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**University of Petra**

**Female Academic Role Model Empowerment, Equality and Sustainability at  
Universities in the Mediterranean Region (FREE)**

**Erasmus+ Capacity Building in Higher Education  
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## **1. Introduction**

Jordan is one of the Mediterranean countries that has taken steps to capitalise on its vast human potential by investing heavily in education. It constantly seeks to work toward high literacy and higher education completion rates and is steadily increasing access while decreasing gender disparities. In light of this project, the University of Petra set to examine the behavioural process of women empowerment in leadership task and female leader's role models. To ensure a holistic visualisation of the current phenomena, we involved participants across decision-makers, academics, administrative and female students across the University.

At Petra, we argue that increasing women's involvement in senior decision-making positions and academia will positively impact women abilities to reach leadership positions and enhance women opportunities to overcome different challenges. The following sections will provide an overview of the University and the key data shared by the participants across the four levels.

## **2. Description of University Profile**

Located in the West of Amman, the University of Petra's friendly campus houses 7304 undergraduate and graduate students in the faculties of Arts & Sciences, Administrative & Financial Sciences, Pharmacy & Medical Sciences, Information Technology, Architecture & Design, Law, Mass Communication, and Faculty of Engineering.

The University is a hub for creating knowledge through research, developing skills, applying knowledge to new technologies, and technology transfer. Therefore, UOP utilizes its friendly-to-use campus to unleash the minds of men and women towards new horizons of thought, philosophy and logic. It provides an intriguing environment of freedom of thought, inquiry, interactive and blended learning, and R&D facilities. The University is aggressive in developing an outreach program for community development and engaging in regional and international sciences for bridging with other scientists, journals, and symposia to reach solutions to social problems, open new opportunities of employment and eradicate poverty.



In its endeavour to achieve this, UOP has achieved the ISO 9001 of Management for supporting higher education certificate and the certificate of Quality Assurance of the Higher Education Accreditation Commission; In addition, the University is 1st runner-up on the QS ranking of private universities. UOP works toward quality, relevance and alignment in terms of teaching and research, as well as bridging with industry, public and private sectors and with the community at large.

With the development of e-learning, e-library and high-speed communication facilities, UOP has transformed itself into a smart campus where students and faculty interact with the knowledge to develop their state-of-the-art skills with an aim towards enhancing entrepreneurship, innovation and creativity. The University of Petra currently has a total of 728 staff members. These include academic, administrative, and Part-time staff members. The number of female employees across various disciplines and levels is 273 (37.5%), while 455 (62.5%) are male. Female students, at the University, outnumber their male counterparts, as they reached 4117 compared to 3187 male students in the academic year 2018/2019. In relation to administrative staff members, UOP has 151 female employees and 262 male employees. The total number of the teaching staff at the university currently stands at 288 out of which 107 are females and 181 are males. In terms of women’s participation in leadership positions, the data shows that 21 women are in senior positions (Head of academic departments 10, deans 3 and directors 8). The following table shows the percentage of academic men and women overall and at each grade:

**Table 1: The Percentage of Academic Men and Women Overall and at Each Grade**

Rank	Female	Male
Full Professor	3 (10.4%)	31 (10.8%)
Associate Professor	18 (6.3%)	30 (10.4%)
Assistant Professor	43 (15%)	98 (34%)
Instructor	43 (15%)	22 (7.6%)
Total: 288	107 (37%)	181 (63%)

Excluding Part-Time academic staff.



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Also, the data shows that the number of male academic staff recruited on a full-time contract is relatively higher than females.

In terms of part-time employment and gender, we have 15 Female part-time academic staff and 12 Male part-time academic staff. The evidence supplied shows that the number of part-time female academics is relatively higher than their male counterparts.

### **3. Description of Higher Education at the Country level**

#### **3.1.National Legislation**

Civil Service Regulation has been amended in 1993. This new Regulation amends section 168 of Regulations No. 1 of 1988, concerning referral to the Council of Ministers in settling cases involving a breach of the principles of fairness and equality. The labour rights in the Constitution establish a number of workers' rights, including an equitable working conditions; limited working hours per week; weekly and annual paid rest; special compensation given to workers supporting families and on dismissal, illness, old age and emergencies arising out of the nature of the work; special condition for the employment of women and juveniles; equal pay for equal work; free trade unions origination within the limits of the law.

#### **3.2.Public Policies**

The provisions of the Law include all workers, male and female, since Article 2 defines the worker as “any person, male or female, performing work in return for a wage for an employer and under his/her direction, including minors, trainees and persons on a probation period”. The public policies go in line with the current Jordanian National Legislation.



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### **3.3. Equality Plans**

Equitable working conditions; limited working hours per week; weekly and annual paid rest; special compensation was given to workers supporting families and on dismissal, illness, old age and emergencies arising out of the nature of the work; the special condition for the employment of women and juveniles; equal pay for equal work.

## **4. Methodology**

At the University of Petra, four online questionnaires were distributed throughout the University. Participants were given the freedom to choose the Arabic or English version of the questionnaire to provide their responses. The questionnaires were designed to address aspects of gender equality and sustainability among the institution decision-makers, female students, Administrative and Faculty staff. The opening questions focus on general demographics of the participants following by thematic organisation of questions focusing on the individual, institutional and capacity building levels.

### **4.1. Sampling Design and Strategy**

This part of the data collection was very challenging but interesting at the same time. As the data collection period was set during the summer period, such much academic staff were either on leave or on research leave. However, the Team at Petra University decided to adopt an open strategy for data collection by reaching out to the targeted group of participants by sending out emails relating to the project and debriefing them about the purpose of the questionnaire, a generic email sent through the presidency office to targeted participants. Although this took a long time, it was beneficial to ensure we reach out to those who are capable of providing the “full picture” in light of the project. Participants from female students, academic staff, decision-makers and administrators were involved. Involvement in the project was voluntary and the identities of the participants remained confidential.



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The team in charge of the Free project had to lay a beneficial foundation of how to collect quality of data without posing any risk to the participant and maintaining the confidentiality of the participants. The online questionnaire was a reliable and simple method of data collection. To ensure that participants are fully aware of the project purpose the benefits of the study was fully explained in the generated email. The data was professionally analysed by a member of staff to provide a descriptive analysis. The SWOT analysis, on the other hand, was designed focusing on important aspects to help redesign the strategic plan of the institution to enhance female representation across important positions in the University.

#### **4.2. Questionnaire Design**

As explained above, the data collection period was set out in the Summer, so it was beneficial that the questions and options are easy to understand and provide responses. The questions were straight forward with minimum biases and adopted to the local context. The questionnaire was first piloted among a small group but then refined and uploaded online and shared with the targeted groups.



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## **5. Analysis and Findings**

### **5.1.Descriptive Analysis of Academics**

The survey was distributed online to 24 academics at Petra University. The academics are the teaching staff that range between full professors, Associate professors and Assistant professors. These are academic staff that are actively involved in research and teaching and curriculum development in light of the university equal rights and gender equality. In an effort to move from knowledge to action, the involvement with the Free project will work for hand in hand with the current operation of the University and increase academic research capabilities in light of the gender issue and enhance collaborations in future researches that focus on gender issues.

#### **5.1.1. Demographics:**

The academic members of staff involved in this study were recruited from different faculties which provided a holistic view of their perceptions and viewpoints. At the faculty level, 37.5% of respondents are from the Arts and Sciences, 12.5% of respondents are from the Architecture and Design, 12.5% of respondents are from the Information Technology, 16.7% of respondents are from the Faculty of Pharmacy and Medical Sciences, 20.8% of respondents are from the business school. In regard to their age group. the majority of respondents (54.2%) were between 40 -50, 16.7% are of age 30-40 and also 16.7% are of age 60-70, 8.3% are of age 50-60 and only 4.2% for less than 30. Females academics outnumber males; 62.5% females to 33.3% males (4.2% Prefer not to say). 75% of academic staff are PhD holders, 25% of them are holders of Master's degree most academic participants ranged between lecturers and professors yet most responses were given by assistant professor (54.2%), and 20.8% are associate professor, 25% of respondents are lecturers. Regarding their working experience, data showed that 33.3% of academic staff have 10-15 years of experience, 25% have work experience between 15-30 years, while 20.8% have 5-10 years of experience, and also 20.8% of staff have less than 5 years of experience. Refer to the below table.

