensome for

them (administrative aspects), which creates another type of conflict and tension.

6- The participants also expressed that had it not been for the work relationships and support they receive from their female colleagues; they would have taken early retirement.

This study was applied to faculty members from all faculties at Princess Nourah Bint Abdulrahman University, Saudi Arabia (as shown in Table 2). Responses to the electronic form numbered 317 faculty members.

After obtaining ethical approval from the authors institution, the questionnaire was completed by faculty members during the during the academic year, Advertisements were placed on the Princess Nourah Bint Abdulrahman University internal websites and on social media (Members' groups on WhatsApp), members interested in participating can click on a link to take them to the survey, When they completed it, they were thanked for sharing, The optimal sample size was reached after checking outliers and missing values.

*** Samples and participants**

The number of participants was 317 faculty members at Princess

Nourah bint Abdul Rahman University, divided as follows:-

96 members from scientific colleges, 129 members from humanities colleges, 92 members from health colleges.

Table (1): Distribution of Demographic questions

N=317

Demographic questions	K	Percentage %
Experience		
Less than 5 years	39	12.3
5-10 years	91	28.7
10-15 years	95	30
15-20 years	67	21.1
More than 20 years	25	7.9
Scientific degree		
Teaching assistant	20	6.3
Lecturer	24	7.6
Assistant Professor	189	59.6
Associate Professor	68	21.5
Professor	16	5
Type of Faculties		
Scientific Colleges	96	30.3
Humanities Colleges	129	40.7
Health Colleges	92	29

The results of the research shown in Table1 (demographics) that scientific assistant professors (59.6%) have the highest percentage of the faculty members with a degree, followed by associate professors (21.5%), lecturers (7.5%), and teaching assistants (6.3 %), professors

(5%), distribution of faculty by type of colleges. Where explained that the largest percentage of faculty members are in humanitarian colleges (40.7%), followed by scientific colleges (30.3 %) and health colleges (29%).

The results showing that the distribution of faculty by years of work experience shows that the highest percentage of faculty members have 10-15 years of experience in their fields of work (30%), followed by the category of 5-10 years (28.7%), and the category of 15-20 years and older (21.1%). followed by the category (from 5 to less than 10 years) at (28.7%), then the category (From 15 to less than 20 years (21.1%), followed by the category (less than 5 years).

One year at (12.3%), and finally the category (20 years and over) with (7.9%). The average number of years of experience in the field of work is (12) years, and a standard deviation is (6) years.

*** Results**

*** Answer to the first question: social factors affecting the academic role of women**

Table (2) Social Factors Affecting Women's Academic Role

(N=317)

No	Sentences	Mean	Standard deviation	Ranking
1	Difficulty balancing academic responsibilities with family needs.	3.85	1.07	3
2	Lack of opportunities provided by society to develop women.	3.15	1.12	7
3	Spouse or parent's opposition to academic work.	2.72	1.19	11
4	The resistance of men to the success of women in the academic field.	2.95	1.15	9
5	Lack of confidence of officials in the ability of women to innovate in the academic field.	3.04	1.17	8
6	Community view of women as homemakers only.	2.74	1.16	10
7	Cumbersome academic work requirements.	4.1	0.97	1
8	Lack of moral support for women in society.	3.46	1.09	4
9	Conflict between the requirements	3.91	0.98	2

	of daily life and the obligations of academic work.			
10	Educational level of the husband	3.29	1.18	6
11	Lack of husband's understanding of women's academic work.	3.34	1.16	5
Dimension as a whole		3.32	.077	Average level

Table2 shows that the social factors affecting the academic role of women, as determined by the faculty members, were as follows:-

First, the Cumbersome academic work requirements had an arithmetic average of 4.1, and this result is consistent with previous studies (Saleem, 2014) where it was proved that an excessive teaching burden is one of the main constraints of women faculty members in terms of receiving promotions.

In second place came the conflict between the requirements of daily life and the obligations of academic work (3.91) This finding is also consistent with previous studies (Allen, 2000) (Torp et al., 2018).

Third came the difficulty of balancing academic responsibilities with family needs, and this result is consistent with previous studies (Salim, 2014) and (Al Moslem, 2008), which confirmed that the distribution

of women's efforts between work and the requirements of daily life, as well as the large number of family ties, that hindered their academic roles in terms of completing scientific research.

