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الجامعة اللبنانية  
Lebanese University

# Lebanese University

**Female Academic Role Model Empowerment, Equality and  
Sustainability at Universities in Mediterranean Region: towards  
2030 Agenda – FREE**

**Erasmus+ Capacity Building in Higher Education  
598524-EPP-1-2018-1-ES-EPPKA2-CBHE-JP**

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## Table of Contents

List of Tables.....	4
List of Figures .....	5
Acknowledgment.....	6
Executive Summary .....	7
Introduction .....	8
1. Description of University Profile.....	9
1.1. University Background .....	9
1.2. Lebanese University (LU) in Numbers.....	10
1.2.1. Number of Academics disaggregated by sex .....	10
1.2.2. Number of administrative workers, disaggregated by sex.....	10
1.2.3. Number of students disaggregated by sex .....	10
2. The Higher Education system in Lebanon .....	10
2.1. Tertiary Education.....	10
2.2. Gender Equality - National Legislation.....	11
2.3. Gender Equality - Public Policies.....	11
3. Methodology .....	12
4. Findings and Analysis .....	13
4.1. Descriptive Analysis for Academics.....	13
4.1.1. Demographic Profile.....	14
4.1.2. Individual Level - Motivation and Work-Life Balance.....	15
4.1.3. Professional Level – Curriculum and Research .....	17
4.1.4. Group/Interpersonal Level – Networks and Support.....	18
4.1.5. Institutional Level – (In-)Equalities and Empowerment .....	19
4.1.6. Female Academic Role Model and Empowerment-Academics’ view on Female Role Model.....	22
4.1.7. Project Free Training Areas.....	24
4.2. Descriptive Analysis for Administrative staff.....	26
4.2.1. Demographic Profile of Respondents.....	26
4.2.2. Individual Level .....	27
4.2.3. Institutional Level.....	31



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4.3.	Descriptive Analysis for Decision Makers.....	33
4.3.1.	Demographic Profile of Respondents.....	34
4.3.2.	Individual Level - Motivation and Work-Life Balance.....	35
4.3.3.	Institutional Level.....	42
4.4.	Descriptive Analysis for Students.....	44
4.4.1.	Demographic Profile of Respondents.....	44
4.4.2.	Individual Level: Motivation, Education and Inspiration.....	44
4.4.3.	Institutional Level – Challenges .....	45
4.4.4.	Free Training Areas .....	45
5.	SWOT Analysis .....	45
6.	Limitation of the Study.....	47
7.	Key Findings and Discussion .....	47
7.1.	Academics.....	47
7.2.	Administrative Staff .....	49
7.3.	Decision Makers.....	49
7.4.	Female Students .....	50
	Conclusion and Recommendations .....	51
	<b>References.....</b>	<b>53</b>



## List of Tables

Table 1.1 Demographic Profile of (119) Academic Respondents .....	14
Table 1.2. Academics' view on Career Satisfaction - Cross-tabulation by Gender .....	16
Table 1.3. Academics' view on Career Ambitions Achievement - Cross-tabulation by Gender.....	16
Table 1.4. Academics' satisfaction with current work-life balance - Frequency distribution .....	17
Table 1.5. Academics' satisfaction with current work-life balance (By Gender).....	17
Table 1.6. Academics' view on the extent to which the department offers courses/topics related to Gender Issues..	18
Table 1.7. Academics' perception about HR practices at Lebanese University .....	20
Table 1.8. Academics' view on Sexual Harassment Behaviors - Incidence Rates .....	21
Table 1.9. Academics' view on Bullying – Incidence Rates.....	22
Table 1.10. Female Role Model found in Academia - Answers by Gender.....	22
Table 1.11. Academics' view on Traits a young female student needs to pursue a career in Academic.....	23
Table 1.12. Ranking of confidence trait – Cross-tabulation by Gender .....	23
Table 1.13. Academics' view on ranking the leadership behaviours from (1) most important to (6) least .....	24
Table 1.14. Ranking of training topics by Gender.....	25
Table 1.15. Ranking the “Self-empowerment” training by gender – Frequencies distribution and percentages .....	25
Table 2.1. Summary statistics for variables on demographic criteria (%).....	26
Table 2.2. Administrative Staff's view on Career achievement – Cross-tabulation by Gender .....	27
Table 2.3. Interest in progressing onto other positions in the institution? Cross-tabulation by gender.....	27
Table 2.4. Administrative Staff's view on Work Satisfaction - Cross-tabulation by Gender.....	28
Table 2.5. Administrative Staff's view on Salary Satisfaction - Cross-tabulation by Gender.....	28
Table 2.6. Administrative Staff's Perceptions on concepts that reflect a work-life balance?.....	29
Table 2.7. Services provided by the Institution - Frequency and percentage distribution by gender.....	29
Table 2.8. Administrative Staff's satisfaction with current work-life balance - Frequency distribution.....	30
Table 2.9. Administrative Staff's with current work-life balance (By Gender) .....	30
Table 2.10. Respondents' perception at Institutional Level .....	32
Table 2.11. Ranking the extent of Gender Equality – Frequencies distribution and percentage .....	33
Table 3.1. Demographic Profile of (26) Decision Maker Respondents .....	34
Table 3.2. Decision Makers' view - Ranking motivation factors – Cross-tabulation by Gender .....	35
Table 3.3. Motivation Factors ANOVA with gender.....	37
Table 3.4. Decision Makers' view on Career Satisfaction - Cross-tabulation by Gender .....	37
Table 3.5. Decision Makers' view on Career Ambitions Achievement - Cross-tabulation by Gender.....	39
Table 3.6. Decision Makers' satisfaction with current work-life balance (By Gender).....	40
Table 3.7 Decision Maker's view – Concepts reflecting work-life balance – By gender .....	41
Table 3.8. Work-Life Balance aspects Shi square and Phi Cramer's with gender.....	41
Table 3.9. Services provided by the Institution - Frequency and percentage distribution by gender.....	42
Table 3.10. Decision Makers' view – Gender Equality reflected in University Mission and Strategic Planning.....	43
Table 3.11. Decision Makers' view - Ranking Leadership Behaviors – Cross-tabulation by Gender .....	43
Table 4.1 Female Students' view - Ranking the traits for a Female Academic Role Model – Frequency Distribution .....	44
Table 4.2. Students' view on Sexual Harassment Behaviors - Incidence Rates .....	45
Table 5.1. LU - SWOT Analysis at a glance.....	46



## List of Figures

<i>Figure 1. Academics Education Level</i> .....	15
<i>Figure 2. Do you think that gender quotas (specific based on merit) will be a good policy in academia?</i> .....	20
<i>Figure 3. Decision Makers' view - Ranking motivation factors - By Gender</i> .....	36
<i>Figure 4. Decision Makers' view on Career Satisfaction</i> .....	38
<i>Figure 5. Decision Makers' view on Career Ambitions Achievement - clustered by Gender</i> .....	39
<i>Figure 6. Decision Makers' satisfaction with current work-life balance</i> .....	40
<i>Figure 7. Do you agree with the following statement? "I expect my University (LU) to take a lead in establishing Gender Equality"</i> .....	42
<i>Figure 8. Investigating the Status of Female Empowerment at LU - The Ten Key Indicators</i> .....	51



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## **Executive Summary**

The present report is an attempt to analyse the status of women empowerment at Lebanese University using various indicators such as working conditions and gender equality, motivation and job satisfaction, career ambitions and achievement, work-life balance, decision making power, sexual harassment and bullying, perceptions on leadership behaviours and female role model in academia.

This study took an initiative to incorporate the gender dimension in the analysis and interpretation of the quantified data. The analysis reveals that several survey responses do vary when compared from men and women.

The results indicate that the “Interest in research” is the main motivator for the academic staff to enter academia and that the institution is granting equal opportunities and treatment to students, academics and employees regardless of gender whereas Decision-makers acknowledged that the Lebanese University had not set any gender equality plan for 2030.

In regard to sexual harassment and bullying, data analysis designates that most of the respondents neither experienced nor observed bullying and sexual harassment behaviors.

Furthermore, the analysis demonstrates the existence of relationships between gender and other variables in the study such as career satisfaction, career ambitions achievement, ranking the leadership behaviours etc.

The study concludes by an observation that “training” and “awareness” are the duo-factor that promotes female empowerment and gender equality.



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## Introduction

“Education, Female’s Empowerment and Sustainability” are deeply interlocked. While female’s empowerment is intrinsically linked to sustainable development to ensure the growth of the country, education is considered the sole pathway to female’s empowerment by providing women with the necessary knowledge, skills and awareness to participate completely in the development process. Female academics are therefore, vital catalysts for nation-building and economic development; yet their situation in Mediterranean region is characterized by very low percentage of representation of women at senior levels in Higher Education Institutions.

Moreover, the Global Gender Gap Report by the (World Economic Forum, 2018) found that about 73% of the global job gaps was due to a shortfall of employment among women and employment-to-population ratio was 72% for men, and only 47% for women.

The agenda 2030 as declared by the (United Nations, 2015), realizes that women’s equality and empowerment is one of the 17 Sustainable Development Goals, but also integral to all dimensions of inclusive and sustainable development. In short, all the 17 Sustainable Developments Goals depend on the achievement of Goal 5 which is related to gender equality and female empowerment.

By upgrading their level of knowledge and research, and receiving the professional support, female academics can without any doubt, expedite the promotion of these goals.

On the other hand, Gender equality and female’s empowerment are at the core of continuous engagement of European Union with partner countries worldwide. The EU is striving to accelerate the efforts towards gender equality in the different fields, as an integral part of the implementation of the United Nations Sustainable Development Goals.

Within this context, the **FREE** project, “**F**emale **A**cademic **R**ole **M**odel **E**mpowerment, **E**quality and **S**ustainability at Universities in Mediterranean Region: towards 2030 Agenda” is funded by ERASMUS PLUS programme of the European Union (EU). It aims to establish strategic focus in Higher Education Institutions for Capacity Building and improving the performance of female academic and building female role models in higher education in Lebanon, Jordan and Syria (<http://erasmusplus-lebanon.org/content/38>, 2019).

Women in Lebanon make up about half of the Lebanese population (Totlane Maral, 2014), and the Lebanese Constitution (Grandchamps Claire, 2019) enshrines equal rights and duties between men and women without distinction or preference.

The importance of women in the Lebanese society in general and in the Lebanese University in particular, led us to study the status of female empowerment at the Lebanese University within the framework of ERASMUS + FREE Project.

This report aims to identify the obstacles that hinder women in the Lebanese University from career advancement and deter them from occupying senior positions. Furthermore, the study recognizes training topics required to support female empowerment and explores, *by gender*, the perceptions of academics, Decision-makers, Administrative staff and female students on aspects that characterize a female role model.



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## 1. Description of University Profile

The description of the Lebanese University profile is presented in the following two sections: University background and LU in numbers.

### 1.1. University Background

Founded in 1951, the Lebanese University (LU) is the only public university in Lebanon. Widely recognized for the advanced level of higher education that provides to its 80,000 students (nearly 45 percent of university students in Lebanon) making it one of the largest and most important universities in the Middle East. It includes 16 faculties: the Faculty of Literature and Human Sciences, the Faculty of Law, Political and Administrative Sciences, the Faculty of Sciences, the Faculty of Social Sciences, the Faculty of Fine Arts, the Faculty of Pedagogy, the Faculty of Journalism and Documentation, the Faculty of Business Administration and Economical Sciences, the Faculty of Engineering, the Faculty of Agriculture, the Faculty of Public Health, the Faculty of Medicine, the Faculty of Dentistry, the Faculty of Pharmacy, the Faculty of Tourism and Hotels, the Academic Institution of Technology, and 3 doctoral schools: Doctoral School of Literature, Humanities & Social Sciences, Doctoral School of Law, Political, Administrative and Economic Sciences, Doctoral School of Science and Technology. The University is also affiliated with the Institute of Applied Sciences and Economics (**CNAM-ISAE**), which operates in cooperation with CNAM in France. It has 64 branches over all the Lebanese Territory,

The Lebanese university provides PhD Doctorate degrees with 57 specializations, Master degrees with 222 specializations and 161 tracks, Bachelor degrees with 86 specializations and 77 tracks.

The official administrative language adopted at LU is Arabic, however the teaching is provided in: Arabic, French and English; all science subjects are taught in French, English or both.

The Lebanese University being a public institution of higher education, is accredited by the High Council for Evaluation of Research and Higher Education (**HCERES**).

The Lebanese University is the only public institution in Lebanon carrying out the functions of the public higher education with its various majors and degrees, scientific research, and continuous training through: Dissemination of knowledge and culture; Provision of scientifically qualified human resources; Community service through studies and continuous training to meet the needs of development; Scientific presence at the national, regional and global levels; Deepening social and national integration and instilling human values in the heart of citizens. (<https://www.ul.edu.lb/lu/mission.aspx>, 2019).

No strategy for the development of the Lebanese University can be separated from the comprehensive political approach that the country is supposed to adopt in terms of national education, higher education and scientific research. (<https://www.ul.edu.lb/lu/strategy.aspx>, 2019). Strengthening of research and studies and intensifying the standards and methodological specifications to protect the quality of research and reinforce the academic ranks, is one of its main strategies. Furthermore, a main approach applied by the Lebanese university, is the activating of external relations and cooperating with local and international universities through the conclusion of framework agreements such as the exchange of professors, students, experts, teaching and training programs, modern technologies, and joint supervision of master's thesis and doctoral dissertations. The number of agreements is currently 340, including 150 agreements signed since 2017.



The Lebanese University cooperates with the German Academic Exchange Service (DAAD) in Lebanon to support the doctoral school and PhD students in Literature, Humanities & Social Sciences, and with UNICEF to audit the administrative work of the Central Administration within an agreement signed on 19 December 2018. Moreover, the Lebanese University collaborates with the European Union to activate ERASMUS+, and is currently involved in more than 65 European projects.

## **1.2. Lebanese University (LU) in Numbers**

The following section provides description of female academics and administrative representation at Lebanese University with the number of students disaggregated by sex.

### **1.2.1. Number of Academics disaggregated by sex**

Academics (Full Timer): The number of academics in 2019 was 2017 including 1177 males and 840 females, which is equivalent to 58.35% males and 41.65% females

Academics (Contractual – Per hour): The number of academics was 3257 including 1866 males and 1391 females, which is equivalent to 57.3% males and 42.7% females

Between 19 faculties' deans, 16 are males and 3 are females, which is equivalent to 84.21% males and 15.79% females. However, some critical positions such as general executive secretary, are occupied by female.

### **1.2.2. Number of administrative workers, disaggregated by sex**

The number of full time employees is 1024 including 366 males and 658 females which is equivalent to 35.74% males and 64.26% females

### **1.2.3. Number of students disaggregated by sex**

The number of students in (2018-2019) was 80787 including 57114 females and 23673 males which is equivalent to 70,7% females and 29.3% males.

## **2. The Higher Education system in Lebanon**

This section provides highpoints of the tertiary education in Lebanon with a brief description of the gender equality, national legislation and public policies.