**Table 2: Demographics**

		Count	%
Age	30 – under 40 years	4	16.7%
	40 – under 50 years	13	54.2%
	50 – under 60 years	2	8.3%
	60- under 70 years	4	16.7%
	less than 30 years	1	4.2%
Gender	Female	15	62.5%
	Male	8	33.3%
	Prefer not to say	1	4.2%
Education Level	Master	6	25.0%
	PhD	18	75.0%
Academic level	Assistant Professor	13	54.2%
	Associate Professor	5	20.8%
	Lecturer	6	25.0%
Work experience in existing University	1 year - under 5 years	5	20.8%
	10 years – under 15 years	8	33.3%
	15 years – under 20 years	3	12.5%
	20 years – under 30 years	3	12.5%
	5 years- under 10 years	5	20.8%

## 5.1.2. Individual Level: Motivation and Work-Life Balance

### 5.1.2.1. Motivation

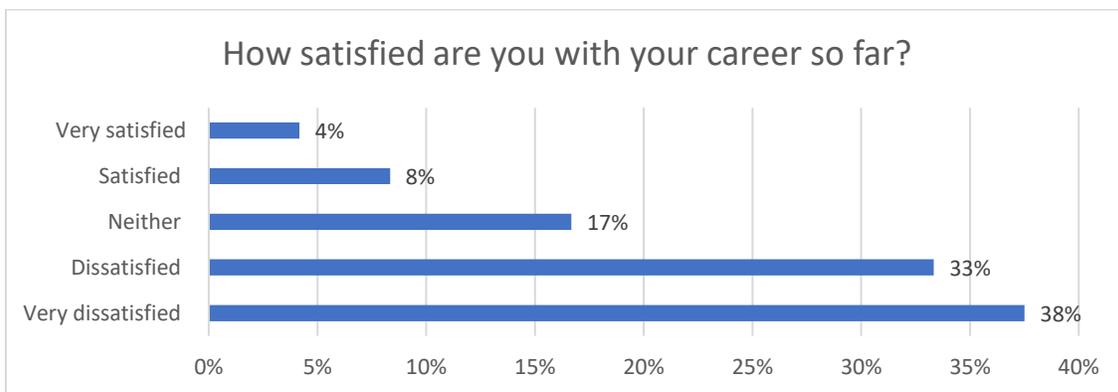
This theme was very interesting in regard to the generated data. The data shared by the participants shows that 12.5% of the academics joined academia motivated by the intellectual challenge, followed by 20.8%, motivated by autonomy/self-direction, 20.8%



are also driven by self-esteem, while only 12.5% by salary level. The social prestige of the job takes 20.8%, compared to 12.5% motivated by an interest in research.

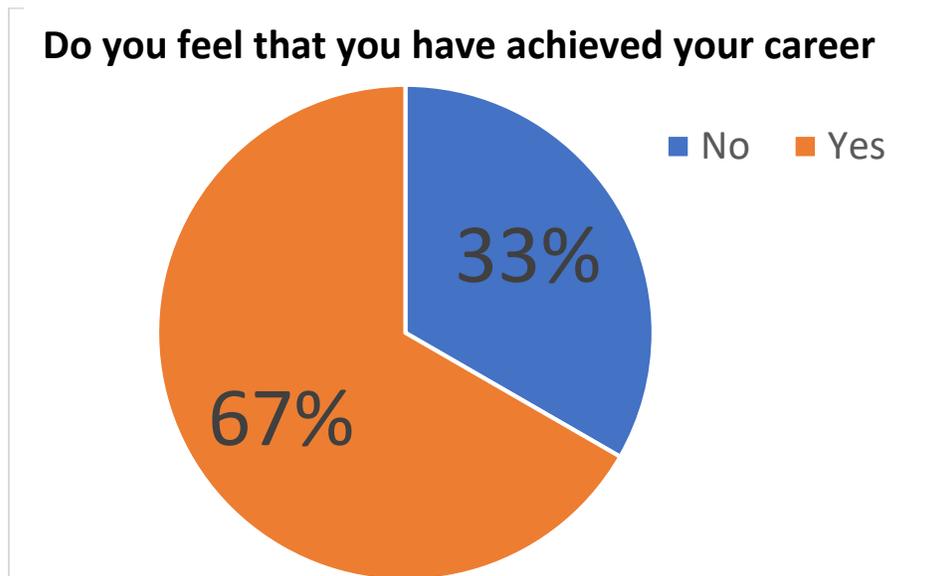
In regards to the answers to how satisfied they are with their career, academics responses showed a high level of dissatisfaction of 38% whereas, 33% were dissatisfied and only 12% ranked their satisfaction between very satisfied to satisfied. 17% of the participants provided neither response. This is seen in Figure 1 below.

**Figure 1: Career Satisfaction**



In regards to the responses on whether the participants achieved their career ambition, the majority of (67%) achieved their ambitions, while 33% still has not achieved their career ambitions. Participants who gave a “no” answer were asked to specify the reason why and what posed as a barrier. The highest rating goes to lack of motivation, prioritize family over work; no interest in higher positions, missed opportunities earlier in my carrier, university policies, working conditions, and senior-level male managers are more likely to appoint or promote someone with a style similar to their own.

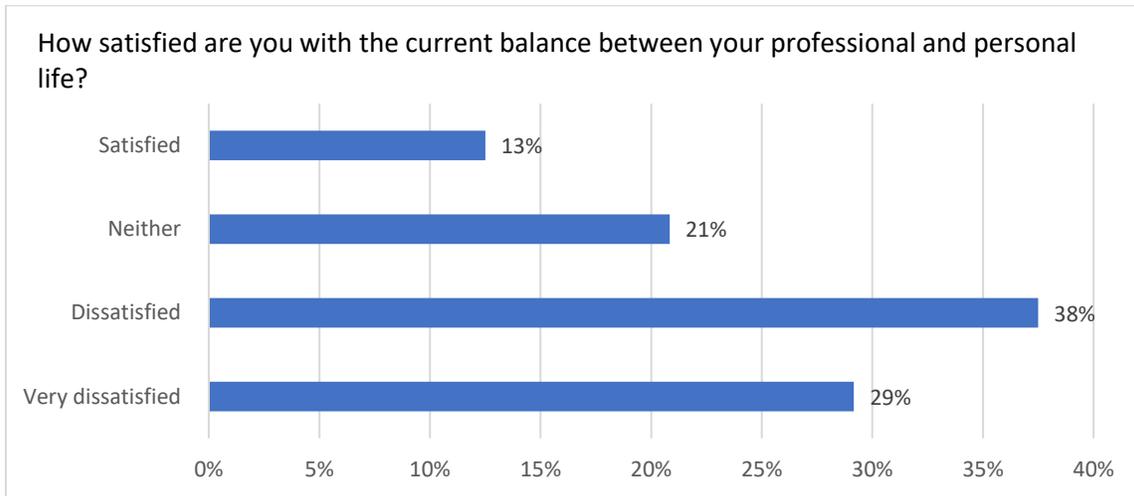
**Figure 2: Participants achievement on Career ambitions**



#### ***4.1.2.2 Balancing Work –Family Life***

***In regard to the matter of work-life balance, data shared by the participants showed that only 13% are satisfied. 38% are dissatisfied, and 29% are very dissatisfied. When asked about the reasons behind their inability to achieve this balance, 54% said it is due to family responsibilities, 8.3% relate to the children care and also 8.3% relate the issue to the social environment which assigns traditional roles to men and women.***

**Figure 3: *Balancing Work-Family Life***



When participants were asked to identify opportunities to enhance their work-life balance, 45.8% suggested time management, while 20.8% proposed spousal support, and the same percentage goes to supportive institutional policies. Only 12.5% suggested reducing social life and activities. In regards to whether the participants have taken any family-related leave while working at the institution, 66.7% answered no while 33.3% answered yes. 16.7% of respondents took maternity leaves, while 8.3% of respondents took leave for other caring responsibilities. The analysis indicates that 87.5% of respondents found no difficulty in going back to work after such leaves. When asked about the kind of support they receive from the institution after family related leaves, 29.2% received clear information about their rights, 8.3% were given flexible working options.