Fourth place Lack of moral support for women in society with arithmetic average 3.46.

In the tenth place was Community view of women as homemakers only, with a standard deviation of 2.74.

Finally, the opposition of spouses or parents to academic work also had an arithmetic mean of 2.72, while the standard deviation was 1.19.

Given these findings, the results indicate that the overall average of social factors affecting the academic role of women, as determined by faculty members, was 3.32, which is an average rate.

*** Answer to the second question: psychological factors affecting the academic role of women**

Table (3) Psychological Factors Affecting Women's Academic Role (N=317)

No	Sentences	Mean	Standard deviation	Ranking
1	Biological changes and their psychological	3.8	0.91	4

	and mood effects			
2	Weak ability of women to confront in the academic field	2.71	1.12	12
3	The stress of her responsibilities is beyond her capacity	3.87	0.95	1
4	Constant fear of a family or professional problem due to work	3.45	1.15	7
5	The conflict of roles and the resulting problems	3.75	0.98	5
6	Women's poor awareness of their role and importance in society	2.93	1.15	11
7	Low self-esteem on the part of women regarding themselves.	3.12	1.15	9
8	Poor psychological support from those around them	3.47	1.11	6
9	Low level of academic ambition for women	2.95	1.27	10
10	Fragmentation of thought and a sense of negligence in the right of the family.	3.83	0.89	2
11	Anxiety arising from their inability to demonstrate work efficiency.	3.21	1.17	8
12	Feeling of organic diseases because of stress.	3.82	0.94	3

Dimension as a whole	3.41	0.74	Average level
----------------------	------	------	---------------

In Table3 shows that the leading psychological factors affecting the academic role of women, as determined by faculty members, are as follows:-

- 1- In the first place, the stress of her responsibilities is beyond her capacity with an arithmetic mean (3.87).
- 2- In the second place came fragmentation of thought and a sense of negligence in the right of the family, with an arithmetic average of 3.83. This result agreed with the findings of Boumediene (2017), confirming that the highest percentage of working women feel guilty and believe they are displaying a degree of negligence towards their family and children because of work stress.
- 3- Third came feeling of organic diseases because of stress, with an arithmetic average of 3.82.
- 4- Fourth came biological changes and their psychological and mood effects with an arithmetic mean (3.8).
- 5- Finally, in the eleventh position was the women's poor awareness of their role and importance in society (2.93), followed by the weakness of women's

ability to confront in the academic field (2.71).

These results indicate that the general average of the psychological factors affecting the academic role of women as determined by the faculty members was 3.41, which is an average rate.

*** Answer to the third question:
Factors associated with the working environment affecting women's academic role**

Table (4) Factors associated with the working environment affecting women's academic role.

(N=317)

no	Sentences	Mean	Standard deviation	Ranking
1	Frequent burdens and administrative assignments	4.59	0.6	1
2	Lack of appropriate support for scientific research	4.39	0.9	5
3	Lack of women's participation in professional development courses	3.75	1.12	11
4	Lack of attendance at conferences and	4.05	.88	9

	scientific meetings			
5	Constantly changing promotion regulations	4.36	0.86	6
6	Insufficient time to participate in community service programs	4.3	0.72	7
7	Lack of administrative staff assigned to assist the faculty member	4.58	0.72	2
8	Absence of objective criteria in evaluating job performance	4.14	0.9	8
9	Presidents dominate performance, reducing open space for academic innovation	3.84	1.05	10
10	Lack of financial incentives to encourage academic innovation	4.44	0.75	4
11	Too many teaching burdens	4.5	0.69	3
Dimension as a whole		4.27	0.51	Average level

The tableTable4 shows that the main factors associated with the working environment affecting women's academic roles, as determined by faculty members, are as follows:-

1- In the first place was the high burden of administrative assignments, with an

average of (4.59). This was followed by the shortage of administrative staff assigned to assist the faculty member (4.58) and the high teaching burden (4.5).

2- At the other end, in tenth place came bosses dominating the performance, which reduces the open space of academic (3.84), followed by the low participation of women in professional development courses (3.75). This supports the findings of previous (Boumediene, 2017), which have found that women waive their right to self-development and that their lack of participation in scientific courses and conferences is due to their aim of devoting this time to their families.