### **2.1. Tertiary Education**

The Ministry of Education and Higher Education in Lebanon administrates public and private sectors. It has an overall responsibility for all levels of education in the country.

The public Lebanese University is funded by the Government via the Ministry of Education and Higher Education (MEHE) with a little contribution from the students (about 100 Euros, per year). The budget allocated to the LU does not follow any performance-based funding. (MERIC-Net, June 2019)

In general, research needs to be enhanced at national level. The CNRS (Conseil National de la Recherche Scientifique) is the only state-funded source for funding research at national level. All other research activities are undertaken by the private institutions themselves.



Furthermore, there is no special program for initial education or for the Continuing Professional Development (CPD) of academic staff in higher education neither at national nor at institutional level. Therefore, the CPD remains optional and mainly pushed by the wish of each member of staff to improve his/her scientific background and to increase the chances for career advancement. However, the initiative taken by the European Union through Erasmus PLUS Programme and its predecessor the Tempus Programme have contributed tremendously in promoting cooperation between institutions in Lebanon and middle-east region as well as forging relations with European universities. These projects played a critical role in fostering knowledge and Modernizing Academic Teaching & Research Environment in Business and opened new pathways to both professional and academic advancement.

## **2.2. Gender Equality - National Legislation**

As public university, “Equality” is a legal requirement for the Lebanese University.

The Lebanese Constitution articulates the principle of equality among all citizens and does not in carry any discrimination against women. The Constitution states that all Lebanese citizens are equal and enjoy equal civil and political rights, and bear equal obligations and duties without any differences between them.

However, Lebanon has no civil code covering issues such as divorce, property rights, or care of children. Instead several religious laws govern personal status issues. These laws all discriminate against women and none guarantee basic rights. Autonomous religious courts administer these laws with little or no government oversight, often issuing rulings that violate women’s rights.

Some discriminatory provisions exist within the Social Security Law governing those affiliated to the Social Security Fund. Per Article 46, women do not benefit from the family allowance for an unemployed husband (CEDWA, 2014). In Article 47, precedence is given to the father with respect to receiving family allowance for children, unless the mother has sole custody of the children (CEDWA, 2014).

Furthermore, the Lebanese Constitution and its preamble, consecrated the principle of equity among nationals (Assemblée Nationale Libanaise, The Lebanese Constitution,), ([www.cc.gov.lb](http://www.cc.gov.lb)):

**Paragraph ‘B’** of the preamble of the Lebanese Constitution provides that:

*“(…) Lebanon is also a founding and active member of the United Nations Organization and abides by its covenants and by the Universal Declaration of Human Rights. The Government shall embody these principles in all fields and areas without exception.”*

**Paragraph ‘C’** asserts:

*“Lebanon is a parliamentary democratic republic based on respect for public liberties, especially the freedom of opinion and belief, and respect for social justice and equality of rights and duties among all citizens without discrimination.”*

## **2.3. Gender Equality - Public Policies**

With respect to public policies, there is a need for a clear and comprehensive gender equality policies in Lebanon that encompass health, education, financial services, and access to employment. Such as supporting women entrepreneurs, encouraging women’s activity outside the household by facilitating their mobility and finding ways to be financially self-sufficient.

At the level of policies, the Lebanese State might reconsider for instance the tax policy and adopt more progressive policies in order to finance the fundamental rights, as well as taking into account taxes, health welfare etc. from gender perspective. In short, no strategy for the development of the Lebanese



University can be separated from the comprehensive political approach that the Country is supposed to adopt in terms of national education, higher education and scientific research.

### 3. Methodology

The strategy applied in this survey consists to collect information from the persons involved at Lebanese University.

It is noteworthy to recall that the Lebanese University currently has about 80,787 students, 5274 academics and 1024 administrative employees (full timers) in 16 faculties and 3 doctoral schools.

Given the very large and important population, the sampling plan proposed by (Perrien, Chéron, & Zing, 1986) is used based on the following requirements:

- The definition of the target population,
- The choice of the sampling frame,
- The size and type of the sample.

This proposed method involves sending questionnaires to people from all categories representing the actors within the Lebanese University, *Faculty of Economics and Business Administration*, considered as our research field. This orientation aims to compare the perceptions of the different actors involved on the subject of study.

It should be noted that data collection was held in July 2019 where the academic year was over and the time frame allocated to complete the study was very short considering the large size of the Lebanese University. These pitfalls hindered the enlargement of the sample. However, our research attention was oriented toward the diversification of our sample and reaching as many target people as possible.

Otherwise, the use of online questionnaires, helped us to acknowledge receipt of the answers, however the incomplete questionnaires were rejected and not counted by the computer system.

The Respondents were contacted mainly through email addresses obtained from the LU central administration department with the assistance of branches' directors, and invited to participate in the online survey. Individual phone calls reminders were followed along with several dissemination sessions that introduced ERASMUS PLUS FREE Project to Decision Makers, Academics, Administrative staff and Female Students. Mainly, the emails have been sent from an official account ([free.erasmusplus@ul.edu.lb](mailto:free.erasmusplus@ul.edu.lb)) created especially for the diffusion of questionnaires related to FREE project. Furthermore, a website page has been created under the official site of the Lebanese University to broadcast the objectives and main target of FREE Project.

The Questionnaires were distributed in two languages Arabic and English given that the Lebanese University provides both French and English educational System. Thus, persons who are French educated will definitely choose the Arabic version instead of English version,

The survey was fully anonymous and the participation in this study was completely voluntary. The study attempted to assess the training needs and the information obtained will help in designing and implementing the training programs (workshop, seminars, researches, etc.) for the benefit of participants and other university members.



The selection of these people was done through a Convenience Sampling method given the difficulty of contacting all female students and contractual academics who are abroad or on vacation.

The sample was distributed as follows:

**Female Students:** 1092, **Decision Makers:**<sup>1</sup> 71, **Academics:** 307, **Administrative Employees:** 42.

This type of nonprobability sampling, allowed us to achieve our objective in studying the status of women empowerment and gender equality at Lebanese University.

The intensive and active call-by-phone and WhatsApp call-to-responders helped us to have 355 completed questionnaires broken down as follows:

**Female Students:** 186, **Decision Makers** 26, **Academics:** 119, **Administrative Employees:**24.

Four questionnaires were designed by the project in English and translated into Arabic. Google Form have been used as online survey tool.

These questionnaires address gender equality aspects among institution decision makers, female students, admin/staff members and faculty members. The first section in each questionnaire describes the demographic aspects of the participants while the second, third and fourth sections handle respectively the gender equality at the individual, institutional and capacity building levels.

Data were analysed using descriptive and inferential statistics. The study investigated the correlation between gender variable and other targeted variables in the questionnaires. Chi-Square and Phi-Cramer's test were used to determine the association between variables. One-way ANOVA (dependent variable quantitative) statistical technique was used to test the significance level of relationship between targeted variables. Z test is also used to compare the significance of the difference between two proportions.

All the test used are tested for significance at 0.05 level. Furthermore, Cronbach's alpha  $\alpha$  (alpha) has been applied to test the reliability of the multiple Likert questions included in the survey. The coefficient was > 80%; which is the minimum acceptable value to assess the accuracy of the questionnaire.

The statistical tools used in this study are SPSS version 23 and SAS version 7.1. in addition to the SWOT analysis technique.

#### **4. Findings and Analysis**

This analysis addresses four target group: (1) academics, (2) administrative staff, (3) decision makers and (4) female students.

##### **4.1. Descriptive Analysis for Academics**

The first section of this study describes the Demographic Profile of Academic Respondents

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<sup>1</sup> Concerning the (Decision Makers), we have selected the current / former decision makers who are still engaged with the faculty. To note that the positions at the Lebanese University are time- limited by the law 66/2009. Appointments to the position of Dean shall normally be for a period of four years, the Branch Director for 3 years and the Head of Department for 2 years with possibility of one reappointment.



#### 4.1.1. Demographic Profile

Of the 119 answers received, respondents were primarily from the Lebanese University, Faculty of Economics and Business Administration with 57% male and 43% female. The following Table 4.1 summarizes the demographic profile of the participants:

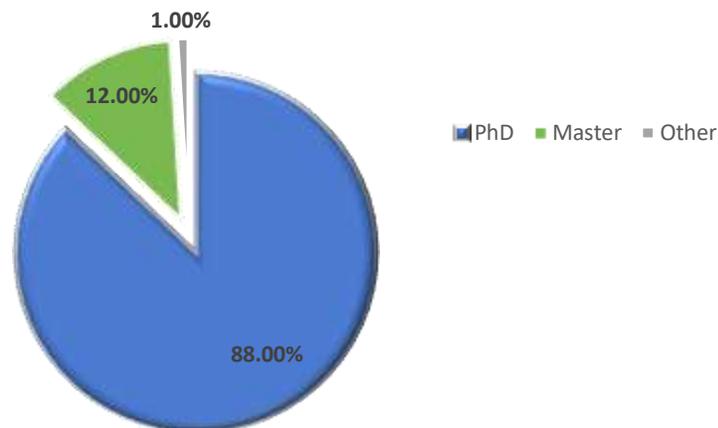
**Table 1.1 Demographic Profile of (119) Academic Respondents**

Variable	Category	Frequency	Percent
<b>Gender</b>	Male	68	57.1
	Female	51	42.9
<b>Age</b>	less than 30 years	4	3.4
	30 – under 40 years	40	33.6
	40 – under 50 years	35	29.4
	50 – under 60 years	33	27.7
	60- under 70 years	7	5.9
<b>Marital status</b>	Married	94	79.0
	Single	23	19.3
	Divorced	2	1.7
<b>Education Level</b>	PhD	104	87.4
	Master	14	11.8
	PhD student	1	.8
<b>Academic Level</b>	Lecturer	23	19.3
	Assistant Professor	48	40.3
	Associate Professor	16	13.4
	Professor	32	26.9
<b>Academic Staff</b>	Fulltime staff	61	51.3
	Part time staff	58	48.7
<b>Work experience in existing University</b>	Less than 1 year	3	2.5
	1 year - under 5 years	22	18.5
	5 years- under 10 years	32	26.9
	10 years - under 15 years	20	16.8
	15 years – under 20 years	24	20.2
	20 years – under 30 years	15	12.6
	30 and above	3	2.5

The data analysis revealed that majority of the respondents (40 or 33.6%) are within the age group 30 –40 years followed by those whose age group fall between 40-50 years (35 or 29.4%), while (33 or 27.7%) are within the age bracket 50 - 60 years. However, the analysis further revealed that fewer respondents amounting to 7 or 5.9% and (4 or 3.4%) are respectively within the age groups 60 -70 years and less than 30 years.

As regards the marital status of the respondents, analysis revealed that (94 or 79%) are married, (23 or 19.3%) are single and the remaining (2 or 1.7%) are divorced.

The respondents were further classified according to their educational level, the majority (104 or 87.4%) of the respondents hold a PhD degree, (14 or 11.8%) have master's degree while one is a PhD student (Figure 1).



*Figure 1. Academics Education Level*

The rank representation of the respondents was: (23 or 19.3%) Lecturers, (48 or 40.3%) Assistant Professors, (16 or 13.4%) Associate Professors, and (32 or 26.9%) Professors; (51%) full-timers and (49%) part-timers.

Most of the participants (32 or 26.9%) in this study have 5-10 years' experience, (24 or 20.2%) of them have 15-20 years' experience, 22 or 18.5% of them have 1-5 years' experience, 20 or 16.8% of them have 10-15 years' experience and (15 or 12.6%) of them have 20-30 years' experience. The remaining and lowest percentage is distributed equally between the participants having 30 and above years' experience (3 or 2.5%) and less than one-year experience (3 or 2.5%).

#### **4.1.2. Individual Level - Motivation and Work-Life Balance**

**Motivation:** According to the analysis of data, the top two factors that motivated the participants to enter academia are the interest in research (about 43%) and the social prestige of the job (about 31%), followed respectively by the intellectual challenges, Autonomy/self-direction and Self-esteem. Few of the respondents were motivated due to the Financial income /Salary level.

**Career Satisfaction:** The study investigated the level of academic staff satisfaction in their career. (21.2%) of respondents were very satisfied, (28.6%) of them were satisfied, (31.9%) of them were neither satisfied/dissatisfied and (17.6%) of them were dissatisfied. On average, respondents were satisfied on their career so far (mean = 2.45) with a confidence interval 2.27-2.64. at an asymptotic risk level of 5%. However, females (mean 2.69) were slightly less satisfied than males (mean = 2.28).

Table 1.2. illustrates the frequency distribution and the satisfaction level of survey participants along with is a cross-tabulation table which represents the joint distribution of the variables (gender – career satisfaction).



**Table 1.2. Academics' view on Career Satisfaction - Cross-tabulation by Gender**

			How satisfied are you with your career so far?				Total
			1	2	3	4	
Gender:	Male	Count	20	20	17	11	68
			29.4%	29.4%	25.0%	16.2%	100.0%
			76.9%	58.8%	44.7%	52.4%	57.1%
	Female	Count	6	14	21	10	51
			11.8%	27.5%	41.2%	19.6%	100.0%
			23.1%	41.2%	55.3%	47.6%	42.9%
Total		Count	26	34	38	21	119
			21.8%	28.6%	31.9%	17.6%	100.0%

The Chi-Square statistic was used to assess whether an association exists between the two variables Gender and level of satisfaction “Are you satisfied with your career so far?”.

Based on Chi squared test, we have the P-value (0.079) slightly greater than the significance level (0.05), thus, we have not enough information to absolutely accept the null hypothesis  $H_0$ ; which means that there is no relationship between gender and career satisfaction. However, in order to be sure about the final decision, one should perform another statistical test. Based on the one way ANOVA test we obtain a p-value of  $3.1% < 5%$  so  $H_0$  is rejected and the difference, at means level, answering the question “How satisfied are you career so far?” between male and female is statistically significant. So there is a significant effect of the gender variable on the considered level of satisfaction.

**Achievement of Career Ambitions:** The participants were asked whether they feel that they have achieved their career ambitions. Based on z-test and on population level, the proportion of male who answered “YES” differed significantly from those who answered “NO”. Same for females, the difference in proportion was significant. Based on the below cross tabulation **Table 1.3.**, we can conclude that at the population level, the majority of males feel that they have achieved their career ambitions where females feel the contrary.

Table 1.3. Academics' view on Career Ambitions Achievement - Cross-tabulation by Gender					
			Do you feel that you have achieved your career ambitions?		Total
			Yes	No	
Gender:	Male	Count	41	27	68
			60.3%	39.7%	100.0%
			68.3%	45.8%	57.1%
	Female	Count	19	32	51
			37.3%	62.7%	100.0%
			31.7%	54.2%	42.9%

The study investigated whether there is a relation between the variables “Gender” and the question related to the achievement of the career ambitions: “Do you feel that you have achieved your career ambitions? ; Based on Chi squared test, we have the P-value (0.010) less than the significance level (0.05), thus we reject the null hypothesis  $H_0$  and we conclude that there is a relationship between gender and career ambition achievement.

Moreover, after applying Phi-Cramer’s test, we obtain a p-value ( $3% < 5%$ ). Consequently, there is a strong relation between the two considered variables which is coherent with the result of the previous chi square test.