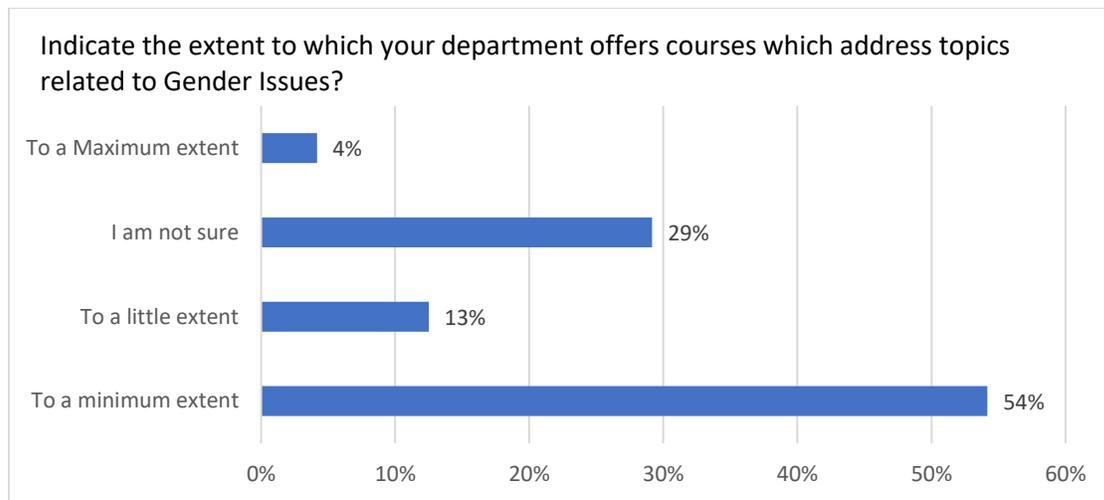
### 5.1.3. Professional Level – Curriculum and Research:

(54%) of the participants suggested that courses which address gender issues in their departments are provided to a minimum extent, while only 4% indicated the opposite. 29% were not sure, whereas 13% said that gender issues are addressed to a little extent. Figure



4 illustrates percentages on the extent to which Gender Equality is integrated faculty courses at Petra University.

**Figure 4: Professional Level – Curriculum and Research:**



The descriptive analysis shows little significant awareness of gender issue as the results show 88% are not aware of any student's research related to gender issues, compared to only 12% demonstrating otherwise. Furthermore, 87% are not currently doing any research that addresses gender issues, compared to only 13% who are doing so. Example of this research in gender issues at Petra University is the impact of gender diversity on company performance.

#### 5.1.4. Group -Interpersonal Levels

16.7% of the participants indicated that there is a department that aids with gender-related issues. However, 20.8% of respondents acknowledged some group or organizations in the



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city concerned about gender equality or gender-related issues in general, for example, the Quality Assurance Department at Petra University and Jordanian Women Solidarity Institute. This reflects a lack of awareness about gender-related issues.

Analysis of respondents' answers indicates that 12.5% do not get the right mentoring support they need, while 87.5% do. When asked about their needs, 28.6% indicated they need the opportunity to network, 42.9% signifies they need professional training. Concerning the provision of the right superior support, 91.7% indicates they get this support, compared to 8.3% who do not.

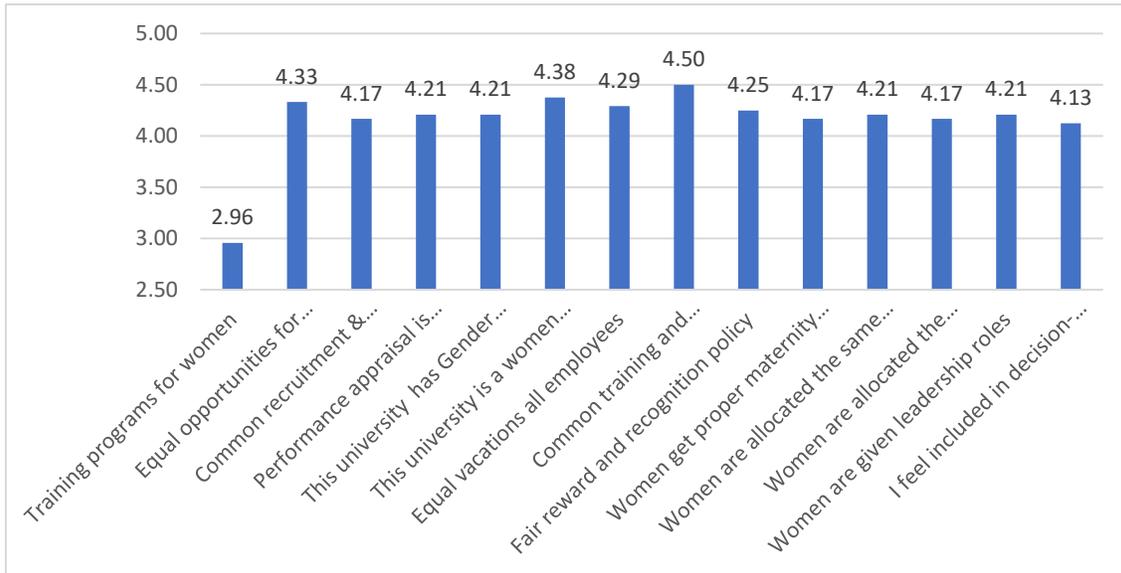
### **5.1.5. Institutional Level**

#### **5.1.5.1. Gender inequality – Institution HR Practices:**

Respondents were asked if a gender quota, based on merit, the policy would be good, 50% agreed and 50% disagreed. 84.6% of those who disagreed indicated that positions should be given based on abilities and not only gender. 15.4% justified that it might be viewed as unfair.

Descriptive data analysis generally reflects perceived agreement levels of respondents towards Petra University HR practices, where the highest mean score (4.5) goes to common training and development policy for all followed by the Petra University is a women-friendly workplace (4.38). Whereas, the lowest mean score (2.96) goes to providing training programs for women. This signifies the lack of training programs oriented for women and the critical need for this kind of training. Next figure illustrates the average mean scores on factors associated with HR practices at Petra University.

**Figure 5: Average Mean Scores on Factors Associated with HR Practices at Petra University**



### 5.1.5.2. Sexual Harassment, Sexism, and Stereotypes

In regard to the investigation of whether responses were exposed to sexual harassment, jokes, etc, responses provided significantly that 79% of them have not experienced nor observed such behaviours. 16.7% of respondents observed only, and only 4.2% experienced and observed. overall, the descriptive analysis demonstrates higher percentages of respondents who neither experienced nor observed sexual behaviour.

The demonstration of the data shared shows that violence and abuse against women are rarely seen inside the university. The extent to which of any type of violence must be addressed by the top management. Such topics are seen as highly sensitive and taboo in Middle Eastern countries.

Few respondents indicated that they have taken on advice or/ and support from the university, however, none of them attempted to gain support from unions, direct managers, HR or special expert.



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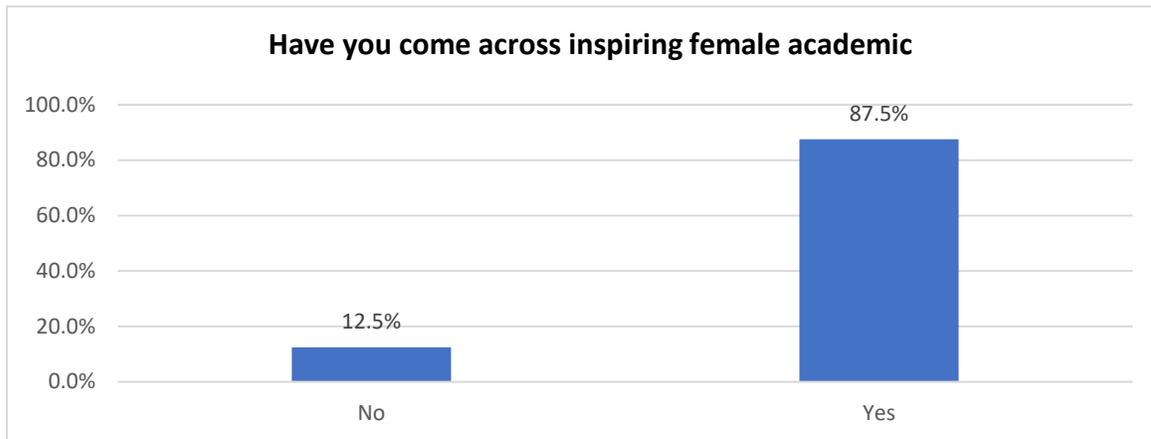
When participants were asked if they have experienced or observed bullying, the majority mentioned that they didn't observe or experience any kind of bullying at the university from students (79%), managers (75%) or colleagues (79%), few reported that experienced and observed and the rate was the highest among managers (16.7%), colleagues came in the second rank (12.5%) and students in the third one (8.3).

The academics were asked about the most common stereotypes, prejudices, social expectations they confronted with their career academia, most of the academic answers were that they are being questioned about their ability to solve problems, ability to make decisions, and ability to lead. When the academics were asked about the people who confronted them, the majority mentioned their male and female colleagues (25%) and HR staff (12.5%), others mentioned their family members and society.

### **5.1.5.3. Female Academic Role Model and Empowerment**

In regards to female academic role model and empowerment, the results reflect a positive attitude where 87.5% agreed they have come across such female character, whereas 12.5% only indicated otherwise. Figure 6 illustrates percentages on academics' perception of Female academics as role models as shared by the participants at Petra University.