These results indicate that the overall average factors associated with the work environment affecting the academic role of women, as determined by the faculty members, was 4.27, a high rate.

*** Ranking of factors affecting the academic role of women as a whole**
Table (5) Ranking of factors affecting the academic role of women as a whole.
(N=317)

factors	Mean	Standard Deviation	Level	Ranking
Social factors	3.32	0.77	Average	3
Psychological factors	3.41	0.74	Average	2

Factors associated with the work environment	4.23	0.53	High	1
Factors as a whole	3.65	0.57	High level	

By looking at the Table5, the results indicate that the level of factors affecting the academic roles of women as a whole as determined by the faculty members is high, where the mean is (3.65), and the indicators for that are according to the arithmetic mean order: the first order is the factors related to the work environment with an arithmetic mean (4.23), followed by the second order the psychological factors with an arithmetic mean (3.41)), And finally, the third ranking of social factors, with a mean (3.32).

*** Proposals to increase the effectiveness of women's academic roles**

Table (6) Proposals to increase the effectiveness of women's academic roles. (N=317)

no	Sentences	Mean	Standard deviation	Ranking
1	Providing a social environment that helps women to carry out their academic initiatives	4.48	0.64	4

2	Religious awareness of the need for men to share family burdens with women	4.31	0.79	12
3	Attention to the recreational aspect that brings psychological comfort to women and their families	4.45	0.67	7
4	Expanding the provision of supportive social services (kindergartens, etc.)	4.64	0.55	1
5	Organize courses on how to deal with work pressures, which helps to plan and organize time	4.43	0.65	8
6	Achieve job security	4.63	0.58	2
7	Activating the positive role of the media in order to change the negative habits affecting women's work	4.41	0.7	9
8	Spreading the culture of women's work	4.36	0.73	11
9	Strengthening motivation for women's academic work	4.45	0.66	6
10	Activating the role of political leaders in helping women to obtain their rights	4.38	0.76	10

11	Providing an environment conducive to academic innovation	4.61	0.51	3
12	Encourage women to participate in community service besides their academic work	4.48	0.67	5
Dimension as a whole		4.47	0.46	Very high level

The Table 6 shows that the main proposals to increase the effectiveness of women's academic roles, as defined by faculty members, were as follows:-

- 1- Expanding the provision of supportive social services (kindergartens, etc.) 4.64
- 2- Achieve job security (4.63) (Machado et al., 2014), followed by Providing an environment conducive to academic innovation (4.61).
- 3- Finally, in the eleventh place came spreading the culture of women's work (4.36), followed by religious awareness regarding the need for men to participate in family burdens (4.31).

These results indicate that the overall average of proposals to increase the effectiveness of the academic roles of women as determined by faculty members was 4.47, a very high rate.

*** The correlative matrix of the relationship between factors affecting the academic role of women**

Table (7) the correlative matrix of the relationship between factors affecting the academic role of women

(N=317)

no	Factors	Social factors	Psychological factors	Factors associated with the work environment	Factors as a whole
1	Social factors	1			
2	Psychological factors	0.741**	1		
3	Factors associated with the work environment	0.372**	0.391**	1	
Factors as a whole		0.894**	0.895**	0.652**	1

* Significant at (0.05)

** Significant at (0.01)

The Table7 shows that: there is a statistically a positive correlation (at the level of significance 0.01) between factors affecting the academic role of women (social factors, psychological factors, factors associated with the work environment, and factors as a whole), as determined by faculty members. This may be due to the existence of a positive correlation between these variables and the fact that they reflect what the study aims to achieve.

*** Analysis of the disparity between faculty members according to the type of faculty in determining factors affecting women's academic role using the One-Way ANOVA test**

Table (8) Analysis of the disparity between faculty members according to the type of faculty ⁽¹⁾ in determining factors affecting women's academic role using the One-Way ANOVA test

(N=317)

no	Dimensions	Source of Contrast	Total squares	Degrees of freedom (df)	Average squares	Value (F)	LSD test
1	Social factors	Variation between groups	2.952	2	1.475	2.495	Not significant
		Contrast within groups	185.699	314	0.591		
		Total	188.650	316			
2	Psychological factors	Variation between groups	1.450	2	0.725	1.330	Not significant
		Contrast within groups	171.167	314	0.545		
		Total	172.616	316			
3	Factors associated with the work environment	Variation between groups	1.000	2	0.500	1.786	Not significant
		Contrast within groups	87.918	314	0.280		
		Total	88.918	316			
Factors as a whole		Variation between groups	1.632	2	0.816	2.752	Not significant
		Contrast within groups	99.594	314	0.317		
		Total	101.226	316			

The Table8 shows that: There are no statistically significant differences between the responses of female faculty members according to

the nature of the colleges with regard to their identification of social factors, psychological factors, factors related to the work environment, and factors affecting the academic roles of women as a whole.