**Balancing Work –Family Life:** The participants were asked on how satisfied are they with the current balance between their professional and personal life. Satisfaction levels were reported with a Likert scale from very satisfied (1) to very dissatisfied (5) and means were compared. Results are summarized respectively in **Table 1.4.** and **Table 1.5.**

**Table 1.4. Academics’ satisfaction with current work-life balance - Frequency distribution**

	Frequency	Percent
<b>1- Very Satisfied</b>	21	17.6
<b>2- Satisfied</b>	39	32.8
<b>3- Neither Satisfied /Dissatisfied</b>	44	37.0
<b>4- Dissatisfied</b>	11	9.2
<b>5- Very Dissatisfied</b>	4	3.4
<b>Total</b>	119	100.0

**Table 1.5. Academics’ satisfaction with current work-life balance (By Gender)**

Gender	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
<b>Male</b>	68	2.44	1.070	.130	2.18	2.70
<b>Female</b>	51	2.53	.902	.126	2.28	2.78
<b>Total</b>	119	2.48	.999	.092	2.30	2.66

In this study, both men and women appear to be more satisfied than less satisfied.

After applying one-way ANOVA test, we obtained a p-value of  $63.5% > 5%$ . Therefore  $H_0$  is accepted and the difference, at means level, answering the question “How satisfied are you with the current balance between your professional and personal life? “between male and female, is statistically not significant. To conclude, the study revealed that there is no significant effect of the gender variable on the considered Work-Life Balance Satisfaction.

**Family Leave:** Participants were asked whether they have taken any family related leave while working at their university. Overall, only 18.5% of the respondents answered “YES” and 81.5% answered “NO”. However, 91.2% of males’ answers were “NO” and 8.8% were “YES”. whereas 31.4% of females’ answers were “YES” and 68.6% were “NO”.

Based on Chi squared test, we have the P-value (0.002) less than the significance level (0.05), therefore we reject the null hypothesis  $H_0$  and we conclude that there is a relationship between gender and family leave requests.

After applying “Phi-Cramer’s test “, we obtained the same result with a p-value “0.2% < 5%. This means that the relation between the two considered variables is strong and the result is coherent with the previous result of chi squared test.

#### 4.1.3. Professional Level – Curriculum and Research

**Curriculum:** The first question in this section, aimed at assessing the curriculum in respect of gender issues, and was: “To what extend your department offers courses/topics related to Gender Issues? Academics were asked to give their answer on a Likert scale ranging from 1 (To a minimum extent) to 5 (To a maximum extent)

The study revealed that the highest percentage is allocated to score “1- to a minimum extent” and score “3-I am not sure”. Answers are summarized in the following **Table 1.6.**



**Table 1.6. Academics’ view on the extent to which the department offers courses/topics related to Gender Issues**

	Frequency	Percent
1- To a minimum extent	57	47.9
2- To a little extent	20	16.8
3- I am not sure	32	26.9
4- To good extent	5	4.2
5- To a maximum extent	5	4.2
<b>Total</b>	119	100.0

After running one way ANOVA test, we obtain a p-value of 25,8% > 5%, therefore,  $H_0$  is accepted and the difference, at means level, answering the question “To what extent your department offers courses/topics related to Gender Issues?” between male and female is not statistically significant. So no significant effect of the gender variable on the considered score.

### Research and Scholarship

Participants were asked if they are aware of any student research or scholarly activities related to Gender Issues, Overall, (13 or 10.9%) of the participants answered “YES” while 106 or 89.1% of them answered “NO”. However, among 51 females, the percentage of respondents who answered “YES” was 15.7% whereas among 68 males, the percentage of respondents answering “YES” was “7.4%”.

Based on one-way ANOVA test, we obtain a p-value of 25.8%. Therefore,  $H_0$  is accepted and the difference, at means level, answering the question “Are you aware of any student research or scholarly activities related to Gender Issues?” between male and female is not statistically significant.

Participants were asked whether or not they are currently doing research in Gender Issues. Overall, (12 or 10.1%) of the participants answered “YES” while (107 or 89.9% of them answered “NO”. However, among 51 females, the percentage of respondents who answered “YES” was 17.6% whereas among 68 males, the percentage of respondents answering “YES” was “4.4%”. We can conclude that among the participants who answered “YES”, 75% were females and 25% were males.

Based on Chi squared test we have a p-value of 1.8% which is less than 5% , therefore  $H_0$  is rejected and we can conclude that the variable “Gender” and the answer to the question “Do you consider that the university supplies the necessary conditions to achieve your career objectives?” are dependent.

Another Phi Cramer’s test was applied to determine strengths of the association. We had the same result of p value =1.8%. We can conclude that there is a relationship between doing research on gender and the gender variables.

### 4.1.4. Group/Interpersonal Level – Networks and Support

This section covers the subjects related to female networking and mentor / superior support at group / interpersonal level.

#### Networks-Academics

In the first question, the academics were asked if there is a department/centre at their university concerned with gender equality. Only 9.2% of the answers came “YES” and 89.8% “NO”.

In the second question, the participants were asked about their awareness of groups/organizations in their city concerned with gender equality/gender related issues. 29,4% answered “YES” while 70.6% answered “NO”.



The study investigated whether or not there is a relationship between gender variable and the question answer. Based on Chi squared test we have a p-value of 10.4% which is greater than 5% so one should accept hypothesis  $H_0$  and the variable “Gender” and the answer to the question “Are you aware of groups/organizations in your city concerned with gender equality/gender related issues?” are independent.

Now based on Phi-Cramer’s test, the p-value is also 10.4% > 5%, so  $H_0$  is accepted which means that the relation between the two considered variables is weak which is coherent with the previous result of chi squared test.

In the third question, the academics were asked whether their university provide them with the right mentoring support they need.

Overall, (55 or 44.5%) of the participants answered “YES” while (64 or 55.5%) of them answered “NO”. However, among 51 females, the percentage of respondents who answered “YES” was 43.1% whereas among 68 males, the percentage of respondents answering “YES” was “45.6%”. The study revealed that among the participants who answered “YES”, 41.5% were females and 58.5% were males. We can conclude that men more than women seem to believe that they are getting the right mentoring support.

To verify the existence of a relationship between the gender and the answer to this question, we applied chi-square test. The result provide a p-value of 79% which is greater than 5% so one should accept hypothesis  $H_0$  and the variable “Gender” and the answer to the question “Does your university provide you with the right mentoring support you need?” are independent.

In the fourth and last question in this section, academics were asked whether their university provide them with the right superior support they need.

Overall, (63 or 52.9%) of the participants answered “YES” while (56 or 47.1%) of them answered “NO”. However, among 51 females, the percentage of respondents who answered “YES” was 49% whereas among 68 males, the percentage of respondents answering “YES” was “55.9%”. The study revealed that among the participants who answered “YES”, 39.7% were females and 60.3% were males. We can conclude that men more than women seem to believe that they are getting the right superior support.

To verify the existence of a relationship between the gender and the answer to this question, we applied chi-square test. The result provide a p-value of 45.8% which is greater than 5% so one should accept hypothesis  $H_0$  and the variable “Gender” and the answer to the question “Does your university provide you with the right superior support you need?” are independent.

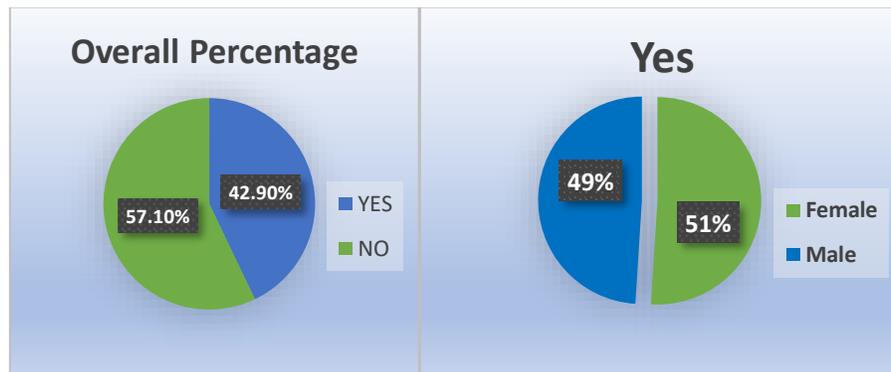
To note that the majority of participants who answered with “no” to the questions related to superior and mentoring support, express their need to have professional trainings and opportunity to networking.

#### **4.1.5. Institutional Level – (In-)Equalities and Empowerment**

The following paragraph describes the Gender (In-)equality with the Institution Human Resource Practices at LU.

##### **Gender (In-)equality – Institution Human Resource Practices**

The respondents were asked if they think that gender quotas (specific based on merit) will be a good policy in academia? 42.9% of respondents were in favour of quota where 57.1% were not. Males and females have a close point of view regarding quota, answers were almost equally divided between “YES” and “NO” (Figure 2.). Furthermore, there is no relation between gender and the answer to this question regarding quota. The result of chi-square test indicated a p value = 23.9%



**Figure 2.** Do you think that gender quotas (specific based on merit) will be a good policy in academia?

In regard to the question related to the perceptions of academics about HR practices at Lebanese University, we applied Cronbach's Alpha test to assess the reliability of the 14 sub-questions / variables. The result of the test indicated that all the underlying variables contribute to increase the global reliability of the questionnaire which is 92%.

As shown in **Table 1.7**, most of the respondents strongly agree that the Lebanese University is provided the academics with equal opportunities for promotion for both men and women, Common recruitment & selection policy, Equal vacations all employees, proper maternity leaves for women as per the law and assert that the Performance appraisal is independent of gender. These answers were reflected with mode = 5 (strongly agree).

Moreover, most of the respondents agree that the Lebanese University has Gender Equality at workplace and is a women friendly workplace, and provides "Fair reward and recognition policy", "Common training and development policy for all", and "Women are given leadership roles" and "are allocated the punishments as men".

However, for the remaining three statements: "Training programs for women", Women are allocated the same rewards as men" and "I feel included in decision-making processes" most of the answers were "not sure" with mode = 3.

**Table 1.7. Academics' perception about HR practices at Lebanese University**

	Mode	Mean
1- strongly disagree, 2- disagree, 3- Not sure, 4- Agree, 5- Strongly agree		
1. Training programs for women	3	3.13
2. Equal opportunities for promotion for both men and women	5	4.02
3. Common recruitment & selection policy which is equal	5	3.72
4. Performance appraisal is independent of gender	5	3.95
5. This university has Gender Equality at workplace	4	3.52
6. This university is a women friendly workplace	4	3.76
7. Equal vacations all employees	5	3.92
8. Common training and development policy for all.	4	3.6
9. Fair reward and recognition policy	4	3.58
10. Women get proper maternity leaves as per the law	5	3.97
11. Women are allocated the same rewards as men	3	3.68
12. Women are allocated the punishments as men	4	3.81
13. Women are given leadership roles	4	3.88
14. I feel included in decision-making processes	3	3.13



### Sexual Harassment, Sexism, Stereotypes

Based on Cronbach’s Alpha reliability test applied to the seven questions in this section: “In your current working environment, have you experienced or observed any of the following behaviours? Please respond according to the following Scale (1. Experienced only 2. Observed only 3. Experienced and observed 4. Neither)”, we remark that by removing the first question dealing with “Sexual/sexist teasing, jokes, remarks or questions” the global reliability based on standardized items of the questionnaire will reach an optimal level of 93.1%. Consequently, all the subsequent analysis will consider the remaining six questions.

The participants were asked if they have experienced and/ or observed any of sexual harassment behaviours at the university “Pressure for dating”, “Sexual/sexist letters, phone calls, emails”, “Leaning over, cornering, pinching, touching, unwanted physical contact”, “Pressure for sexual favours”, “Stalking”, “Physical/sexual assault”,

According to the results, the majority mentioned that they didn’t observe or experience any kind of sexual harassment at the university. The mode for the six types of questions was “4” which is equivalent to neither observe or experiment.

**Table 1.8.** illustrates the mean and mode of the answers related to the six types of sexual harassment.

**Table 1.8. Academics’ view on Sexual Harassment Behaviors - Incidence Rates**

In your current working environment, have you experienced or observed any of the following behaviors? (1. Experienced only 2. Observed only 3. Experienced and observed 4. Neither)	Mode	Mean
[2]- [Pressure for dating]	4(neither)	3.78
[3]- [Sexual/sexist letters, phone calls, emails]	4(neither)	3.80
[4] - [Leaning over, cornering, pinching,	4(neither)	3.73
[5] - [Pressure for sexual favours]	4(neither)	3.86
[6] - [Stalking]	4(neither)	3.85
[7] - [Physical/sexual assault]	4(neither)	3.88

### Bullying

Based on Cronbach’s Alpha reliability test applied to the three questions of type “In your current working environment, have you experienced or observed bullying from the following? Please respond according to the scale (1. Experienced only 2. Observed only 3. Experienced and observed 4. Neither)”. we remark that by removing the third question dealing with “Student” the global reliability based on standardized items of the questionnaire will reach an optimal level of 88.1%. All the subsequent analysis will consider the remaining two questions (**Table 1.9**).

The participants were asked if they have observed or experiment bullying from “Manager or “Colleague”. harassment behaviors at the university “Pressure for dating”, “Sexual/sexist letters, phone calls, emails”, “Leaning”.

According to the results, the majority mentioned that they didn’t observe or experience bullying from “Manager or “Colleague”. The mode for the two variables was “4” which is equivalent to neither observe or experiment. **Table 1.9** summarizes the participants’ answers.

**Table 1.9. Academics' view on Bullying – Incidence Rates**

In your current working environment, have you experienced or observed bullying from the following? Please respond according to the scale 1. Experienced only 2. Observed only 3. Experienced and observed 4. Neither	Mode	Mean
[2]- [Manager]	4(neither)	3.55
[3]- [Colleague]	4(neither)	3.54

The study investigated as well if men and women differ significantly in answering the above question related to manager. Based on the one way ANOVA test we obtain a p-value of  $95% > 5%$  so  $H_0$  is accepted and the difference, at means level, answering the question “In your current working environment, have you experienced or observed bullying from [Manager]? Please respond according to the scale (1. Experienced only 2. Observed only 3. Experienced and observed 4. Neither) between male and female is statistically not significant.

#### 4.1.6. Female Academic Role Model and Empowerment-Academics' view on Female Role Model

When participants were asked whether they had encountered a female role model in their academic work experience, 80.7% answered “YES” and 19.3% answered “NO”. The below **Table 1.10**, provides details about the distribution of answers between males and females.

The study investigated whether or not there is a relationship between gender variable and the answer to this question” In your academic work experience, have you come across inspiring female academic, whom you considered as a role model? Based on Chi squared test we have a p-value of 68.8% which is greater than 5% so one should accept hypothesis  $H_0$  and the variable “Gender” and the answer to the question “In your academic work experience, have you come across inspiring female academic , whom you considered as a role model?” are independent.