**Figure 6: Percentages on Academics' Perception of Female Academics as Role Models as Shared by Participants**



Examining the characteristic traits which cause them to perceive females in such a manner (54.2%) answered charisma and expertise in the academic field. Confidence comes next by 16.7%, while 12.5% goes to independence.

Another approach was implemented that is ranking scale where respondents were asked to rank their choices by importance. The highest rank was assigned to the ability to inspire, where 37.5% identified this quality as their first choice. Ability to uplift her students was second in importance by 37.5%. Confidence was ranked as the third choice, 25% identified this quality as their third choice. Table 3 illustrates data reflecting the characteristics and qualities of a female role model ranked by importance

**Table 3: Data Reflecting Characteristics and Qualities of Female Role Model Ranked by Importance**

	Characteristics of Female Role Models	1st	2nd	3rd	4th	5th	6th	7th	8th
1	Ability to inspire	37.5%	12.5%	4.2%	4.2%	8.3%	4.2%	12.5%	16.7%
2	Ability to uplift her students	8.3%	37.5%	16.7%	12.5%	8.3%	0.0%	12.5%	4.2%
3	Assertiveness	8.3%	12.5%	12.5%	16.7%	16.7%	12.5%	8.3%	12.5%



4	Independence	8.3%	4.2%	20.8%	20.8%	8.3%	16.7%	4.2%	16.7%
5	Expertise in her academic field	20.8%	12.5%	4.2%	4.2%	25.0%	20.8%	4.2%	8.3%
6	Charisma	8.3%	16.7%	12.5%	25.0%	4.2%	20.8%	8.3%	4.2%
7	Confidence	8.3%	4.2%	25.0%	12.5%	16.7%	8.3%	20.8%	4.2%
8	Resilience	0.0%	0.0%	4.2%	4.2%	12.5%	16.7%	29.2%	33.3%

Examining female academic perception whether they felt empowered working in academia, 70.8% indicated “Yes” while the rest stated otherwise. This percentage involves interesting results where females feel empowered based on their experience at Petra University.

#### 5.1.6. Project FREE Training Areas

This part of the examination focuses on digital, management, leadership and personality traits. In addition, training in the scope of empowerment and challenging mindsets.

##### 5.1.6.1. Digital Skills

Respondents emphasized the importance of presentation skills 41.6%, online research 37.5%, text processing programs 12.5. The examination of a ranking scale questions investigating the importance of digital skills topics, 54.2% of the sample respondents identified presentation programs as their first choice, 41.7% identified text processing programs as their second choice, 33.3% identified online (re-)search and programming as their third and fourth choices. Table 4 illustration ranking associated with digital skills.

**Table 4: Ranking Associated with Digital Skills**

	Digital Skills	1st	2nd	3rd	4th	5th	Total
1	Presentation programs	54.2%	12.5%	8.3%	25.0%	0.0%	100.0%
2	Text processing programs	8.3%	41.7%	33.3%	8.3%	8.3%	100.0%
3	Online (re-)search	20.8%	33.3%	33.3%	8.3%	4.2%	100.0%
4	Programming	16.7%	12.5%	12.5%	50.0%	8.3%	100.0%

### 5.1.6.2. Management and Leadership Skills

The data analysis shows that communication skills as important for a career in academia. is time management, creativity and innovation, teamwork, managing responsibilities, critical and structured thinking are then followed. The highest-ranking skill that was emphasised was time management

The Democratic and participative leadership are emphasized by respondents. The first and second leadership behaviour which was rated of the highest importance is democratic leadership behaviour. Participative leadership were ranked third of importance. Moreover, charismatic leadership was ranked a fourth of importance. Table 5 illustrates the ranking of leadership behaviours.

**Table 5 Ranking of leadership behaviours**

	Leadership Behaviours	1st	2nd	3rd	4th	5th	6th	Total
1	Autocratic leadership	25%	4%	4%	4%	4%	58%	100%
2	Democratic leadership	33%	42%	0%	0%	21%	4%	100%
3	Participative leadership	8%	25%	46%	13%	4%	4%	100%
4	Supportive leadership	8%	17%	25%	38%	8%	4%	100%
5	Charismatic leadership	8%	8%	17%	42%	25%	0%	100%
6	Directive leadership	17%	4%	8%	4%	38%	29%	100%

### 5.1.6.3. Personality Traits

The distinct investigation represents a lot of individual attributes, considered as essential for the board in advanced education area versus individual qualities to be improved. The most noteworthy rating for individual attributes is appointed for trustworthiness and respectability, where 89% of respondents underscored this quality. 77% of respondents recognized self-assurance, though 72% evaluated vitality, while quietude was likewise being underlined by 68% of the respondents. In the examination, an individual which should be improved is likewise distinguished and recognized by scholastics, where 38% perceived self-assurance, 36% positive thinking, 32% physical stamina, 28% vitality and 23% enthusiasm.

The examination of preparing regions shows a lot of social attributes viewed as urgent for the executive's vocation in the advanced education division. Unmistakable examination



delineates that 66% of the example distinguishes capacity to work in a group and helpfulness as imperative, though 62 % recognized influence, 55% distinguished correspondence, 45% distinguished capacity to enrol collaboration, and 43% recognized amiability. In the examination, social qualities which require improvement are additionally recognized, where respondent's capacity to arrange, enticement, capacity to enrol collaboration and helpfulness and imperative to be improved.

#### 5.1.6.4. Empowerment and Challenging Mind-Sets

Table 6 Illustrates ranking of training on challenging mindsets. The highest rank is assigned to learn how to empower female students as critical training, where 42% assigned it as the first rank, the second-high training was assigned to Introduction to Gender Studies, where 38% ranked it as the second choice; the third rank is assigned to decision making abilities, where 50% assigned it as the third rank. Table 6 illustrates training on challenging Mind-Sets and Empowerment ranked by importance.

**Table 6 training on challenging Mind-Sets and Empowerment ranked by importance.**

	Challenging Mind-Sets and Empowerment	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
1	Learn how to empower female students	42%	13%	8%	4%	4%	13%	0%	17%	100%
2	Introduction to Gender Studies	21%	38%	4%	8%	4%	0%	13%	13%	100%
3	Learn how to get decision-makers on board for gender equality at universities/engage leadership	4%	17%	50%	4%	4%	8%	4%	8%	100%
4	Self-empowerment	17%	8%	17%	38%	17%	0%	0%	4%	100%
5	Learn how network	4%	13%	4%	25%	33%	4%	8%	8%	100%
6	Learn how to raise awareness for gender issues	4%	8%	8%	0%	17%	42%	21%	0%	100%
7	Learn how to integrate gender perspectives in education and research	4%	4%	0%	13%	13%	21%	42%	4%	100%



8	How to turn the university into a gender aware and welcoming space	4%	0%	8%	8%	8%	13%	13%	46%	100%
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### 5.1.6.5. Training Types

Academic staff might want to improve the chosen aptitudes and highlights generally by means of course or workshops and semi-participation. Training, individual evaluation and direction, and understanding the shrouded boundaries at work were considered as the most reasonable approaches to obtain the chosen abilities and highlights. The discoveries of this area feature some significant certainties in regards to the dedication of employees towards accomplishing the sexual orientation equity manageable objective, the preparation types were inspected where respondents recognized courses and workshops as the kind of preparing with the best rate, where 66.7% chose it; 20.8% distinguished semi participation, and 12.5% virtual preparing. Figure 10 shows information on the kind of preparing evaluated by respondents. The analysis also investigated learning approaches considered suitable to acquire the selected skills and features. 59% emphasized coaching, whereas 35% stressed on the importance of understanding the hidden barriers at work, 35% selected training on role models examples, and 32% role play.

## 5.2. Descriptive Analysis of Administrative staff

Administrative staff are a key member of staff that is responsible for a range of tasks such as supportive it, administrative, HR and financial resources, these individuals are equipped with a certain level of skills relating to their job responsibilities and problem-solving skills.

### 5.2.1. Demographics

24 employees have answered questions relating to administrative staff. Those employees are working in different departments; accounting department, administrative assistants, admission offices, business office, Students' Affairs department, library, human resources, and public relation departments. The descriptive analysis demonstrates that 45.8% is less



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than 40, 37.5% are between 40 and 50, while 16.7% are more than 50. Gender distribution shows that the majority of respondents are females by 70.8% while 29.2% of respondents were males. According to the educational level, most of the respondents are bachelor holders by 45.8% followed by 20.8% without a bachelor degree. 25% are holders of Master's degree and 8.3% have. 80% of the respondents occupy administrative positions; 25% of them are heads of sections, and 3% are heads of staff (Administrative staff member 16.7, Chief Audit Executive 4.2, Head of section /department 4.2, 12.5, member of managerial staff 54.2, manager 8.3). Work experience at the university range from 8.3% for administrative staff who have less than 1 year and 12.5% who have experienced between 1 year to 5 years; 20.8% have experienced between 5 and 10 years, and 25 % between 10 and 15 years, 16.7% have experienced between 15 and 20 years, and 16.7% between 20-30 years.