*** Conclusion**

By analyzing the results of the study, it is clear that the factors affecting women's academic role, as determined by the faculty members, are:-

1- First, factors associated with the work environment (4.23). This included high burden of administrative assignments, followed by the shortage of administrative staff assigned to assist the faculty member, and the high teaching burden (4.5), This supports the findings of Kuntz (2012), who highlighted the impact of the physical environment on the activities of faculty members.

2- Second came psychological factors, with an arithmetic mean of 3.41. The most important of these factors was the stress of her responsibilities is beyond her capacity, came fragmentation of thought and a sense of negligence in the right of the family, feeling of

- Colleges type categories are divided into three ¹ groups: Group (1) scientific colleges n = (96), group

(2) human colleges n = (129), and group (3) health colleges n = (92)

organic diseases because of stress, biological changes and their psychological and mood effects, These findings support those of El Aahrani (2011) who found that women workers feel that their responsiveness to work requirements leads to shortcomings in terms of their husbands and children, generating feelings of concern. Taking into account psychological factors is important in the performance of women in academic roles. Whenever psychological stability is reflected in terms of her performance, this increases scientific productivity and a sense of self-fulfillment.

3- Third came social factors (3.32). Most of these factors relate to the Cumberstone academic work requirements, the conflict between the requirements of daily life and the obligations of academic work, the difficulty of balancing academic responsibilities with family needs, the lack of administrative cadres assigned to assist the faculty member, and the multiplicity of teaching loads, as indicated by Al Rehaily (2017). The biggest impediment to productivity among faculty members was work stress (teaching - exam work -

supervision), Helene, 2012; Philipsen, 2008).

4- The most important proposals of faculty members for increasing the effectiveness of the academic roles of women are the following: expanding the provision of supportive social services (kindergartens, etc.), followed by achieve job security, and providing an environment conducive to academic innovation, encouraging women to participate in community service in addition to their academic work, strengthening the motivation for academic work among women, paying attention to the recreational aspect that brings psychological comfort to women and their families, organizing courses on how to deal with work stress, which helps in managing time, activating the positive role of the media with the aim of changing negative habits affecting women's work, activating the role of political leaders in helping women obtain their rights.

*** Recommendations**

Academies need courage and self-confidence to achieve a balance between all the roles they play in order to ensure female faculty members enjoy their work with the support of

husbands and family and the support of loyal colleagues and mentors. They also need to use certain strategies that help them to overcome pressure of their workloads, such as relaxation strategies, meditation, giving more time to themselves away from work, learning to separate their professional selves from their personal selves, and caring for some entertainment and enjoying life. They can learn such techniques through training courses or the use of e-learning, and these efforts will help them to find balance in their lives.

Higher educational institutions also can focus on modifying the existing practices so as improve academic balance between their work and family roles, such as flexible schedule benefits, support from the superior, co-workers and additional leave benefits to help the faculty to manage their academic and family responsibilities (Hammer, et.al. 2011), by this the faculty members may be able balance their work and family effectively, leading to satisfaction in work and family overall. (Pattusamy, & Jacob, 2016)

Practical implications- The results are of great significance to universities

and higher education institutions, to help the female faculty members, in order to be able to perform the roles required of them in an optimal way, and to create an academic environment that encourages and stimulates academic creativity.

Originality/value- This study contributes to the field of career development by to the development of solutions and proposals to help overcome the factors that may affect the academic roles of women, complementing existing scientific papers in this field.

*** Declaration of Conflicting Interests**

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

*** Funding**

The author(s) received no financial support for the research, authorship, and/or publication of this article.

*** References**

Abbas, A. L. (2017). Rooting the Teaching Methods of the University Curriculum, *Journal of Nile Basin Studies*, 10(20).