**Table 1.10. Female Role Model found in Academia - Answers by Gender**

In your academic work experience, have you come across inspiring female academic , whom you considered as a role model?		Answers		Total	
		YES	NO		
Gender	Male	Count	54	14	68
			79.4%	20.6%	100.0%
			56.3%	60.9%	57.1%
	Female	Count	42	9	51
			82.4%	17.6%	100.0%
			43.8%	39.1%	42.9%
Total	Count		96	23	119
			80.7%	19.3%	100.0%
			100.0%	100.0%	100.0%

Moreover, the participants were asked to rank the traits a young female student needs to pursue a career in academia. The study revealed that “the Ability to inspire” occupied the first rank in order of preference, followed by “Ability to uplift her students”, The “Assertiveness” took the third rank followed by “Independence” – 4thth rank, then “Expertise in her academic field”- 5th rank, followed by “Charisma” 6th rank, then “Confidence” – 7th rank where “Resilience” occupied the last rank. (**Table 1.11**)



**Table 1.11. Academics’ view on Traits a young female student needs to pursue a career in Academic**

What do you think you need to do in order to inspire young female students to pursue a career in academia? (rank 1 -8, where 1 indicates the strongest one, 2 by the second choice and so forth).	Mode/Rank	Mean	Mean (Female)	Mean (Male)
[Ability to inspire]	1	3.38	3.53	3.26
[Ability to uplift her students]	2	3.45	3.71	3.26
[Assertiveness]	3	4.48	4.65	4.35
[Independence]	4	4.70	5.04	4.44
[Expertise in her academic field]	5	3.71	3.55	3.84
[Charisma]	6	4.45	4.31	4.56
<b>[Confidence]</b>	<u>7</u>	4.96	<b>4.49</b>	5.31
[Resilience]	8	6.87	6.73	6.97

one-way ANOVA tests were conducted to verify whether a statistical significant relationship exist between the variable “gender” and the ranking of the above eight characteristics / variables. All the results we got for p value, indicated a percentage greater than 5% except one which was related to “confidence trait”.

The results indicated that there is only one statistically significant relationship between gender and the rank of the variable “confidence”. The p-value that we obtained was 4.6% , therefore  $H_0$  is rejected and the difference, at means level, answering the question “What do you think you need to do in order to inspire young female students to pursue a career in academia – Ranking confidence?” between male and female is statistically significant. So there is a significant effect of the gender variable on ranking the confidence. (confidence is a priority for female). **Table 1.12.** Shows the ranking of Confidence by gender where “Confidence” is a priority for women.

**Table 1.12. Ranking of confidence trait – Cross-tabulation by Gender**

What do you think you need to do in order to inspire young female students to pursue a career in academia? (Confidence)		Rank 1 -8, 1 indicates the strongest one, 2 the second choice and so forth)							
		1	2	3	4	5	6	7	8
Gender:	<b>Male</b> Count	4	<b>6</b>	8	4	6	8	29	3
		5.9%	<b>8.8%</b>	11.8%	5.9%	8.8%	11.8%	42.6%	4.4%
		44.4%	37.5%	66.7%	36.4%	66.7%	44.4%	80.6%	37.5%
	<b>Female</b> Count	5	<b>10</b>	4	7	3	10	7	5
		9.8%	<b>19.6%</b>	7.8%	13.7%	5.9%	19.6%	13.7%	9.8%
		55.6%	62.5%	33.3%	63.6%	33.3%	55.6%	19.4%	62.5%
<b>Total</b>	Count	9	16	12	11	9	18	36	8
		7.6%	13.4%	10.1%	9.2%	7.6%	15.1%	30.3%	6.7%



#### 4.1.7. Project Free Training Areas

**Digital Skills:** The participants were asked to rank the areas in which they would like to improve their digital skills. “Presentation Program” occupied the first rank with mode equal (1). Overall, 44% of the participants selected the “Presentation Programs” area as first choice while the “Text Processing” and the “online (re-) search” came in the second choice with a percentage around 38% followed by “Programing” as the least rank.

One-way ANOVA tests were conducted to verify whether a statistical significant relationship exist between the variable “gender” and the ranking of the above four areas All the results we got for p value, indicated a percentage greater than 5% , therefore we accept hypothesis  $H_0$  and we conclude that there is no statistical significant relationship between the variable “gender” and the ranking of the above four areas / variables.

**Management and Leadership Skills:** In ranking the leadership behaviours from 1 most import to 6 least important, the study revealed that the participants selected “Democratic leadership behaviour “as the most important one, followed by “Participative” and “Supportive” leadership behaviour, while “Charismatic” came in the 5<sup>th</sup> rank and both “Autocratic” and “Directive” leadership behaviours came in the last rank. **Table 1.13.** shows the mode and mean of each rank.

**Table 1.13. Academics’ view on ranking the leadership behaviours from (1) most important to (6) least**

	Autocratic leadership behaviour	Democratic leadership behaviour	Participative leadership behaviour	Supportive leadership behaviour	Charismatic leadership behaviour	Directive leadership behaviour.
<b>Mean</b>	4.41	<b>2.66</b>	2.80	3.17	3.92	4.04
<b>Mode</b>	6	<b>1</b>	3	3	5	6
<b>Rank Female</b>	6	<b>1</b>	3,4	3	5	5
<b>Rank Male</b>	6	<b>1</b>	3	4	5	6

**Training:** The main question in this section was: “Which trainings on challenging mind sets and empowerment would you be interested in? Participants were asked to give their answer on a scale ranging from 1 (Most interesting one) to 8 (Least interesting one).

The results indicated that both men and women ranked “Learn how to get decision-makers on board for gender equality at universities/engage leadership” and “Learn how to integrate gender perspectives in education and research” as the second interesting training topic while “learn how to network” came in the 5<sup>th</sup> rank, and “Learn how to raise awareness for gender issues” in the sixth rank and “How to turn the university into a gender aware and welcoming space in the 7<sup>th</sup> rank”.

However, men and women had a different point of view for” Learn how to empower female students”, “Introduction to Gender Studies and “Self-empowerment”; Women considered the “Self-empowerment” training as the most interesting one while men ranked it in the fourth position. Additionally, “Learn how to empower female students” took the third place in order of interest for women while for men, it was considered as the most interesting one. Moreover, “Introduction to gender Studies” occupied the fourth position as ranked by females and the third position as ranked by males. (**Table 1.14.**)

**Table 1.14. Ranking of training topics by Gender**

**Which trainings on challenging mind sets and empowerment would you be interested in? Ranking from 1 (most interesting one) to 8 (least interesting one)**

	Rank (Female)	Rank (Male)	Mean (Female)	Mean (Male)
Learn how to empower female students	3	1	4.08	3.38
Introduction to Gender Studies	4	3	4.43	3.68
Learn how to get decision-makers on board for gender equality at universities/engage leadership]	2	2	3.67	3.62
<b><u>Self-empowerment</u></b>	<b>1</b>	4	<b>3.31</b>	3.94
Learn how network	5	5	4.69	4.87
Learn how to raise awareness for gender issues	6	6	5.12	5.13
Learn how to integrate gender perspectives in education and research	2	2	3.67	3.62
How to turn the university into a gender aware and welcoming space	7	7	5.43	5.63

One-way ANOVA tests were conducted for each of the eight variables in order to verify whether a statistical significant relationship exist between the variable “gender” and the ranking of the above eight trainings. All the results we got for p value, indicated a percentage greater than 5% except for the variable related to “Self-Empowerment” where  $p = 4.4\%$ . Therefore, there is statistical significant relationship between the variable “gender” and the ranking of the “*Self-empowerment*” training. This was clearly reflected in the below cross-tabulation **Table 1.15**.

**Table 1.15. Ranking the “Self-empowerment” training by gender – Frequencies distribution and percentages**

<b>(Self-Empowerment) Rank</b>			<b>Which trainings on challenging mind sets and empowerment would you be interested in? Rank from 1 to 8 (where 1 indicates the most interesting one, 2 by the second choice and so forth)</b>							
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Gender	<b>Male</b>	Count	5	7	8	<b>28</b>	10	8	1	1
		% of total	7.4%	10.3%	11.8%	41.2%	14.7%	11.8%	1.5%	1.5%
			27.8%	53.8%	61.5%	65.1%	55.6%	88.9%	50.0%	33.3%
			4.2%	5.9%	6.7%	23.5%	8.4%	6.7%	.8%	.8%
	<b>Female</b>	Count	<b>13</b>	6	5	15	8	1	1	2
		% of total	<b>25.5%</b>	11.8%	9.8%	29.4%	15.7%	2.0%	2.0%	3.9%
			<b>72.2%</b>	46.2%	38.5%	34.9%	44.4%	11.1%	50.0%	66.7%
			10.9%	5.0%	4.2%	12.6%	6.7%	.8%	.8%	1.7%
			18	13	13	43	18	9	2	3
			15.1%	10.9%	10.9%	36.1%	15.1%	7.6%	1.7%	2.5%
			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



The cross-tabulated data showed that among 51 women, 13 participants or 25.68% consider “Self-Empowerment” topic as the most interesting training on challenging mind sets and empowerment, however, for men this training topic is ranked in the fourth position.

## 4.2. Descriptive Analysis for Administrative staff

The first part of this section describes the Demographic Profile of Academic Respondents

### 4.2.1. Demographic Profile of Respondents

The demographic profile of 24 participants are summarized in the following **Table 2.1.**:

**Table 2.1. Summary statistics for variables on demographic criteria (%)**

Variable	Category	Frequency	Percent
<b>Gender</b>	Male	5	20.8
	Female	19	79.2
<b>Age</b>	60 –70 years	2	8.3
	50 – 60 years	9	37.5
	40 –50 years	6	25.0
	30 – 40 years	4	16.7
	less than 30 years	3	12.5
<b>Marital status</b>	Divorced	2	8.3
	Married	15	62.5
	Single	7	29.2
<b>Education Level</b>	Master	14	58.3
	Bachelor	5	20.8
	PhD	5	20.8
<b>Position</b>	Administrative staff member	11	45.8
	Branch Director	5	20.8
	Head of section /department	8	33.3
<b>Work experience in existing University</b>	More than 30 years	6	25.0
	10-15 years	5	20.8
	20-30 years	5	20.8
	5-10 years	5	20.8
	1-5 years	3	12.5

Among the participants, there were 19 females and 5 males. The data analysis revealed that the majority of the participants (9 or 37.5%) are within the age group 50 – 60 years followed by those whose age group fall between 40-50 years (6 or 22.5%), while (4 or 16.7) are within the age bracket 30 – 40 years, and (3 or 12.5%) are less than 30 years. Only (2 or 8.7%) are within the age bracket 60 –70 years.

As regards the marital status of the respondents, analysis revealed that (15 or 62.5%) are married, (7 or 29.2%) are single and the remaining (2 or 8.3% are divorced).

The respondents were further classified according to their educational level, the majority (14 or 58.3%) of the respondents hold a Master degree, 5 or 20.8% have bachelor’s degree and (5 or 20.8%) have a doctorate. As for their positions, (11 or 45.8%) are Administrative Staff members, (5 or 20.8%) are Branch Director and (8 or 33.3%) are Head of section/department.

As for the work experience in university, (6 or 25%) of the participants have more than 30 years’ experience, (5 or 20.8) of them have 20-30 years’ experience, (5 or 20.8) of them have 20-30 years’ experience, and (5 or 20.8%) have 5-10 years’ experience. The remaining 3 have 1-5 years’ experience.



#### 4.2.2. Individual Level

**Motivation:** Participants were asked whether the university supplies the necessary conditions to achieve their career objectives, 70.8% said yes while only 29.2% disagreed. However, when considering the percentages by gender, men agreed 100% that the university supplied the necessary conditions to achieve their career objectives while 63.2% of women agreed and 36.8% disagreed. (Table 2.2)

**Table 2.2. Administrative Staff’s view on Career achievement – Cross-tabulation by Gender**

Do you consider that the university supplies the necessary conditions to achieve your career objectives? Cross-tabulation			Answers		Total
			Yes	No	
Gender	Male	Count	5	0	5
			100.0%	0.0%	100.0%
			29.4%	0.0%	20.8%
	Female	Count	12	7	19
			63.2%	36.8%	100.0%
			70.6%	100.0%	79.2%
Total	Count		17	7	24
			70.8%	29.2%	100.0%
			100.0%	100.0%	100.0%

The study investigated whether there is a relation between the variables “Gender” and the question related to the achievement of the career objectives: “Do you consider that the university supplies the necessary conditions to achieve your career objectives?” Based on Chi squared test, we have a p-value of 10.7% which is greater than 5% so one should accept hypothesis  $H_0$ . To conclude, the variable “Gender” and the answer to the question “Do you consider that the university supplies the necessary conditions to achieve your career objectives?” are independent.

Moreover, based on Phi-Cramer’s test the p-value is also 10.7% > 5%, so  $H_0$  is accepted which means that the relation between the two considered variables is weak which is coherent with the previous result of chi squared test.

The participants were asked whether they would be interested in progressing onto other positions in their institution, (58.3.8%) of the responders answered “YES” and (41.7%) answered “NO”. However, when considering the answers by gender, as shown in Table 3.2., (60%) of men answered “YES” and (40%) “NO”. We had almost the same result from women where the answers came (57.9%) “YES” and (42.1%) “NO”. Details are described in the following table (Table 2.3.)

**Table 2.3. Interest in progressing onto other positions in the institution? Cross-tabulation by gender**

			Would you be interested in progressing onto other positions in your institution?		Total
			Yes	No	
Gender	Male	Count	3	2	5
			60.0%	40.0%	100.0%
			21.4%	20.0%	20.8%
	Female	Count	11	8	19
			57.9%	42.1%	100.0%
			78.6%	80.0%	79.2%
Total	Count		14	10	24
			58.3%	41.7%	100.0%
			100.0%	100.0%	100.0%



The study investigated whether there is a relation between the variables “Gender” and the question related to the interest in progressing onto another position in the institution. Based on Chi squared test, we have a p-value of 93.2% which is greater than 5% so one should accept hypothesis  $H_0$  and the variable “Gender” and the answer to the question “Would you be interested in progressing onto other positions in your institution?” are independent.

Moreover, based on Phi-Cramer’s test the p-value is also  $93.2% > 5%$ , so  $H_0$  is accepted and the result is coherent with the previous result of chi squared test.

**Work Satisfaction:** The study investigated whether the Administrative Staff are satisfied with their work. The data analysis indicated a high percentage of satisfaction with a majority of 87.5%. **Table 2.4.** represents the joint distribution of the variables (gender – work satisfaction) where both men and women seem to be satisfied with their work at Lebanese University.

**Table 2.4. Administrative Staff’s view on Work Satisfaction - Cross-tabulation by Gender**

			Are you satisfied with the work at your university?		Total
			Yes	No	
Gender	Male	Count	4	1	5
			80.0%	20.0%	100.0%
			19.0%	33.3%	20.8%
	Female	Count	17	2	19
			89.5%	10.5%	100.0%
			81.0%	66.7%	79.2%
Total		Count	21	3	24
			87.5%	12.5%	100.0%
			100.0%	100.0%	100.0%

The Chi-Square statistic was used to assess whether an association exists between the two variables Gender and the answer to the question “Are **you satisfied with your work?**”.