## **5.2.2. Individual-level analysis**

This section of the analysis focuses on micro factors such as stability, self-esteem, financial stability, the social prestige of the work, and work-life balance.

### **5.2.2.1. Motivation**

This section seeks to uncover the motivators that inspired employees (administrative) to work at the university. (45.8%) linked it to stability while (25%), for self-esteem and 29.2% because of the social prestige of the job.

75% of the participants provided a positive response in regards to whether the university supplies the necessary conditions to achieve their career objectives, while only 25% disagreed. The majority of the responders (70.8%) are interested in progressing into other positions in their institution where most of them would like to be head of department or director while few prefer to be director or manager. 67% showed that they are satisfied with the work at Petra University due to the support to grow and put forward and implement new ideas, Great atmosphere, On the other hand, 67% showed that they are dissatisfied



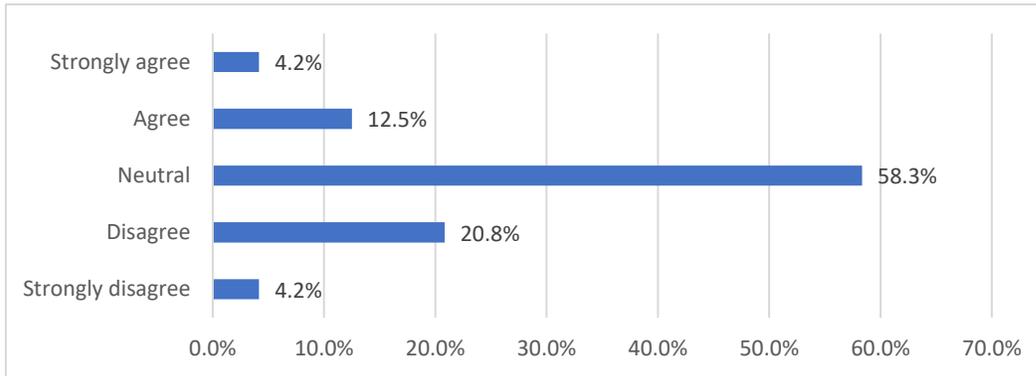
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with the salary at Petra University due to the limited raise per year, the minimum wages was not enough to create high quality of living.

#### ***4.2.2.2 Balancing work-family life-***

*The descriptive analysis is drawn on key aspects such as flexibility* in working hours, reduction of work time, work from home, on-campus special family services, and financial help for families. Respondents believe that flexibility is what reflects work-life balance (91.7%) which is greater than all other options suggested such as reduction of working time schedule, on-campus family services or teleworking. On the other hand, the majority of the respondents don't believe that work at home achieves such balance (58%).

The participants answered the questions related to the services provided by Petra University to balance work with family life as follows, 63% mentioned that they do not receive any reduction in working time schedule or nay on-campus services while 50% mentioned that flexibility at work is present at Petra University, 79% mentioned that received from Petra University On-campus special family services (kindergarten, summer camps, activities, etc.). The graph below shows staff satisfaction regarding their current balance between professional and personal life, where most of the participants are neutral regarding their current balance.



**FIGURE 7: HOW SATISFIED ARE YOU WITH THE CURRENT BALANCE BETWEEN YOUR PROFESSIONAL AND PERSONAL LIFE?**

#### 4.2.2.3 Working Conditions

**Table 7: Working Conditions**

		%
1. As per your current contract, how many hours do you have to work per week?	21- 30 hrs	4.2%
	31- 40 hrs	79.2%
	More than 40 hrs	16.7%
2. How many hours do you have to work to achieve the tasks set on your work contract per week?	Less than 20 hrs	4.2%
	21- 30 hrs	29.2%
	31- 40 hrs	50.0%
	More than 40 hrs	16.7%
3. Do you tend to work weekends/evenings in addition to your normal working hours?	No	70.8%
	Yes	29.2%
	No	25.0%



4. Do you have additional housework to attend when you arrive home?	Yes	75.0%
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According to the respondents, 79 % work more between 31-40 hours per week while 16.7% work more than 40 hours per week and only 4.2% work less than 30 hours per week according to their contracts; the majority have between 31-40 hours to achieve the tasks set on their work contract per week (50%) and less than 30 hours per week to achieve the tasks (29%). The majority of the respondents (71%) did not tend to work weekends/evenings in addition to their normal work hours. On the hand, the majority of the respondents (75%) have additional housework to attend when you arrive home.

#### ***4.2.2.4 Mobility and Leaves***

83% of the responses shared that they never travel for work purposes. However; 8.3% of them travel 1 or 2 times/year, the others travel more than 3times/year. Moreover, 63% took family-related leave while working at Petra University, while 37% did not take any family-related leave. As for the reasons behind these leaves, the majority of them mentioned parental care and other care responsibilities. On the other hand, those who took family leave, 88% did not experience any difficulties when they returned to work after leaves due to Flexibility in work schedule, Reduction of work time and Work at home.

### **5.2.3. Institutional level**

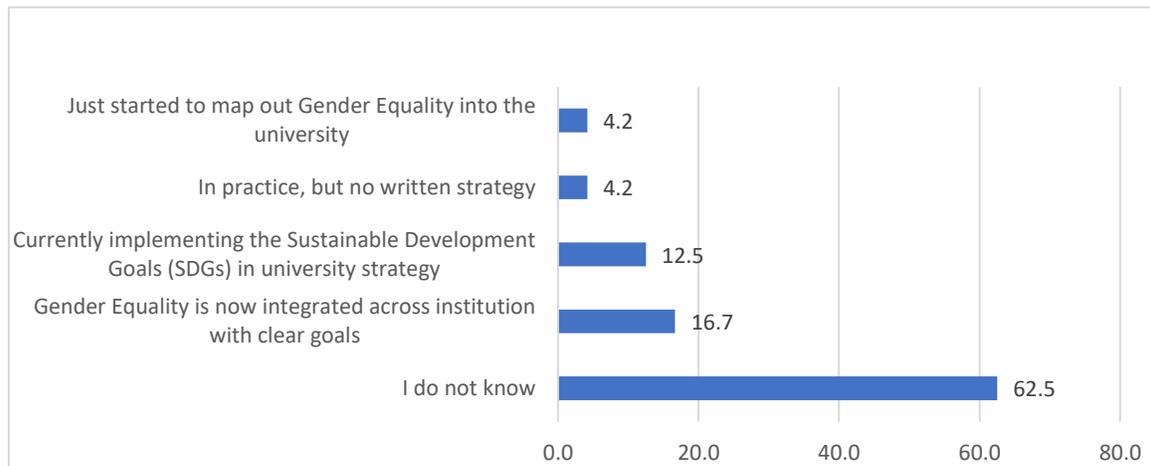
#### ***4.2.3.1 General Dimension of Gender Equality***

the data shared by the administrative staff show that 62.5% of respondents do not know how far the university has gone with integrating Gender Equality into its strategy regarding This demonstrates there is the absence of mindfulness in points identified with Gender Equality. 12.5% addressed that they are right now actualizing the Sustainable Development



Goals (SDGs) in college methodology. Just 4.2% said that they have quite recently begun to guide out Gender Equality into the college, though 16.7% said that Gender Equality is currently coordinated crosswise over foundation with clear objectives. Figure 8 delineates rates on the combination of sexual orientation uniformity at Petra University technique.