- Acker, S. et al. (1994). Thesis Supervision in the Social Sciences: Managed or Negotiated? *Higher Education*, 28(4), 483–498.
<https://doi.org/10.1007/BF01383939>
- Al Moslem, S. (2008). Obstacles to academic promotion of technical faculty members during their career, *Journal of the Arabian Gulf message*, Issue 110.
- Al-Juhani, M. A. & Suleiman, M. A. (2011). Services provided by the University of Tabuk to the local community from the perspective of its faculty members, *Journal of the Faculty of Education*, Al-Azhar University, 1(145).
- Allen, Tammy D., et al. (2000). Consequences associated with work-to family conflict: a review and agenda for future research, *Journal of occupational health psychology*, 5(2), 278.
<https://doi.org/10.1037//1076-899B.5.2.278>.CrossRef.
- Allen, T. D., & Shockley, K. (2009). Flexible work arrangements: Help or hype. Handbook of families and work: *Interdisciplinary perspectives*, 265-284.
- Al-Qarni, H. A & Al-Zyoud, K. (2016). Obstacles to Combining the Educational and Leadership Roles of Saudi Women: A Model, University of Tabuk, *Educational Journal*, 43.
- Amayreh, M. (2006). The appreciation of faculty members at the University of Isra for Jordan for the educational tasks assigned to them from the perspective of their students *Journal of Educational and Psychological Sciences*, Bahrain, College of Education 7(3).
- Arslan, et al. (2012). Social and Cultural Factors That Effect University Women Managers, *Acta Didactica Napocensia*, 5(4), 49–58.
- Ash, Arlene S, et al (2004). Compensation and advancement of women in academic medicine: is there equity? *Annals of internal medicine*, 141(3), 205- 212.

- Barrett, L., & Barrett, P. (2011). Women and academic workloads: Career slow lane or Cul-de-Sac?, *Higher Education*, 61(2), 141–155.
- Bonawitz, M., & Andel, N. (2009). The glass ceiling is made of concrete: The Barriers to promotion and tenure of women in American academia. In Forum on Public Policy Online (Vol. 2009, No. 2). Oxford Round Table. 406 West Florida Avenue, Urbana, IL61801.
- Boumediene, A. (2017). Family and social implications of women's work outside the home (PhD Thesis), *Faculty of Social Sciences, University of Wahran 2*.
- Byron, K (2005) A meta-analytic review of work–family conflict and its antecedents. *Journal of Vocational Behavior* 67: 169–198.
- Conley, V. M. (2005). Career Paths for Women Faculty: Evidence from NSOPF: 99, *New Directions for Higher Education*, 130, 25-39.
- Cummins, H. A. (2012). Queen bees and mommy tracking: how's an academic woman supposed to get ahead? *Advancing Women in Leadership*, 32, 79-91.
http://advancingwomen.com/awl/awl_wordpress/
- Gallagher, D. E. (2018). Motherhood and Community College Faculty: Exploring Perception and Practice, *Widener University*.
- Greenhaus, J. H., Ziegert, J. C., Allen, T. D. (2012). When family-supportive supervision matters: Relations between multiple sources of support and work–family balance. *Journal of Vocational Behavior*, 80, 266–275.
- Hammer, L. B., Kossek, E. E., Anger, W. K., Bodner, T., Zimmerman, K. L. (2011). Clarifying work–family intervention processes: The roles of work–family conflict and family-supportive supervisor behaviors. *Journal of Applied Psychology*, 96, 134–150.

- De Lourdes Machado-Taylor, M., White, K., and Gouveia, O. (2014). Job satisfaction of academics: does gender matter? *Higher Education Policy*, 27(3), 363-384.
<https://doi.org/10.1057/hep.2013.34>.
- Ensour, W., Al Maaitah, H., & Kharabsheh, R. (2017). Barriers to Arab female academics' career development: Legislation, HR policies and socio-cultural variables. *Management Research Review*.
- French, K. A., Dumani, S., Allen, T. D., Shockley, K. M. (2018). A meta-analysis of work–family conflict and social support. *Psychological Bulletin*, 144, 284–314.
- French, K. A., & Shockley, K. M. (2020). Formal and informal supports for managing work and family. *Current Directions in Psychological Science*, 29(2), 207-216.
- Greenhaus, J. H., Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10, 76–88.
- Hamed, Z. (2014). Jazan University faculty capacity development within the framework of international accreditation and quality standards, Third Quality Forum, *Faculty of Arts and Humanities, Saudi Arabia*.
- Kuntz, A. M. (2012). Reconsidering the workplace: Faculty perceptions of their work and working environments, *Studies in Higher Education*, 37(7), 769-782.
<https://doi.org/10.1080/03075079.2010.541556>
- Kyvik, S. (2013). The academic researcher role: Enhancing expectations and improved Performance, *Higher Education*, 65(4), 525-538.
- Metcalfe, B. (2007), “Gender and human resource management in the middle east”, *International Journal of Human Resource Management*, Vol. 18 No. 1, pp. 54-74.
- Mohammed, N. (2015). The Role of Women in Conflict, 'A Descriptive Study of the Effect of Women Exiting Work on their Social Roles, *Journal of*