Based on Chi squared test, we have the P-value (.569) greater than the significance level (0.05), thus, we accept the null hypothesis  $H_0$  and we conclude that there is no relationship between gender and work satisfaction. Also, Phi-Cramer’s test with p-value equal to .569 confirmed that there is no a significant effect of the gender variable on the considered work satisfaction.

**Salary Satisfaction:** Participants were asked whether they are satisfied with their salary at university. Overall, 52.2% said “YES” and 45.8% said “NO”. However as shown in **Table 2.5.** women seem to be more satisfied with their salary than men.

**Table 2.5. Administrative Staff’s view on Salary Satisfaction - Cross-tabulation by Gender**

			Are you satisfied with the salary at your university?		Total
			Yes	No	
Gender	Male	Count	1	4	5
			20.0%	80.0%	100.0%
			7.7%	36.4%	20.8%
	Female	Count	12	7	19
			63.2%	36.8%	100.0%
			92.3%	63.6%	79.2%
Total		Count	13	11	24
			54.2%	45.8%	100.0%
			100.0%	100.0%	100.0%

The Chi-Square statistic was used to assess whether an association exists between the two variables Gender and the answer to the question “Are **you satisfied with your salary at your university?**”.



Based on Chi squared test, we have the P-value (.085) greater than the significance level (0.05), thus, we accept the null hypothesis  $H_0$  and we conclude that there is no relationship between gender and salary satisfaction. Also, Phi-Cramer’s test with p-value equal to .085 confirmed that there is no a significant effect of the gender variable on the considered salary satisfaction.

### Balancing work - family life –

The study revealed that “flexibility in work schedule” and “Financial help for families” concepts are the most favored by both men and women followed by “Reduction of working time schedule” and “On-campus special family services (kindergarten, summer camps, activities, etc.)”. However only 37.5% from the participants believe that “Work at Home-Teleworking-Telecommuting” reflects a work-life balance. (Table 2.6.)

**Table 2.6. Administrative Staff’s Perceptions on concepts that reflect a work-life balance?**

Which of the following concepts do you believe reflect a work-life balance?	Female		Male		Overall	
	YES	NO	YES	NO	YES	NO
Flexibility in work schedule	89.5%	10.5%	100.0%	0.0%	91.7%	8.3%
Reduction of working time schedule	63.2%	36.8%	80%	20%	66%	33.7%
Work at home-Teleworking-Telecommuting	36.8%	63.2%	40%	60%	37.5%	62.5%
On-campus special family services (kindergarten, summer camps, activities, etc.)	63.2%	36.8%	100%	0%	70.8%	29.2%
Financial help for families	89.5%	10.5%	100%	0%	91.7%	8.3%
Other	57.9%	42.1%	80%	20%	62.5	37.5%

When asked whether they receive any of these concepts from the Lebanese University to ensure this balance, the majority (62.5%) of participants affirmed that they get “flexibility in work schedule” followed by (33.3%) “financial help for families” and (20.8%) “Reduction of working time schedule”. However, answers differ among survey respondents when they are compared by gender (Table 2.7).

**Table 2.7. Services provided by the Institution - Frequency and percentage distribution by gender**

Do you receive any of the concepts from your institution?	Female		Male		Overall	
	YES	NO	YES	NO	YES	NO
Flexibility in work schedule	52.6%	47.4%	100%	0%	62.5%	37.5%
Reduction of working time schedule	26.3%	73.7%	0%	100%	20.8%	79.2%
Work at home-Teleworking-Telecommuting	5.3%	94.7%	0%	100%	4.2%	95.8%
On-campus special family services (kindergarten, summer camps, activities, etc.)	0%	100%	0%	100%	0%	100%
Financial help for families	36.8%	63.2%	20%	80%	33.3%	66.7
Other	15.8%	84.2%	0%	100%	12.5%	87.5%

### Balancing Work –Family Life

The participants were asked on how satisfied are they with the current balance between their professional and personal life. Satisfaction levels were reported with a Likert scale from very satisfied (1) to very dissatisfied (5) and means were compared. Results are summarized respectively in Table 2.8. and Table 2.9.

**Table 2.8. Administrative Staff's satisfaction with current work-life balance - Frequency distribution**

	Overall		By Gender	
	Frequency	Percent	Male	Female
<b>Very Satisfied</b>	3	12.5	(2 or 40%)	(1 or 5.3%)
<b>Satisfied</b>	2	8.3	(0 or 0%)	(2 or 10.5%)
<b>Neither Satisfied /Dissatisfied</b>	15	62.5	(2 or 40%)	(13 or 68.4%)
<b>Dissatisfied</b>	4	16.7	(1 or 20%)	(3 or 15%)
<b>Total</b>	24	100.0		

**Table 2.9. Administrative Staff's with current work-life balance (By Gender)**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
<b>Male</b>	5	<b>2.40</b>	1.342	.600	.73	4.07
<b>Female</b>	19	<b>2.95</b>	.705	.162	2.61	3.29
<b>Total</b>	24	2.83	.868	.177	2.47	<b>3.20</b>

As shown in **Table 2.8** and **Table 2.9**, women seem to be neutral (68.4%, Neither satisfied / Dissatisfied) while men on average seem to be satisfied.

Based on the one way ANOVA test we obtain a p-value of 21.7% > 5%, thus  $H_0$  is accepted and the difference, at means level, answering the question "How satisfied are you with the current balance between your professional and personal life?" between male and female is not statistically significant. So no significant effect of the gender variable on the considered level of satisfaction.

Chi squared test p-value is 17.9% > 5% so variables are independent, which is coherent with the previous result of ANOVA test

#### **Working conditions-**

Based on the analysis results, the majority of participants (83.3%) have to work between 31-40 hours per week however (50%) of them have to work between 21- 30 hours to achieve the tasks set on their work contract while (29.2%) have to work between 31-40 hours, (16.7%) more than 40 hours and (4.2%) for Less than 20 hours. Furthermore, the study revealed that (37.5%) of the respondents tend to work weekends/evenings in addition to their normal work hours. Yet, by analysing data per gender, we found that the majority of men (60%) tend to work weekends/evenings while women are somewhat more likely than men to work standard day time hours.

When participants were asked about whether they have additional work to attend when they arrive home, the majority said "YES" with a percentage of (62.5%). Nevertheless, by analysing data per gender, we found that from the (62.5%) who are working additional time when they arrive home, (13,3%) are males and (86.7%) are females.

Although it was clear that women have additional house work, we didn't find any significant effect of the gender variable on answering the question "do you have additional house work to attend when you arrive home?". (chi square test result: p value 0.243).

#### **Mobility and Leaves-**

The majority of the participants (79.2%) responded that they never travel for work purposes. However, few of them (20.8%) travel 1 or 2 times/year. Though, (41.7 %) took family related leave while working at Lebanese University and this percentage includes men (10%) and women (90%).



### 4.2.3. Institutional Level

This section describes the **General Dimension of Gender Equality at Lebanese University**.

Participants were asked about how far their university has got with integrating Gender Equality into their university strategy within the administrative staff. The majority of them (54.2%) answered “I don’t know”, 16.7% “Gender Equality is now integrated across institution with clear goals” and the remaining 25% was distributed fifty-fifty between “Currently implementing the Sustainable Development Goals (SDGs) in university strategy” (12.5%) and “The university has just begun to plan for gender equality in future strategy” (12.5%).

When asked whether their university has gender indicators to measure Gender Equality within the administrative staff? 16.7% of the participants said “NO”, 41.7% said “YES” and 41.7% stated that they “don’t know”.

Moreover (45%) of the respondents do not believe that the university has multidisciplinary and interdisciplinary structures, (45%) do not know whether they have or not while only 8.3% said yes.

Overall, there were very positive rates regarding implementing sustainable development goals and gender equality policies. The majority (70.8%) of the respondents agreed while (25%) of them answered by “I do not know” and only (4.2%) disagreed.

Moreover, the study revealed that the majority of the participants (70.2%) are interested in being part of the implementation of sustainable development goals and gender equality policies into the Lebanese University through their involvement in conferences/ seminars and training activities.

The participants were asked whether their institution offer courses which address the implementation of Sustainable Development Goals (SDGs) and Gender Equality policies; (62.5%) of the respondents answered “To a minimum extend” while (37.5%) answered “To an average extent”.

In this section Participants were asked to rank a list of statements that covers three five main topics:

- Administration, mission and strategic planning
- Institution’s Infrastructure
- Institution’s Human Resources Practices
- Organizational climate
- Female empowerment at institution

These statements were to be ranked from 1-5, with 1 representing “To a minimum extent” and 5 representing “To a maximum extend”.

Based on Cronbach’s Alpha reliability test applied to the 21 questions of type “In this section there is a list of statements regarding your perception about female empowerment at your institution. Please read each sentence and select the number from the scale below that is closest to your opinion 1- Strongly disagree, 2- Disagree, 3- Neutral 4- Agree, 5- Strongly agree” we remark that by removing the first question “To what extent is Gender Equality reflected in institution’s Mission” the global reliability based on standardized items of the questionnaire will reach an optimal level of 94.8%. All the subsequent analysis will consider the remaining 20 questions. **Table 2.10.** summarizes the respondents’ perception about Higher Education in the Lebanese University.



**Table 2.10. Respondents' perception at Institutional Level**

	<b>Administration, mission and strategic planning</b>	<b>Mode</b>		<b>Mean</b>
1	2. To what extent is Gender Equality reflected in institution's Strategic Plan	2	To a little extent	2.25
	<b>Institution's Infrastructure</b>			
2	1. Policy of working from home	3	Neutral	2.67
3	2. Proper transport facilities	3	Neutral	3.17
4	3. Adequate in campus facilities for families	3	Neutral	2.67
5	4. Flexible work timings policy for families	4	Agree	3.38
	<b>Institution's Human Resources Practices</b>			
6	1. Training and development programs for all workers	4	Agree	3.46
7	2. Equal opportunities for promotion for both men and women	4	Agree	3.71
8	3. Common recruitment & selection policy which is equal	3	Neutral	3.42
9	4. Performance appraisal is independent of gender	4	Agree	3.67
10	5. This university has Gender Equality at workplace	4	Agree	3.54
11	6. This university is a women friendly workplace	4	Agree	3.50
12	7. Equal vacations all employees	4	Agree	3.88
13	8. Fair reward and recognition policy for employees	3	Neutral	3.12
	<b>Organizational climate</b>			
14	1. The office layout and design is comfortable	4	Agree	2.83
15	2. All workers feel safe and comfortable in their workplace	3	Neutral	2.83
16	3. Organizational work culture is good	3	Neutral	2.96
17	4. Proper care of health and safety of all workers is provided by institution	3	Neutral	2.96
	<b>Female empowerment at institution</b>			
18	1. Women are included in decision-making process	4	Agree	3.79
19	2. Women are given leadership roles	4	Agree	3.88
20	3. There are fair reward and recognition policy	3	Neutral	3.17

As shown on the previous **Table 2.10**, the participants agreed on the majority of statements regarding Institution's Human Resources Practices, flexible work timings policy for families, Female empowerment at institution, however, the responses came neutral for the majority of statements related to Organizational climate and Institution's infrastructure.

One-way ANOVA test was conducted to verify whether a statistical significant relationship exist between the variable "gender" and the ranking of "To what extent is Gender Equality reflected in institution's Strategic Plan" The p-value that we obtained was 58.8% greater than 5% , therefore we accept hypothesis  $H_0$  and we conclude that there is no statistical significant relationship between the considered variables.

**Table 2.11.** provides details on the frequency distribution and percentages related to the ranking of the statement related to Gender Equality Institution's Strategic Plan.



**Table 2.11. Ranking the extent of Gender Equality – Frequencies distribution and percentage**

To what extent is Gender Equality reflected in institution’s Strategic Plan	Frequency	Percent
1(To a minimum extent)	3	12.5%
<b>2(To a little extent)</b>	<b>12</b>	50.0%
3(neutral)	9	37.5%
Total	24	100.0

As illustrated in **Table 2.11**, 50% of respondents revealed that the Gender Equality is reflected in the Lebanese University Strategic Plan to a little extent and 37.5% from participants were neutral regarding this subject.

### **Sexual Harassment, Sexism and stereotypes**

Based on Cronbach’s Alpha reliability test applied to the 7 questions of type “In your current working environment, have you experienced or observed any of the following behaviours? Please respond according to the following Scale (1. Experienced only 2. Observed only 3. Experienced and observed 4. Neither)”, we remark that all the questions are highly correlated and that by removing questions, one at a step, in order to increase the global reliability based on standardized items of the questionnaire, all the considered variables will be represented with the single question: “Physical/sexual assault” with an optimal level close to 100%.

The participants were asked if they have experienced and/ or observed any “Physical/sexual assault”. According to the results, the majority (83.3%) mentioned that they didn’t observe or experience, 12.5% observed only and 4.2% experienced only.

The majority of those who experienced or/and observed one of this behaviour, they reported their case to the Direct Manager and felt safe and glad to report. However, the support they would have wished for was the legal support.

One-way ANOVA test was conducted to verify whether a statistical significant relationship exist between the variable “gender” and the answer to the question “In your current working environment, have you experienced or observed - Physical/sexual assault? Please respond according to the following Scale (1. Experienced only 2. Observed only 3. Experienced and observed 4. Neither”. The p-value that we obtained was 53% greater than 5% , therefore we accept hypothesis  $H_0$  and we conclude that there is no statistical significant relationship between the considered variables.

Again, we considered Cronbach’s Alpha reliability test applied to the 3 questions of type “In your current working environment, have you experienced or observed mobbing from the following? Please respond according to the scale (1. Experienced only 2. Observed only 3. Experienced and observed 4. Neither” we remark that all the questions are highly correlated and that by removing questions, one at a step, in order to increase the global reliability based on standardized items of the questionnaire, all the considered variables will be represented with the single question: “Manager” with an optimal level close to 100%.

The participants were asked if they have experienced and/ or observed mobbing from “Manager”. According to the results, the majority (83.3%) mentioned that they didn’t observe or experienced, 8.3% Experienced and observed 4.2% Observed only and 4.2% Experienced only.

### **4.3. Descriptive Analysis for Decision Makers**

This section starts with a description of Decision Makers participants profile



#### 4.3.1. Demographic Profile of Respondents

Of the 26 answers received, respondents were primarily from the Lebanese University, Faculty of Economics and Business Administration with 46.2% male and 53.8% female. The following **Table 3.1** summarizes the demographic profile of the participants:

**Table 3.1. Demographic Profile of (26) Decision Maker Respondents**

Variable	Category	Frequency	Percent
<b>Gender</b>	Male	12	46.2
	Female	14	53.8
<b>Age</b>	30 years– under 40 years	2	7.7
	40 – under 50	9	34.6
	50 – under 60	11	42.3
	60- under 70	4	15.4
<b>Marital status</b>	Married	94	79.0
	Single	23	19.3
	Divorced	2	1.7
<b>Education Level</b>	Master	3	11.5
	PhD	23	88.5
<b>Position</b>	Dean	4	15.4
	Head of Department	17	65.4
	Teaching Staff	3	11.5
	Representative	1	3.8
	Other	1	3.8
<b>Work experience in existing University</b>	10 years - under 15 years	6	23.1
	15 years – under 20 years	6	23.1
	20 years – under 30 years	9	34.6
	30 and above	2	7.7
	5 years- under 10 years	3	11.5

The data analysis revealed that majority of the respondents (11 or 42.3%) are within the age group 50 – under 60 years, (9 or 34.6.1%) are within the age group 40 – under 50 years, (4 or 15.4) are within the age group 60 – under 70 years and (2 or 7.7%) are within the age group 30 years– under 40 years.