**Figure 8: Delineates Rates on Combination of Sexual Orientation Uniformity at Petra University Technique.**



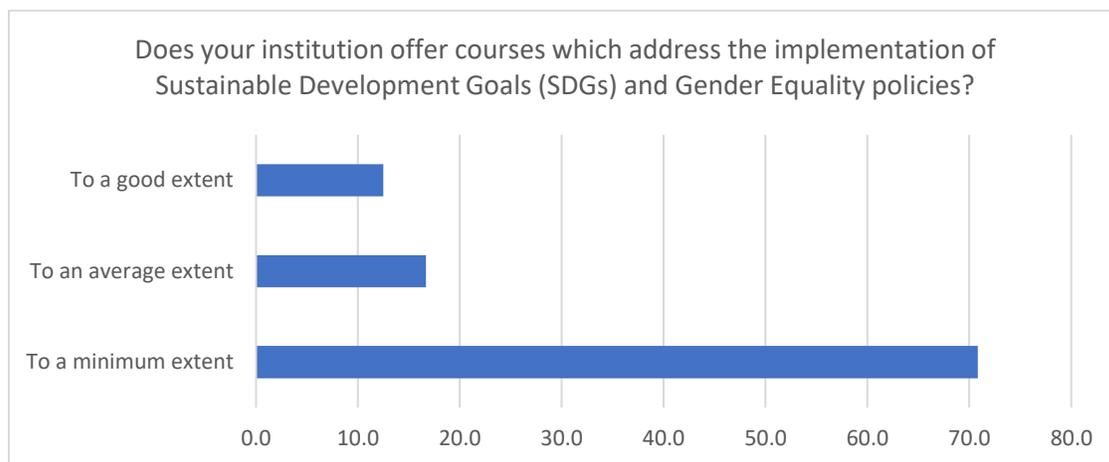
Questions relating to the availability of multidisciplinary and interdisciplinary structures for research, education and policy development on gender issues. 37.5% of participants stated that such a structure has no existence, while only 8.3% said otherwise. 54% were not sure about the existence of these structures. The statistics prove that it is necessary to establish multidisciplinary and interdisciplinary structures in the university to raise awareness.

When respondents were asked whether they agree with their institution working towards implementing the (SDGs) and gender equality policies in its strategies, the majority (58.3%) agreed, and 41.7% do not know whether the strategy should be implemented or not. However, most of the respondents (75%) are interested in being part of the



implementation of Sustainable Development Goals (SDGs) and Gender Equality policies at Petra University, while 25% are not. The vast majority of the respondents picked training and workshops to be coordinated in SDGs and gender equality balance strategies. In any case, different alternatives; TOTs, versatility, and seminars and courses reflected fewer rates. 70.8% of the participants stated that the institution provides sustainable development goals (SDGs) and gender equality, to a minimum extent. This proves the importance of providing such courses. 16.7% of them said that such courses are given to an average extent; however, only 12.5% considered that the courses are offered to a good extent.

**Figure 9: Implementation of SDGs and Equality Policies**



#### ***4.2.3.2 Administration, mission and strategic planning***

(41.7%). Suggest that gender equality is reflected in the university curriculum. in regard to whether gender equality is reflected in university strategic planning, the majority responded that gender equality is to an average extent (45.8%), greater than the other responses. Moreover, the average extent of gender equity in the university mission is



similar to strategic planning. The staff participants mentioned the following as gender equality practices adopted by Petra University; 25% mentioned the socially responsible practices and 29% mentioned gender equality task force, while others mentioned orientation programs on gender equality. The majority of the respondents (25%) stated that guest speakers are among the actions adopted by the university to implement gender equality and 33% mentioned conferences.

According to the respondents, some risk factors might play a role in resisting the implementation of Gender Equality at Petra University such as: woman don't prefer to take on administrative positions as it may take a toll on their family status, cultural factors, the differences in women/ male wages, most rules prefer men than women, religious views of women in power, culture, nepotism and so forth many negatively influence this.

#### 4.2.3.3 Institution's Infrastructure

The highest respondents' rating was associated with proper transport facilities where the mean score is 3.96. However, policies associated with working from home were perceived as the lowest score (2.63), while adequate in campus facilities for families were rated above average (3.42). Flexible work timing s policy for families was also above average (3.17). Table 8 illustrates average mean scores and standard deviation on factors related to institution infrastructure.

**Table 8 Average Mean Scores and Standard Deviation on Factors Related to Institution Infrastructure.**

<b>Higher Education in the institution's infrastructure</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
1. The policy of working from home	24	1	5	2.63	1.245
2. Proper transport facilities	24	1	5	3.96	1.042



3. Adequate in campus facilities for families	24	1	5	3.42	1.100
4. Flexible work timings policy for families	24	1	5	3.17	1.274

#### 4.2.3.4 Institution's Human Resources Practices

*The data shared by the participants rated HR practices above average.* The highest rating goes to equal vacations all employees (4.21) and to training and development programs for all workers (3.92). An average rating of 3.88 goes to university is a women-friendly workplace and 3.79 for performance appraisal is independent of gender. However, the lowest rating was given to fair reward and recognition policy for employees (3.17). Table 9 illustrates average mean scores and standard deviation on factors related to Human resources practices.

**Table 9 Average Mean Scores and Standard Deviation on Factors Related to Human Resources Practices**

<i>Institution's Human Resources Practices</i>					
	N	Minimum	Maximum	Mean	Std. Dev.
1. Training and development programs for all workers	24	1	5	3.92	1.213
2. Equal opportunities for promotion for both men and women	24	1	5	3.38	1.469
3. Common recruitment & selection policy which is equal	24	1	5	3.54	1.382
4. Performance appraisal is independent of gender	24	1	5	3.79	1.351



5. This university has Gender Equality at the workplace	24	1	5	3.63	1.013
6. This university is a women-friendly workplace	24	1	5	3.88	.992
7. Equal vacations all employees	24	2	5	4.21	.977
8. Fair reward and recognition policy for employees	24	1	5	3.17	1.274

#### 4.2.3.5 Organizational climate

*Health and employees' safety* was given the optimal rating (4.13), respondents were satisfied with the office layout and design at 3.54 score, while an average rating (3.58) goes to the perceived safety and comfort of the working place. As seen in Table 9 Respondents like the work culture of the institution with 3.5 score. The average mean scores and standard deviation on factors related to organisational climate at Petra University is presented in Table 10

Table 10 Organizational climate

<b>Organizational climate</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
1. The office layout and design is comfortable	24	1	5	3.54	1.250
2. All workers feel safe and comfortable in their workplace	24	1	5	3.58	1.176
3. Organisational work culture is good	24	1	5	3.50	1.251



4. Proper care of health and safety of all workers is provided by the institution	24	2	5	4.13	1.035
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#### 4.2.3.6 Female empowerment at the institution

Most of the staff members participating in this project agreed on the statements that “women are included in the decision-making process” at Petra University (4.17) and that women are given leadership roles (4.42) while not all of the participants agreed that there are fair rewards and recognition policy.

**Table11: Female Empowerment at University of Petra**

Female empowerment at the institution					
	N	Minimum	Maximum	Mean	Std. Deviation
1. Women are included in decision-making process	24	1	5	4.17	.917
2. Women are given leadership roles	24	3	5	4.42	.584
3. There is a fair reward and recognition policy	24	1	5	3.46	1.285

#### 4.2.3.7 Sexual Harassment, Sexism and stereotypes-

The Descriptive data analysis illustrates that 75% of academics have neither observed nor experienced Sexual/sexist teasing, questions, pressure for dating, sexual/sexist letters, phone calls, emails, unwanted physical, pressures, physical/sexual assault. Whereas 20.8 % indicated they have observed such behaviour; 4.2% indicated they have experienced



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such behaviour. When the 4.2% were asked if they have tried to get support the response was yes as they reported it to a colleague or expert. Around 58% turned down from answering the questions some of which provided responses as that they felt either uncomfortable or preferred not to give the response. 75% show that they did not receive any

mobbing from managers, colleague or students (58%). 8.3% of the participant witnessed stereotyping and prejudgement to make decisions while 37.5% were questioned about their ability to perform effectively and achieve goals and to solve problems which are lower than those questioned about their ability to lead (12.5%). This confrontation came mainly from managers (29%) and female colleagues (16.7%), and (12.5%) mentioned male colleagues. The discoveries demonstrated that Petra University encourages equality among its representatives through its educational program, courses and events (classes, meetings, workshops, and so forth), in any case, it needs to deal with featuring these activities and projects among all its workforce and staff and to draw in them in the structuring, arranging and execution of such programs.

### **5.3.Descriptive Analysis for Decision**

Senior-level executives including CEO, Chairman, University president, Vice presidents for scientific and administrative affairs are important for supporting gender equality initiatives and managing sustainability at its top level and strategic levels. This also includes individuals from the quality assurance department, HR, faculty deans, heads of departments. Etc. middle managers at the University of Petra communicate directly with students and stakeholders and will actively be engaged in achieving FREE project objectives. The sample size of decision-maker is 7. The sample size of decision-makers is considered a small considering the size, scope and type of sector Petra University operates at, which is the private sector.

#### **5.3.1. Demographic Profile**

as the above agenda, the demographic profile for decision-makers questionnaire illustrates respondents age, gender, education level, management position and work experience. The



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descriptive analysis illustrates that most participants in the decision-making position are between 40 and less than 50 years. Respondents gender distribution illustrates that 54.7% are male, 42.9% are female. Education level illustrates that 71.4% have PhD degrees, 14.3% are master's holders and 14.3% have bachelor's degrees. Management position indicates that 42.9% have the position of dean, 14.3% are directors, 28.6% heads of departments, and 14.3% have the position of vice president. The majority of the participants (71.4%) have more than 10 years of work experience, while 26.8% have less than 5 years of work experience.