- Social Sciences*, Ammar Thalji University, Issue.10.
- Nseer, N. (2015), Working and Discrimination in the Jordanian Private Sector, Alwarraq.
- Najm, M, *et al* (2014). Scientific Productivity of Faculty Members in Higher Education Institutions in the Gaza Strip, Al-Quds Open University, *Journal for Research and Studies*, Issue. 32.
- Okpechi, P. A., & Usani, M. O. (2015). Influence of Marital Stressors on Role Performance of Married Academic Women in Tertiary Institutions in Cross River State and Need for Counselling Therein, *Journal of Education and Practice*, 6(17), 59-65.
- Omair, K. (2008), “Women in management in the Arab context”, Education, Business and Society: Contemporary Middle Eastern Issues, Vol. 1 No. 2, pp. 107-123.
- Pattusamy, M., & Jacob, J. (2016). Testing the mediation of work–family balance in the relationship between work–family conflict and job and family satisfaction. *South African Journal of Psychology*, 46(2), 218-231.
- Philipsen, M. I., and Bostic, T. (2008). Challenges of the faculty career for women: Success and sacrifice, *John Wiley & Sons*.
- Reed, D. A, *et al*. (2011). Gender Differences in Academic Productivity and Leadership Appointments of Physicians throughout Academic Careers, *Academic Medicine*, 86(1),43–47.
- Rehaily,M. (2017).Impediments to Research Productivity of Islamic University Faculty Members in Madinah and Ways of overcoming them, *Journal of Scientific Research in Education*, No. 18, 153-194.
- Salim, N. (2014). Impact of work difficulties in the quality of academic performance a case study of faculty members at Sultan Qaboos University, *Journal of Arts and Social Sciences*, Sultan Qaboos University, Vol.2 Issue 5, pp.166-187

- Selim, S. (2014). The Importance of Professional Development for University Teachers in Algeria as a Determinant of Functional, “Theoretical Study”, *Journal of Studies and Research*, Zayan Ashour University, Al-Jelfa, 6(16).
- Sheddy, A. M. (2009). Management of Organizational Conflict among Women Leaders in Higher Education Institutions in Riyadh, an Applied Study on Princess Nourah Bint Abdul Rahman University, College of Social Sciences, *Mohammed Bin Saud Islamic University, Riyadh*.
- Siddiq, A. M. (2010). Psychological Combustion and its relationship to the roles assigned to women, *Arab Studies Magazine*, 9(3).
- Sonkor, S. (2007). Scientific Events for Women Faculty Member at Damascus University, *Damascus University Journal*, 23(2).
- Torp, S., Lysfjord, L., & Midje, H. H. (2018). Workaholism and work–family conflict among university academics, *Higher Education*, 76(6), 1071-1090. <http://dx.doi.org/10.1007/s10734-018-0247-0>
- Troxel, W. G. (2018). Faculty Advising: Roles, Rewards, and Requisites, *New Directions for Higher Education*, 2018(184), 83-96. <https://doi.org/10.1002/he.20305>
- Umberson, D. (1987). Family status and health behaviors: Social control as a dimension of social integration. *Journal of health and social behavior*, 306-319.
- Wouss, D. el al. (2015). The degree of practicing academic roles among faculty members at Al-Hussein Bin Talal University, *Journal of Educational Sciences Studies*, 42(3).
- Zahrani, S. (2011). Social obstacles facing women working in the health sector, *Faculty of Arts and Humanities, King Abdul-Aziz University*.