The respondents were further classified according to their educational level, the majority (23 or 88.5%) of the respondents hold a PhD degree while (3 or 11.5%) have master’s degree.

Most of the participants (9 or 34.6%) in this study have 20-30 years’ experience, (6 or 23.1%) of them have 15-20 years’ experience, (6 or 23.1%) of them have 10-20 years’ experience, (3 or 11.5%) of them have 5-10 years’ experience and (2 or 7.7%) of them have 30 and above years’ experience.



#### 4.3.2. Individual Level - Motivation and Work-Life Balance

**Motivation:** According to the analysis of data, the top two factors that influenced the decision makers to enter management career in HE sector are the “Interest in research” and the “Job autonomy”, followed respectively by the “Intellectual challenge”, the “Prestige of the job”, the “Self-esteem” and the “Financial income”.

Yet, by analyzing data per gender, female survey respondents had a different view in their choice of rank: The study revealed that the majority of participants (30.8% who ranked the “Interest of Research” as 1<sup>st</sup> choice) were females (23.1% females and 7.1% males). This later was ranked by men as third choice. Furthermore, the “Prestige of the job” factor occupied the second position as ranked by the majority of male participants and the fourth position as ranked by the majority of female participants. **Table 3.2.** reflects the data of motivational differences between males and females in order to identify the rank of each motivational factor.

**Table 3.2. Decision Makers’ view - Ranking motivation factors – Cross-tabulation by Gender**

Rank your motivation factors which influenced you to enter management career in (HE) sector from 1 to 6 where -1 indicates the strongest one, 2 by the second choice and so forth.	Mode & %	% Female	% Male	Overall Mean	Mean (Female)	Mean (Male)	Rank (Female)	Rank (Male)
<b>Prestige of the job</b>	2 (23.1%)	7.7%	15.4%	3.73	4.21	3.26	4	2
<b>Financial income</b>	5 (23.1%)	15.4%	7.7%	3.85	4.71	2.83	6	1,2,3
<b>Interest in research</b>	1 (30.8%)	23.1%	7.7%	2.65	2.57	2.75	1	3
<b>Job autonomy</b>	1 (23.1%)	15.4%	7.7%	3.35	3.07	3.67	1,3	4
<b>Intellectual challenge of management career at HE sector</b>	2 (26.9%)	23.1%	3.8%	3.12	2.50	3.83	2	5
<b>Self esteem</b>	4 (42.3%)	15.4%	26.9%	4.31	3.93	4.75	4	4

If we take a look to the below **Figure 3.** we can see the differences in ranking the 6 motivation factors clustered by gender (Males and Females).

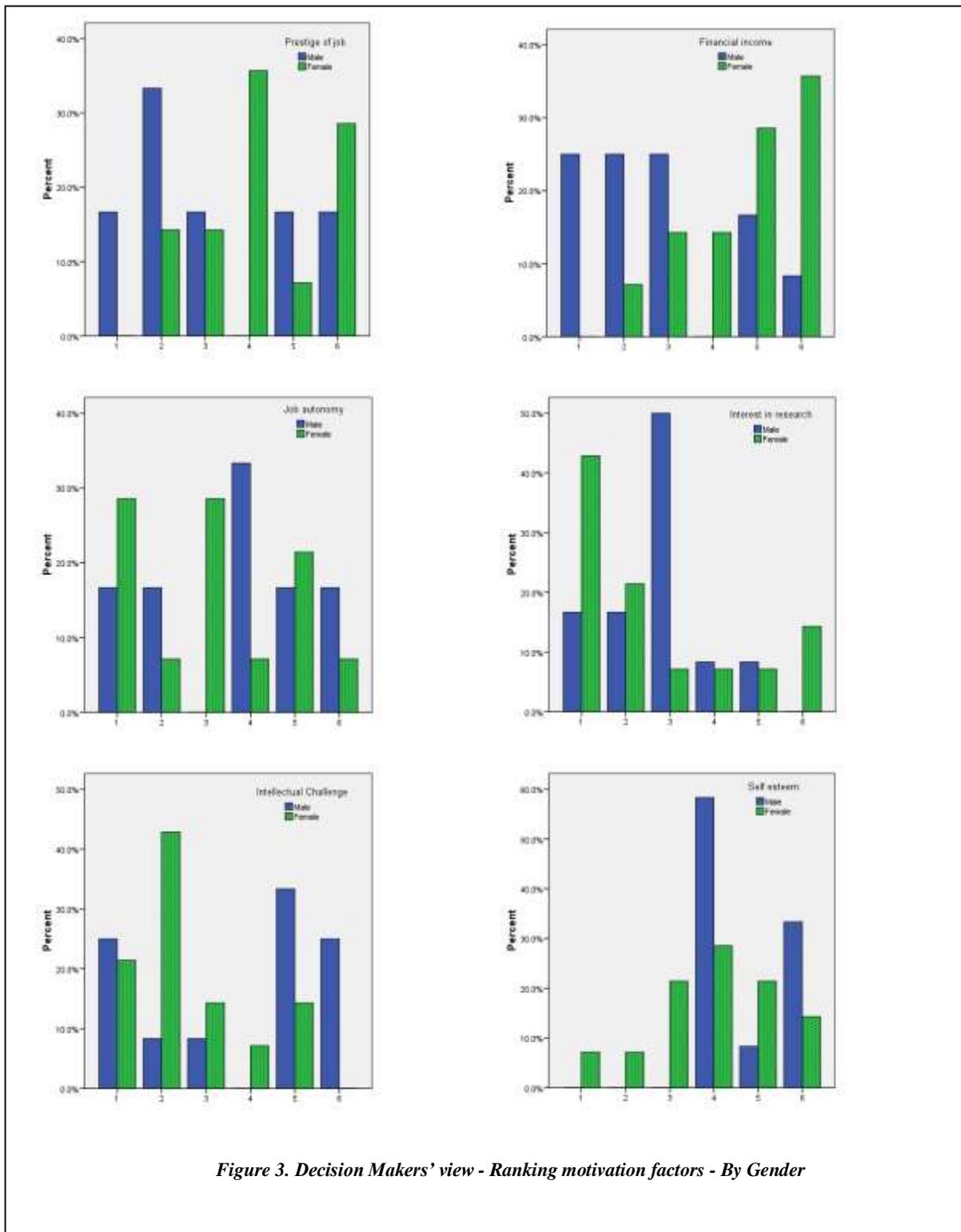


Figure 3. Decision Makers' view - Ranking motivation factors - By Gender

One-way ANOVA tests were used to compare the variance between gender and ranking the motivation factors.

Based on the results, we identified a significant effect of the gender variable on ranking the “*Financial income*” while for the other factors, there was no significant effect of the gender.

We obtained a p-value of  $0.4\% < 5\%$  so  $H_0$  is rejected and the difference, at means level, ranking “*Financial income motivation factor*” by gender is statistically significant. **Table 3.3.** illustrates the result of ANOVA tests where we identified the relation between gender and ranking the motivation factor “Financial Income”.

**Table 3.3. Motivation Factors ANOVA with gender**

Motivation factor/gender	Prestige of job	Financial income	Interest in research	Job autonomy	Intellectual challenge	Self esteem
<b>=Sig</b>	.116	<b>.004</b>	0.779	.396	.061	.106

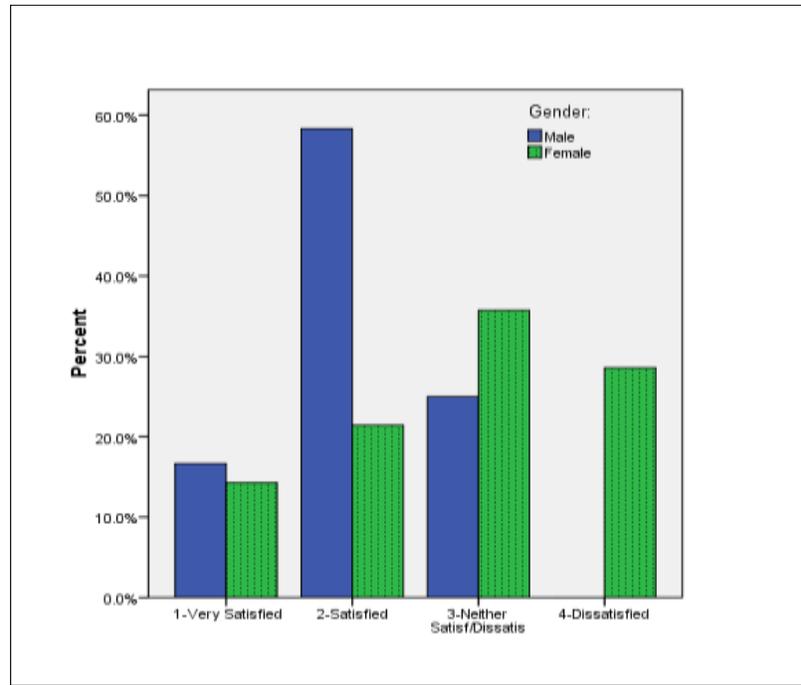
**Career Satisfaction:** The study investigated the level of Decision Makers satisfaction in their career. 15.4% of respondents were very satisfied, 38.5% of them were satisfied, 30.8% of them were neither satisfied/dissatisfied and 15.4% of them were dissatisfied. On average, respondents were satisfied on their career so far (mean = 2.46) with a confidence interval 2.08-2.84. at an asymptotic risk level of 5%. Overall, Decision Makers participants were satisfied in their career. However Female participants (mean 2.79) were slightly less satisfied than male participants (mean = 2.08).

**Table 3.4.** reflects the frequency distribution and the satisfaction level of survey participants along with is a cross-tabulation table which represents the joint distribution of the variables (gender – career satisfaction).

**Table 3.4. Decision Makers’ view on Career Satisfaction - Cross-tabulation by Gender**

		How satisfied are you with your career so far?				Total
		1	2	3	4	
Gender: <b>Male</b>	Count	2	7	3	0	12
		16.7%	58.3%	25.0%	0.0%	100.0%
		50.0%	70.0%	37.5%	0.0%	46.2%
<b>Female</b>	Count	2	3	5	4	14
		14.3%	21.4%	35.7%	28.6%	100.0%
		50.0%	30.0%	62.5%	100.0%	53.8%
Total	Count	4	10	8	4	26
		15.4%	38.5%	30.8%	15.4%	100.0%

The below **Figure 4.** illustrates the Decision Makers ‘view on career satisfaction



*Figure 4. Decision Makers' view on Career Satisfaction*

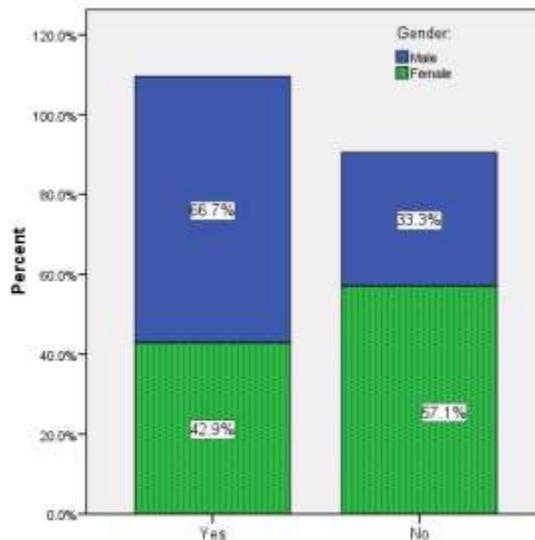
Based on the one way ANOVA test we obtain a p-value of 5.8% > 5% (close to 5%) thus  $H_0$  is accepted and the difference, at means level, answering the question “How satisfied are you career so far?” between male and female is statistically significant. So there is significant effect of the gender variable on the considered level of satisfaction.

#### **Achievement of Career Ambitions**

The participants were asked whether they feel that they have achieved their career ambitions. The study revealed that 53.8% of the participants felt that they have achieved their career ambitions and 46.2% felt the contrary. Yet when considering the analysis of data by gender, we notice that more males than females felt that they have achieved their career ambitions. **Table 3.5.** and **Figure 5,** illustrates respectively the distribution of answers by gender.

**Table 3.5. Decision Makers' view on Career Ambitions Achievement - Cross-tabulation by Gender**

	Do you feel that you have achieved your career ambitions?		Total
	Yes	No	
<b>Gender: Male</b> Count	8 <b>66.7%</b> 57.1%	4 <b>33.3%</b> 33.3%	12 <b>100.0%</b> 46.2%
<b>Female</b> Count	6 <b>42.9%</b> 42.9%	8 <b>57.1%</b> 66.7%	14 <b>100.0%</b> 53.8%
<b>Total</b>	14 <b>53.8%</b> 100.0%	12 <b>46.2%</b> 100.0%	26 <b>100.0%</b> 100.0%



**Figure 5. Decision Makers' view on Career Ambitions Achievement - clustered by Gender**

The study investigated whether there is a relation between the variables “Gender” and the question related to the achievement of the career ambitions: “*Do you feel that you have achieved your career ambitions?*”; Based on Chi squared test, we have the P-value (0.225) greater than the significance level (0.05), thus we accept the null hypothesis  $H_0$  and we conclude that *there is no relationship* between gender and carrier ambition achievement.

When applying Phi-Cramer’s test, the result was coherent with the chi squared test with a p-value (22.5% >5).

## Balancing Work

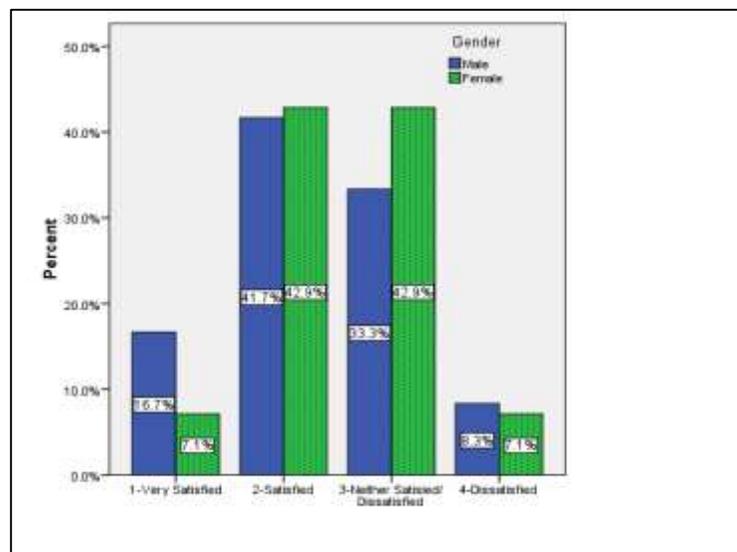
**Family Life :** The participants were asked on how satisfied are they with the current balance between their professional and personal life. Satisfaction levels were reported with a Likert scale from very satisfied (1) to very dissatisfied (5).