### **5.3.2. Individual-level**

#### **5.3.2.1. Motivation**

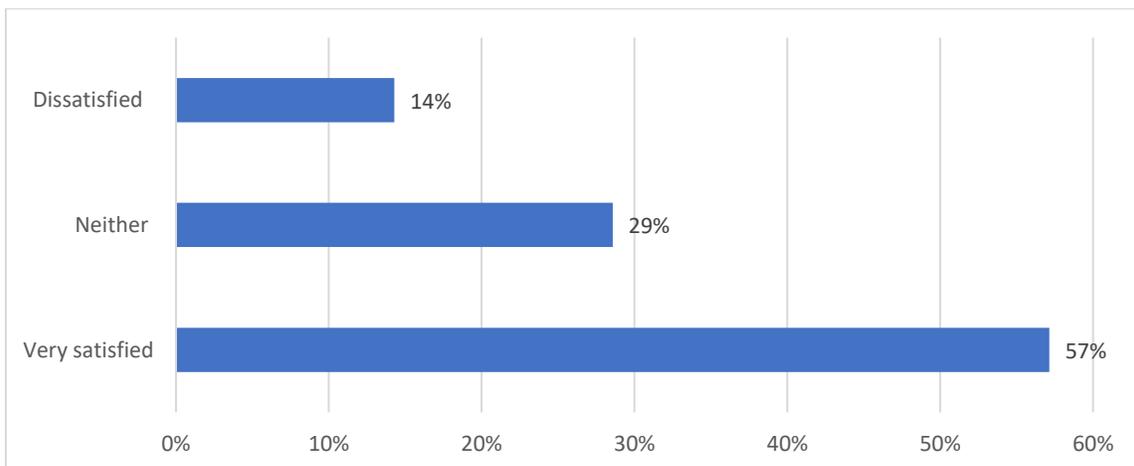
The analysis shows the factors that play a role in participants wish to pursue a management position in higher education. Their answers were; 57% have an interest in research, 14% have an interest in the financial income, 29% see their job as a prestige, 14% for the job autonomy. As for what motivates still to work as a manager in higher education (HE) sector, most of them (71%) mentioned an interest in research, and (14%) for job prestige and self-esteem. The participant's motivation is ranked in according to their importance self-esteem and Interest in research are the first choice where 29% ranked these factor as their first choice. Only 14% select Financial income as the first choice. 43% of participants ranked Job autonomy as their second choice, and 29% for self-esteem. The intellectual challenge of management career at HE sector is ranked third as 43% ranked it as their third choice. The least strong and last choices were Prestige of the job and interest in research where each ranked as 29% as their sixth choice. Table 12 illustrates average mean scores on factors related to motivation for a management career in Higher Education at Petra University.

**Table 12 Average Mean Scores on Factors Related to Motivation for Management Career in Higher Education at Petra University.**

	1st	2nd	3rd	4rth	5th	6th	Total
Prestige of the job	0%	0%	14%	14%	43%	29%	100%
Financial income	14%	0%	0%	29%	43%	14%	100%
Interest in research	29%	14%	14%	14%	0%	29%	100%
Job autonomy	0%	43%	14%	29%	14%	0%	100%
Intellectual challenge of management career at HE sector	29%	14%	43%	0%	0%	14%	100%
Self esteem	29%	29%	14%	14%	0%	14%	100%

Diagnosis analysis was used to measure career satisfaction on an individual level and illustrates that participants have higher levels of career satisfaction with management where 57% of respondents reported high levels of career satisfaction, while only 14% respondents reported high levels of career dissatisfaction. In addition, the majority of the answers showed that they have achieved their career ambitions (71.4%) due to Job security and Working conditions. Figure 10 illustrates the results of management career satisfaction.

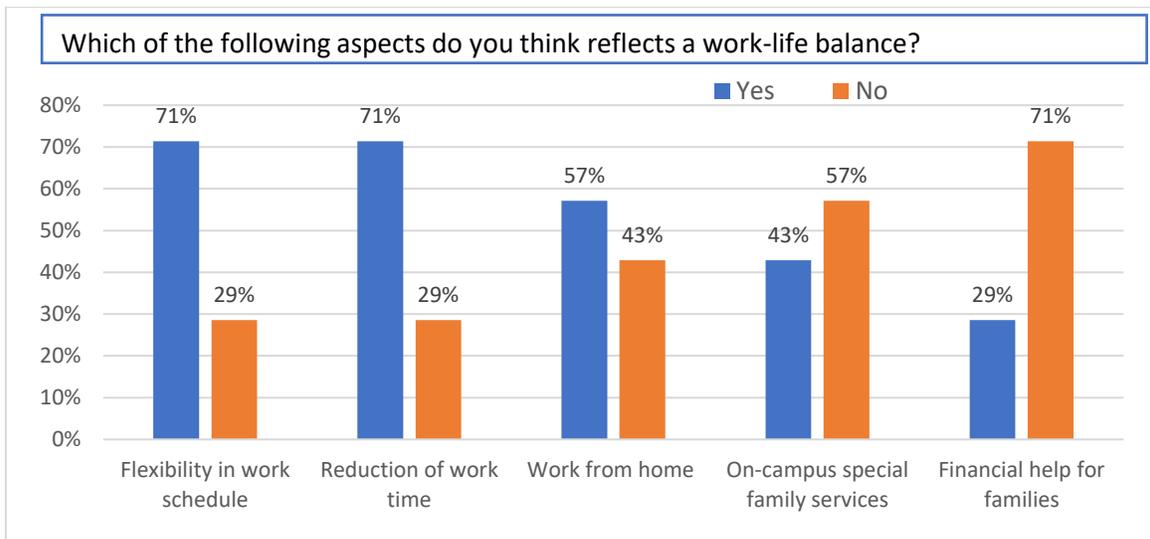
**Figure 10: the results of management career satisfaction.**



### 5.3.2.2. Balancing work-family life

71% of the data show that respondents choose flexibility in working hours and reduction of work time as a way of work, life balance. 57 % agreed that work from home reflects a balance between work and family life. 43% selected on-campus special family services, and 29% selected financial help for families.

**Figure 11:** Balancing work-family life



The data show that 28.6 % reported that they are very satisfied, 14.3% satisfied, 28.6 % neither satisfied nor dissatisfied, and 28.6% very dissatisfied. This shows that there is a poor balance between personal and professional life among decision-makers which of course, requires methods to improve this to promote a healthier working condition. This requires looking at strategies to enhance work/life conditions.

### 5.3.3. Institutional Level Analysis

#### 5.3.3.1. General Dimensions of Gender Equality



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Data show that 28.6 % of the responded do not know about Gender Equality, whereas 14.3% respondents indicated that gender equality is now integrated across the institution, and also 14.3% responded that SDGs is currently integrated into university strategy. The Institutional level analysis investigated whether the university is using gender equality as a framework to report sustainability impacts. 28.6 % responded they do not know if this applies while 28.6 % responded no. 42.9% believe that their university is using gender equality as a framework to report sustainability impacts. Data also show that 42.9% of the responded provided a negative with no answer to whether the university is measuring actions for gender equality, 28.6% responded yes and 28.6% responded that they do not know. The analysis indicates respondents' positive attitudes towards the institution as taking the lead in establishing gender equality, where 42.9% agreed that they expect their university to take the lead in establishing gender equality, whereas 42.9% stated that they do not know. As for setting equality plans for 2030, 57% responded that they do not know if Petra University has set equality plans for 2030, 28.6% replied no and 14.3% replied yes.

### **5.3.3.2. Administration, Mission, and Strategic Planning**

28.6% of the respondent shared a common belief that gender equality is reflected in Petra University mission to a large extent. 14.3 % at good extent, 57% are not sure. 57% of participants responded that they are not sure if gender equality is reflected in university strategic planning, 28.6% believe gender equality if reflected good extent, 14% to a maximum extent. The greater percentage reflects a lack of awareness and uncertainty regarding the topic of gender equality.

In relation to the university commitment to sustainability through the creation of committees range from hiring gender issue coordinator (27%), coordinator of sustainability and equality programs (17%), to orientation programs on gender equality and equity (20%). Responses related to commitment to gender equality and how it is given broad visibility at Petra University identified guest speakers (28.6%) and conferences (28.6%).



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## **5.4.Descriptive Analysis for Female students**

The fourth and final targeted group was female students. The overall sample size of the female students was 49.