(11.5%) were very satisfied, (42.3%) were, (38.5.5%) were neither satisfied/dissatisfied and (7.7) were dissatisfied.

Table 3.6. illustrates the means and standard deviation by gender.

**Table 3.6. Decision Makers' satisfaction with current work-life balance (By Gender)**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Male	12	2.33	.888	.256	1.77	2.90
Female	14	2.50	.760	.203	2.06	2.94
Total	26	2.42	.809	.159	2.10	2.75



*Figure 6. Decision Makers' satisfaction with current work-life balance*

After applying one-way ANOVA test, we obtained a p-value of  $61\% > 5\%$ . Therefore  $H_0$  is accepted and the difference, at means level, answering the question "How satisfied are you with the current balance between your professional and personal life? "between male and female, is statistically not significant. To conclude, the study revealed that there is no significant effect of the gender variable on the considered Work-Life Balance Satisfaction.



### Balancing Work –Family Life

The participants were asked on how satisfied are they with the current balance between their professional and personal life. Satisfaction levels were reported with a Likert scale from very satisfied (1) to very dissatisfied (5) and means were compared. Results are summarized respectively in **Table 3.7** and **Table 3.8**.

**Table 3.7 Decision Maker’s view – Concepts reflecting work-life balance – By gender**

<i>Which of the following concepts do you believe reflect a work-life balance?</i>	<b>Female</b>		<b>Male</b>		<b>Overall</b>	
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Flexibility in work schedule	100%	0%	100.0%	0.0%	100%	0.0%
Reduction of working time schedule	71.4%	28.6%	66.7%	33.3%	69.2%	30.8%
Work at home-Teleworking-Telecommuting	64.3%	35.7%	41.7%	58.3%	53.8%	46.2%
On-campus special family services (kindergarten, summer camps, activities, etc.)	64.3%	35.7%	58.3%	41.7%	61.5%	38.5%
Financial help for families	64.3%	35.7%	66.7%	33.3%	65.4%	34.6%

The study revealed that the totality (100%) of participants believed that the “flexibility in work schedule” reflects a work-life balance. The majority (69.2%) considered that reduction of work time, Financial help for families (65.4%), work home (53.8%), on-campus special family services (61.5%) as main concepts that enable the balance between work and family life.

All chi square and Phi Cramer’s V tests on these applied on these variables indicated that there is no relationship between gender and the answers related to the aspects of work-life balance.

**Table 3.8. Work-Life Balance aspects Shi square and Phi Cramer’s with gender**

<b>Work-Life Balance /p value</b>	<b>Schedule Flexibility</b>	<b>Working Time Reduction</b>	<b>Work at home</b>	<b>On-campus Services</b>	<b>Financial help for families</b>
<b>Shi square</b>	.225	.793	.249	.756	.899
<b>Phi Cramer's V</b>	.225	.793	.249	.756	.899

When asked whether they receive any of these concepts from the Lebanese University to ensure this balance, the majority (84.6%) of the participants affirmed that they get “flexibility in work schedule” followed by (34.6%) “Work at Home-Teleworking-Telecommuting”, (20.8%) “Reduction of working time schedule” and (19.2%) “Financial help for families”. However, answers differ among survey respondents when they are compared by gender. **Table 3.9** illustrates the frequency and percentage distribution by gender.

**Table 3.9. Services provided by the Institution - Frequency and percentage distribution by gender.**

Do you receive any of the concepts from your institution?	Female		Male		Overall	
	YES	NO	YES	NO	YES	NO
Flexibility in work schedule	85.7%	14.3%	83.3%	16.7%	84.6%	15.4%
Reduction of working time schedule	14.3%	85.7%	25.0%	75.0%	20.8%	79.2%
Work at home-Teleworking-Telecommuting	35.7%	64.3%	33.3%	66.7%	34.6%	65.4%
On-campus special family services (kindergarten, summer camps, activities, etc.)	0.0%	100.0%	8.3%	91.7%	3.8%	96.2%
Financial help for families	7.1%	92.9%	33.3%	66.7%	19.2%	80.8%

#### 4.3.3. Institutional Level

##### General Dimensions of Gender Equality

When Decision Makers were asked whether their university is using Gender Equality as a framework to report sustainability impacts; (30.8%) of participants answered “Yes”, while (46.2%) said “No” and only (23.1%) did not know. When asked whether their university is measuring actions for Gender Equality, (19.2%) agreed while (57.7%) disagreed and (23.1%) did not know. However, answers differ among survey respondents when they are compared by gender; (41.7%) of the male participants agreed that the university is measuring actions for Gender Equality whereas none (0%) of female respondents did agree. Among the female participants, (78.6%) of women disagreed while (21.4%) did not know.

Moreover, the study revealed that there is a relation between the gender variable and the answer related to the actions measurement for Gender Equality. The result of Chi squared and Phi Cramer's V tests indicated a p-value of 1.7% which is less than 5% , therefore  $H_0$  is rejected and we can conclude that the variable “Gender” and the answer to the question “Is your university measuring actions for Gender Equality?” *are dependent*

When the participants were asked if the university has already set the plan for equalities to be achieved by 2030, 3.8% answered “YES” while 69.2% answered “NO” and “26.9%” didn't know.

Nevertheless, 84.6% of participants, almost the totality expect that the Lebanese University will take a lead in establishing Gender Equality while only 2.2 % disagreed and 2.2% did not know. The below graph highlights the expectation of participants in regard the leadership of the Lebanese University in establishing Gender Equality. (Figure 7.)

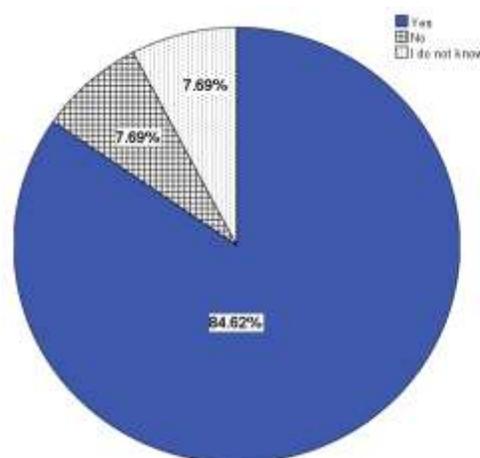


Figure 7. Do you agree with the following statement? " I expect my University (LU) to take a lead in establishing Gender Equality"



### Administration, Mission and Strategic Planning

In this section, participants were asked about the extent to which the Gender Equality is reflect in University mission and University Strategic Plan. Answers are summarized in **Table 3.10**.

**Table 3.10. Decision Makers' view – Gender Equality reflected in University Mission and Strategic Planning**

	Gender Equality reflected in University Mission		Gender Equality reflected in University Strategic Planning	
	Frequency	Percent	Frequency	Percent
To a minimum extent	9	34.6	8	30.8
To little extent	5	19.2	0	0%
I am not sure	5	19.2	11	42.3
To a good extent	7	26.9	7	26.9

### Leadership Behaviours

In ranking the leadership behaviours from 1 most import to 6 least important, the study revealed that the participants selected “Directive leadership behaviour “as the most important one, followed respectively by “Supportive” and Participative” leadership behaviour, while both “Charismatic” and “Democratic” came in the 5<sup>th</sup> rank and “Autocratic” in the last rank. However, the ranks differed among survey respondents when they are compared by gender; **Table 3.11** illustrates the comparative means and ranks by gender.

**Table 3.11. Decision Makers' view - Ranking Leadership Behaviors – Cross-tabulation by Gender**

Ranking leadership behaviors 1 – 6 , where 1 indicates the strongest one, 2 by the second choice and so forth.	Mode & %	% Female	% Male	Overall Mean	Mean (Female)	Mean (Male)	Rank (Female)	Rank (Male)
<b>Autocratic (sig =.147)</b>	6 (76.9)	92.9%	58.3%	5.19	5.64	4.67	6	6
<b>Democratic (sig =.304)</b>	5 (42.3%)	50%	33.3%	3.31	3.64	2.92	5	2,5
<b>Participative (sig = .102)</b>	3 (30.8%)	28.6%	33.3%	3	3.36	2.58	4	1,4
<b>Supportive (sig = .027)</b>	3 (46.2%)	50%	41.7%	2.85	2.50	3.25	3	2,3
<b>Charismatic (sig = .049)</b>	5 (34.6%)	21.4%	50%	3.58	3	4.25	1,2,4,,5	5
<b>Directive (sig = .595)</b>	1 (30.8%)	37.7%	25%	3.12	2.93	3.33	1	1,4,6

One-way ANOVA tests were used to compare the variance between gender and ranking the leadership behaviours: we applied One-way ANOVA tests. The results of p value were reported in **Table 3.11**, where we can recognize the existence of two relationships:

- 1- Gender / Charismatic Leadership behavior
- 2- Gender /Supportive Leadership behavior



Based on the results, we identified a significant effect of the gender variable on ranking the “Charismatic behaviour” p-value of  $4.9\% < 5\%$  so  $H_0$  is rejected and the difference, at means level, ranking “Charismatic Behaviour” by gender is statistically significant.

Moreover we identified a significant effect of the gender variable on ranking the “Supportive Leadership behaviour” (p-value of  $02.7\% < 5\%$  so  $H_0$  is rejected and the difference, at means level, ranking “Supportive Leadership behaviour” by gender is statistically significant.

#### 4.4. Descriptive Analysis for Students

##### 4.4.1. Demographic Profile of Respondents

Of the 186 answers received, respondents were primarily from the Lebanese University, Faculty of Economics and Business Administration, the majority of them (125 or 67.2%) are within the age group 26 –30 years followed by those whose age group less than 20 years (24 or 12.9%) then by those whose age group is between 20 – 25 years (16 or 8.6%). As for their marital status, the majority are single (160 or 79%), (25 or 13.4) are married and one is divorced.

##### 4.4.2. Individual Level: Motivation, Education and Inspiration

**Motivation:** The study revealed that the majority (133 or 71.5%) of the participants are motivated to enter academia after their graduation.

**Gender Education:** When participants were asked if there are any special classes in order to support female students at their department, (162 or 87.1%) answered “NO” while (24 or 8.9%) answered “YES”. Among the participants who said “YES”, the most frequent indicated class type was “Social Justice”. However, the study revealed that (131 or 70.4%) are interested in courses focusing on gender related topics.

**Female role models:** When participants were asked whether they encountered a woman during their time at university they would view as role model, the majority (157 or 84.4%) said “YES” while the minority (29 or 15.6%) said “NO”. Moreover, the participants were asked to rank the character traits for a female academic Role Model by order of importance. The study revealed that “the Expertise in her academic field” and “Charisma” occupied the first rank in order of importance, followed by “Ability to uplift her students” which came in the second position then “Confidence” which occupied the third position.

**Table 4.1 Female Students’ view - Ranking the traits for a Female Academic Role Model – Frequency Distribution**

In your opinion, which character traits are important for a female academic role model? (Rank from 1 to 8 where 1 indicates the strongest one, 2 by the second choice and so forth. )										
Score/ Character Traits	1	2	3	4	5	6	7	8	Mode	Mean
[Ability to inspire]	31	24	31	38	21	16	19	6	4	3.80
[Ability to uplift her students]	27	32	29	29	20	26	14	9	2	3.87
[Assertiveness]	8	9	15	29	39	34	25	27	5	5.25
[Independence]	21	10	11	27	29	28	30	30	5	7.08
[Expertise in her academic field]	34	38	38	23	24	13	11	5	2	3.39
[Charisma]	34	41	25	12	26	20	15	13	2	3.75
[Confidence]	30	28	33	17	13	30	28	7	3	4.3
[Resilience]	1	4	4	11	14	19	44	89	8	6.82

To conclude, the top two character traits for a female role model that females considered as the most important are “the Expertise in her academic field” and the “Charisma”. Where the resilience is considered as the least important.



#### 4.4.3. Institutional Level – Challenges

##### Classroom situations

The first question in this section is related to classroom situations. The study revealed that the majority (135 or 72.6%) of the students did not feel discriminated because their gender in class. However, the top reason why the 27.4% felt discriminated was because they were “not taken seriously”.

#### 4.4.4. Free Training Areas

##### Training Possibilities

In this section, the students were asked whether they got the necessary skills in order to pursue a career in academia, (66 or 35.5%) answered “YES” while (120 or 64.5%) answered “NO”. However, most of participants who disagreed reported their lack of technical and Soft Skills

##### Sexual Harassment, Sexism, Stereotypes

Based on Cronbach’s Alpha reliability test applied to the 7 questions of type “During your study at university, have you experienced and/ or observed any of the following behaviours? (please select all that apply)” we remark that all the underlying variables contribute to increase the global reliability of the questionnaire which is 75.4%.

The students were asked if they have experienced and/ or observed any of sexual harassment behaviors at the university “Pressure for dating”, “Sexual/sexist letters, phone calls, emails”, “Leaning over, cornering, pinching, touching, unwanted physical contact”, “Pressure for sexual favours”, “Stalking”, “Physical/sexual assault”, According to the results, the majority mentioned that they didn’t observe or experience any kind of sexual harassment at the university. The mode for the seven types of questions was “4” which is equivalent to neither observe or experiment. **Table 4.2** illustrates the mean and mode of the answers related to the seven types of sexual harassment.

**Table 4.2. Students’ view on Sexual Harassment Behaviors - Incidence Rates**

<b>During your study at university, have you experienced and/ or observed anyof the following behaviours? (1. Experienced only 2. Observed only 3. Experienced and observed 4. Neither)</b>	<b>Mode</b>	<b>Mean</b>
[1] - [Sexual/sexist teasing, jokes, remarks or questions]	4(neither)	3.42
[2] - [Pressure for dating]	4(neither)	3.67
[3] - [Sexual/sexist letters, phone calls, emails]	4(neither)	3.63
[4] - [Leaning over, cornering, pinching,	4(neither)	3.62
[5] - [Pressure for sexual favours]	4(neither)	3.88
[6] - [Stalking]	4(neither)	3.67
[7] - [Physical/sexual assault]	4(neither)	3.88

## 5. SWOT Analysis<sup>2</sup>

Based on the above results, some elements were considered in the SWOT analysis giving a clearer overview about the context.

<sup>2</sup> **Disclaimer:** The SWOT analysis presented in this report is the responsibility of the authors and consequently it reflects their views and interpretations and do not necessarily reflect the views and opinions of other analysts.

**Table 5.1. LU - SWOT Analysis at a glance**

Potential Resource Strengths	Potential Opportunities
<p><b>S1.</b> The only public university in the country where the student is not considered as customer rather is a constituent part of the institution;</p> <p><b>S2.</b> The largest size in the country along with its closeness to countryside; Geographic diversity;</p> <p><b>S3.</b> LU is encompassing nearly all specialties and disciplines;</p> <p><b>S4.</b> Diverse student and faculty population;</p> <p><b>S5.</b> Internationally recognized degrees; This makes it significantly easier for degree students to pursue their study abroad and to get prestigious job whether in Government service or Private Sector.</p> <p><b>S6.</b> Faculty and staff commitment and dedication to the Lebanese University</p> <p><b>S7.</b> High quality of teaching and learning;</p> <p><b>S8.</b> Accredited by the High Council for Evaluation of Research and Higher Education (HCERES);</p> <p><b>S9.</b> Equal opportunities for promotion for both men and women, common recruitment &amp; selection policy;</p> <p><b>S10.</b> The course "Human Rights" is a compulsory course at the Lebanese University, no matter what major the student is pursuing;</p> <p><b>S11.</b> High Levels of Satisfaction among academics, administrative staff and Female students are highly motivated to enter academia after their graduation</p> <p><b>S12.</b> High expectations and strong willing of Decisions Makers at Lebanese University to lead Gender Equality in educational institutions in the Middle East</p>	<p><b>O1.</b> Exploiting new technologies;</p> <p><b>O2.</b> Alliances and accreditations;</p> <p><b>O3.</b> Maintaining excellence in teaching and learning;</p> <p><b>O4.</b> Building gender equality center and related research infrastructure (Hardware, Software, procedures and operational model).</p> <p><b>O5.</b> Promoting gender research</p> <p><b>O6.</b> ERASMUS Plus projects</p>
	
Potential Resource Weaknesses	Potential External Threats
<p><b>W1.</b> Central and Heavy Bureaucracy;</p> <p><b>W2.</b> Full-time employment is a function of political and sectarian bargaining inside the Cabinet. (The Lebanese University : Facts and Stats, 2016);</p> <p><b>W3.</b> Insufficient accommodation facilities;</p> <p><b>W4.</b> Gender equality until now has not been extensively discussed or recognized in the strategic planning of the university;</p> <p><b>W5.</b> Lack of awareness on gender equality concepts and policies;</p> <p><b>W6.</b> Lack of academics rewarding policies;</p> <p><b>W7.</b> Inadequate support system for research and academic development;</p>	<p><b>T1.</b> Economic &amp; Political situation in Lebanon</p> <p><b>T2.</b> Budget cuts to the Lebanese University</p> <p><b>T3.</b> Cultural barriers</p>



## 6. Limitation of the Study

Throughout our study, we faced several limitations that hindered without questioning the quality of the collected information.

The first limit concerns the distribution of the questionnaire during the month of July when students from different faculties, academics and administrative employees of the Lebanese University have taken their summer leave. This was a major obstacle for the collection of large data.

The second difficulty lies in the geographical distance of the respondents and their dispersion throughout the Lebanese territory. Respondents were mostly from six branches of the Faculty of Economics and Business Administration, distributed across the country, with some answers from the Faculty of Information and Communications and the Faculty of Fine Arts. This scattering of target group compelled us to apply only the online questionnaire using the Self-administered computer method, where respondents themselves complete questionnaires electronically. However, the strong manipulation and the intense use of the technology by the students and academics at Lebanese University, mitigated the impact of this situation.

Obtaining answers from other faculties of the Lebanese University<sup>3</sup> would have allowed to collect other information from other actors. This was a major barrier to the generalization of the results.

The third limit is the reluctance of some target people, impregnated by a conservative and Near Eastern culture, to communicate information on sexual harassment considered shameful and dishonourable.

The fourth limit is the reluctance of some respondents to complete the questionnaire.

Finally, it was so hard and not easy at all, to isolate in a single questionnaire, considered lengthy by the respondents, all the themes and reflections relating to a such vast subject, dealing with the female empowerment and gender equality approach adopted by the Lebanese University.

## 7. Key Findings and Discussion

Following are the key findings discussed in a nutshell:

### 7.1. Academics

- On average, academic respondents were satisfied on their career so far. However, women were slightly less satisfied than men. Moreover, the analysis revealed that there is a significant effect of the gender variable on the considered level of satisfaction.
- At the population level, the majority of males feel that they have achieved their career ambitions where females feel the contrary. In addition, the study demonstrated that there is a strong relationship between gender and career ambition achievement.
- In this study, both men and women appeared to be more satisfied than less satisfied and the analysis proved that there is no significant effect of the gender variable on the considered Work-Life Balance Satisfaction. The results are inconclusive and appear to challenge notions of work-life balance as a gendered concept of which only women appear to be dissatisfied.

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<sup>3</sup> The Lebanese university includes 16 faculties and 3 doctoral schools



- The results showed that only 18.5% of the respondents have taken family related leave while working at their university, However, when analyzing data by gender, we found that from the 18% participants who took family related leave, the majority was females. Furthermore, the study demonstrated that there is a strong relationship between gender and family leave requests.
- At professional level that deals with the curriculum, the faculty departments seemed to offer courses/topics related to Gender Issues to a minimum extent.
- The analysis indicated a low percentage of research undertaken on gender issues (10.1%) most of them are conducted by female researchers. Nevertheless, the analysis demonstrated that there is a relationship between gender and conducting research on gender issues.
- At interpersonal Level (female Networking), the results showed that majority of participants declared the absence of a department/center concerned with gender equality. In accordance with mentor and superior support, the results indicated that men more than women seem to believe that they are getting the right mentoring support from the university, however the study revealed that “Gender” and “mentoring support” variables are independent. Nevertheless, the majority of participants expressed their need to have professional trainings and opportunity to networking. Building an effective and qualified networking model would be primordial for female empowerment. A new research in the Harvard Business Review (HBR) found that women who have an inner circle of close female contacts are more likely to land executive positions with greater authority (Uzzi, 2019).
- At institutional level, a gender quota (based on merit) would be considered as path to female empowerment to increase female representation at senior positions in higher education. Furthermore, the study demonstrated that the gender and the question related to quota variables are independent. There was a strong agreement that the Lebanese University is provided the academics with equal opportunities for promotion for both men and women, Common recruitment & selection policy, Equal vacations all employees, Proper maternity leaves for women as per the law and asserted that the Performance appraisal is independent of gender. Moreover, most of participants agreed that the Lebanese University has Gender Equality at workplace and is a women friendly workplace, and provides “Fair reward and recognition policy”, “Common training and development policy for all”, and “Women are given leadership roles” and “are allocated the punishments as men”. However, there was an *indecision* regarding “Training programs for women”, rewarding equality between men and women” and the inclusion in the decision-making processes.
- The results disclosed the need of creating and supporting opportunities for academic females to attend training programs and to feel included in decision-making processes.
- The analysis demonstrated that female academics are considering “*Confidence*” characteristic as a priority for a young female student in order to pursue a career in Academic. Moreover, the study proved that there is a significant effect of the gender variable on ranking the confidence trait.
- In the context of Management and Leadership Skills, the study revealed that both male and female academics favor a *Democratic* Leadership Style. However, the study disclosed the absence of relationship between gender and ranking the leadership behaviors variables.
- Academics demonstrated a significant need for improvement for the majority of skills explored in this survey. Answers were tightly knit with a high demand for digital skills such as “presentation program”, Text Processing” and “online (re-) search”.



- Moreover, the results revealed that self-empowerment and Gender Equality training topics are critical subjects that need to be addressed. Yet, when analyzing data per gender, the results revealed some different perceptions between men and women in ranking the training areas. Female participants considered the “*Self-empowerment*” training as the most interesting topic while males ranked it in the fourth position. Additionally, “Learn how to empower female students” took the third place in order of interest for women while for men, it was considered as the most interesting training topic. Furthermore, the study revealed that there is no statistical significant relationship between “gender” and the ranking of the training areas variables.

## 7.2. Administrative Staff

- The study revealed that male participants, totally agreed that the Lebanese University is providing them with the necessary conditions to achieve their career objectives, while among females, a percentage of 36.8% disagreed. Though around 50% (between males and females) are interested to progressing onto another positions. Additionally, the results disclosed a high percentage of work satisfaction among both men and women while women seem to be more satisfied with their salary than men. Moreover, the results demonstrated that “flexibility in work schedule” and “Financial help for families” concepts are the most favored by both men and women. However, administrative males, on average, seemed to be satisfied with their work-life balance while administrative women seemed to be neutral (68.4%, Neither satisfied / Dissatisfied). It is noteworthy to highlight that no significant effect of the gender variable was found on answering these questions.
- Although it was clear through the data analysis that women have additional house work, the study didn’t find any significant effect of the gender variable on answering the related question.
- Although the results demonstrated that Human Resources (HR) at Lebanese university is providing flexible work timings policy for families and Female empowerment at institution, the study indicated that there is a need to infuse gender equality and sustainability concepts across the university with clear objectives. Even though the survey disclosed a lack of awareness on gender equality subject, the majority of participants, showed high interest and strong willing to be part of the implementation of sustainable development goals and gender equality policies through their involvement in conferences/ seminars and training activities.
- Bullying and sexual harassment were rarely observed or experienced by administrative staff. The analysis of answers did not disclose any significant concern for the Lebanese University where almost the majority of answers were neither observed / experienced. However, it is noteworthy to indicate that some target people abstained from answering such questions due to the conservative and Near Eastern culture where communicating information on sexual harassment is considered discreditable.

## 7.3. Decision Makers

- The survey analysis showed that the “Interest in research” and the “Job autonomy” were the top two factors that influenced the decision makers to enter management career in HE sector. However, Men and women differed in their perceptions of what is important and motivating to enter management career in HE: “Interest of Research” was the first choice for female decision makers whereas it occupied the third rank as classified by male decision makers. “Prestige of the job” was in the second position as



ranked by the majority of men and the fourth position as ranked by the majority of women. According to the results, male decision makers chose “Financial Income” between the top three ranks however this factor occupied the last position as ranked by female decision makers.

When investigating relationships between the ranking of motivation factor and gender variables, the result disclosed that ranking the “Financial income motivation” is the only factor impacted by gender.

- The results showed that overall, Decision Makers participants were satisfied in their career. Yet, female participants were slightly less satisfied than male participants. The same results were disclosed on career ambitions achievement where more males than females felt that they have achieved their career ambitions.

The analysis proved that there is significant effect of the gender variable on the considered level of satisfaction whereas no relation was found between gender and career ambitions achievement.

- The study revealed that the totality (100%) of participants believed that the “flexibility in work schedule” reflects a work-life balance.
- With respect to Gender Equality measurement, female and male decision makers differed in their perceptions on whether the University is measuring actions for Gender Equality; the totality of women disagreed on this subject. Nevertheless, the study proved that there is a relation between the gender variable and the answer related to this question.
- The study disclosed that the university did not set already the plan for equalities to be achieved by 2030 and the concept of gender equality is not explicitly integrated in the university mission and vision. Furthermore, the analysis demonstrated a lack of awareness regarding the implementation of gender equality in the university strategic plan.

Nevertheless, the majority, almost the totality of decision makers, expect that the Lebanese University will take a lead in establishing Gender Equality.

#### **7.4. Female Students**

The study revealed that majority of female students are highly motivated and eager to enter academia after their graduation which reflect their attraction to the Lebanese University in general and to the quality of teaching in particular. Moreover, the majority of participants disclosed that they did encounter female role model in their academic work experience which can serve as proof of the abundance of trusted women counsellors and guides in the Lebanese University.

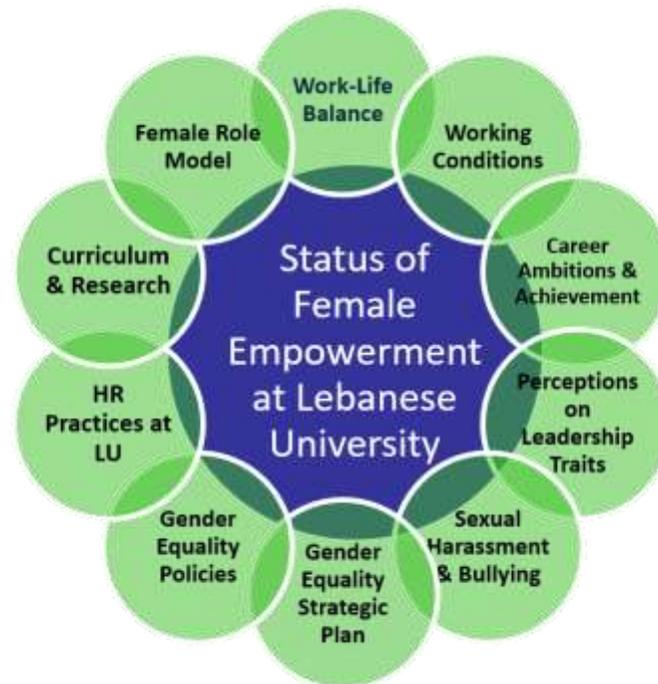
The analysis demonstrated that few classes that support female students were given at Lebanese University, most of them are related to “Social Justice”, nevertheless the majority of participants expressed their interest in course focusing on gender equality and revealed their keenness to grasp the concepts in order to reach higher profile career.

The survey results indicated that “the Expertise in her academic field” and “Charisma” occupied the first rank in order of importance for female students. This demonstrated the prominence of continuous improvement in higher education and highlight the need for trainings that introduce the key principles of charisma, as the most important dimension in a transformational leadership style (Bass, 1985), and the skills academics need to adopt.

- Bullying and sexual harassment were seldom observed or experienced by female students. The analysis of answers did not disclose any significant concern for the Lebanese University where almost the majority of answers were neither observed / experienced. However, it is noteworthy to reiterate the previous remarks about target people who abstained from answering such questions due to the conservative and Near Eastern culture where communicating information on sexual harassment is considered discreditable.

## Conclusion and Recommendations

The present report implemented a gender analytical lens in assessing the status of female empowerment and gender equality at Lebanese University. The study that has been carried out to scrutinize these aspects, employed congruent interpretations that encompassed the four dimensions of the survey: Academics, Administrative staff, Decision makers and Female students. The research examined ten key indicators as described in **Figure 8**.



*Figure 8. Investigating the Status of Female Empowerment at Lebanese University - The Ten Key Indicators*

The results disclosed significant differences of perceptions as well as agreements in views between males and females and provided critical information to build on the female role model in academia.

The findings indicated that there is a need to infuse gender equality and sustainability concepts across the university with clear objectives.

The study concluded that bridging the gap of gender equality and empowering female in academia are hopeless without the two pillars of sustainable development “Awareness” and “Trainings”. These critical



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factors involve the action of boosting the status of women through literacy, education, guidance and raising knowledge at all levels. Awareness needs to be promoted in order to endorse the women's empowerment principles. The understanding of the meaning of gender equality and of how gender equalities would be manifested in the university should be primarily addressed.

Moreover, SWOT (Strengths, Weakness, Opportunities and Threats) has been employed as baseline to diagnose current issues and discover strengths and opportunities. The outcomes would help decision makers in sketching future actions to enhance female empowerment at Lebanese University.

On a final note, the results performed here provide a springboard for sequel steps. Knowing how to strategically network would be a powerful empowerment tool for women in higher education institutions in order to land the best positions. Exertion should embark on the self-empowerment aspect that can sustain and boost the morale of female in academia in order to achieve objectives/ goals of the FREE Project.



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