### **5.4.1. Female Students Demographic Profile**

95.9% of the sample is in the age category between 20 and 30 years, while 4.1% are more than 30 years. 90 % are single, 8% married, and 2 % preferred not to answer. Female students were distributed across years of study where 25% is the fourth year, 45% is the third year, 20% are the second year and 10% is the first year.

### **5.4.2. Personal Level: Motivation, Education and Inspiration**

Female students at Petra University shared their motivation, gender education and how the female student's perceived gender roles. 5.7% responded that they would be motivated to pursue a career in academia after their graduation, where 14.3% did not. What could be potentially the reason is that there are greater opportunities outside of academia (40%), whereas 27% believe that higher education sector is not the place they would perceive themselves belonging to, 19% are not interested in this career, and another 14% perceive that they are not good enough.

In relation to gender education at Petra University, 51% indicated the lack of gender-related courses, whereas 49% responded otherwise, indicating the existence of courses on gender equality, female entrepreneurship, and empowerment training.

In regards to female students' preference of gendered courses, 71.4% provided positive responses that they are interested in studying this topic, whereas 28.6% indicated the opposite. Examining female students' preferences for gender-oriented courses, 38% emphasised Social Justice as an interesting course of study, whereas 28% identified gender equality; 19% selected empowering training, 18% female entrepreneurship, and 16% introduction to gender studies.

The descriptive analysis of female students' perception of female role model shows 90% of female students have encountered a female academic or professional, whom they considered as a role model; 10 % indicated otherwise. The causes and motivation which made this role model inspiring 31% indicated it was linked with academic expertise, whereas, 35% identified confidence, 37% indicated charisma, whereas 24% selected ability to uplift her students.

Hence, female students' perception of female role models and characteristics associated with female role models, signifies similar results, where 27% of ranked confidence as the first fact of importance. Charisma was ranked second of importance, where 22% identified it as second of importance. Table 13 illustrates results on characteristics of female role model ranked by importance.

**Table 13 Results On Characteristics of Female Role Model Ranked by Importance.**

	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Ability to inspire	12 %	18 %	22 %	14 %	10 %	10 %	8% %	4% %	100%
Ability to uplift her students	10 %	20 %	22 %	12 %	8% %	12 %	12 %	2% %	100%
Assertiveness	2% %	4% %	14 %	22 %	16 %	8% %	10 %	22 %	100%
Independence	8% %	6% %	6% %	14 %	14 %	14 %	20 %	16 %	100%
Expertise in her academic field	24 %	16 %	14 %	8% %	16 %	8% %	2% %	10 %	100%
Charisma	16 %	22 %	4% %	22 %	12 %	8% %	14 %	0% %	100%



Confidence	27 %	12 %	10 %	4%	10 %	20 %	14 %	2%	100%
Resilience	0%	0%	6%	2%	12 %	18 %	18 %	43 %	100%

### 5.4.3. Institutional Level – Challenges

Sexual harassment at the institutional level has also been considered and investigated among the female students. The Descriptive analysis indicates that greater percentages are assigned for the choice of neither observed nor experienced. However, 12% of the sample indicated that they have observed and experienced sexual behaviour as teasing, remarks, or questions, 30.6% observed this type of behaviour, whereas 51% neither observed nor experienced this. For Pressure for dating, where 10% indicates they have observed and experienced, 25% observed this type of behaviour, whereas 57% neither observed nor experienced this. Table 14 illustrates data on sexual harassment among the female students' sample.

**Table 14: Data On Sexual Harassment Among the Female Students Sample.**

	1. Experienced only	2. Observed only	3. Experienced and observed	4. Neither
Sexual/sexist teasing, jokes, remarks or questions	6.1%	30.6%	12.2%	51.0%
Pressure for dating	8.2%	24.5%	10.2%	57.1%
Sexual/sexist letters, phone calls, emails	2.0%	22.4%	8.2%	67.3%



Leaning over, cornering, pinching, touching, unwanted physical contact	2.0%	26.5%	2.0%	69.4%
Pressure for sexual favours	0%	26.5%	2.0%	71.4%
Stalking	12.2%	32.7%	18.4%	36.7%
Physical/sexual assault	2.0%	4.1%	0%	93.9%

When asked if they reached out to seek help or support from friends, academic or administrative staff, 49% indicated colleague, 4% manager, 6.1% specialist expert. This also indicates a lack of this expertise at the institution. The examination of their attitudes and responses while they were reporting for this kind of behaviour, indicates that 43% felt safe while reporting; 12% believe it made no difference, while 18% indicated they are better because they reported.

The type of support that the female students hoped for was 30.6% emotional, 16.3% legal support, and 24.5% is assigned for clear actions taken by the institution. clear actions, in this case, could closely be associated with rules, policies and regulation to deal with this sort of behaviour. In regards to the potential factors or/ and persons who could be confronting them, 16% indicated professors, 59% male students, 43% female students, 33% family. investigating the effect of these negative confrontational barriers, 51% indicated they did not care, 18.4% indicated it made them question their decisions, and 18.4% responded it diminished their self-confidence.

Inside lecture rooms, when female students were asked if they have ever felt discriminated because of their gender, 53% responded no, whereas 47% responded yes. The examination of kind of discrimination female students experienced illustrated that 16.3% were not taken seriously, 8.1% were unfairly graded, 18.4% responded that opportunities were given to



male students, and 2% indicated they were subject to disrespectful and degrading comments.

#### 5.4.4. FREE Training Areas

The training arena focuses on female student skills development in areas of soft, technical, digital and leadership skills. Descriptive data analysis show that 49% of female students reported that they were not provided with the skills necessary in order to pursue a career in academia, whereas 51 % responded no. The types of skills needed by female students show that the need for the following skills. 30.6% of the sample identified a lack of soft and digital skills, 16.3% for leadership skills, 8.2% for problem-solving skills, and 8.2% identified the lack of digital skills.

The second method used to investigate training areas is ranking scale questions. Female students were asked to rank the important courses. The data finding shows that 43% ranked self- empowerment as their first choice, emphasizing the need and significance for this training. The second rank was assigned to Learn how to network. The third rank of importance and magnitude was assigned to Developing management and leadership skills. The analysis clearly shows the need for empowerment training which is at the heart of project FREE and its scope and objectives.

**Table 15 FREE Training Areas**

	1st	2nd	3rd	4th	5th	6th	6th
Introduction to Gender Studies	14%	8%	12%	18%	27%	20%	100%
Self-empowerment	43%	37%	12%	6%	2%	0%	100%
Learn how to network	14%	22%	37%	16%	4%	6%	100%
Improving digital skills	0%	6%	14%	37%	24%	18%	100%
Developing management and leadership skills	29%	20%	18%	10%	18%	4%	100%
Learn how to integrate gender perspectives into my research	0%	6%	6%	12%	24%	51%	100%



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## **6. Discussion**

The aim of the FREE project is to enhance female academia role models in Jordan, Lebanon and Syria by increasing the number of females who are involved in decision making and senior managerial levels. This is done by making a shift in the culture of gender egalitarianism, female leadership role model and most importantly, increasing female academic involvement.

Project Free key objectives seek to empower and increase female academic professionals through providing training in improving operations in HE, promoting gender equality, sustainability and breaking away from the Ceiling glass that limits female abilities and roles in decision making. This is also done in light of enhancing research and innovation through academic and professional networking in gender issues.

To meet the set goals of the FREE project, four target groups have been identified mainly, decision-makers, administrative staff, academics and female students across the University of Petra. In the process of investigation, we explored the shared experiences, factors impacting certain perceptions, career progression and the factors that significantly hinder female representation and senior decision making and senior position. A clear analysis and justification are presented across all categories as provided in the sections above.



## 7. SWOT Analysis

	Helpful To achieve the objectives	Harmful To achieve the objectives
<p><b>INTERNAL</b> (Attributes within the organization)</p>	<p><b><u>Strengths</u></b></p> <ol style="list-style-type: none"> <li>1. Having clear objectives, instructions and procedures for the work of the Centre.</li> <li>2. The existence of a technological infrastructure for the Centre.</li> <li>3. Support the senior management of the Centre.</li> <li>4. A vision to become the centre of excellence at the local and international level.</li> </ol>	<p><b><u>Weakness</u></b></p> <ol style="list-style-type: none"> <li>1. The existence of overlap in one of the services of the Centre referred to in the instructions of the Centre for Innovation and Entrepreneurship Article No. 3 (a) No. (35) for the year 2016 with the business incubator in the Faculty of Administrative Sciences.</li> <li>2. The lack of mentors for creativity and innovation to instil this culture among students.</li> <li>3. Lack of students' awareness of the concepts of creativity and knowledge transfer.</li> <li>4. Lack of Staff active engagement to develop HR activities.</li> <li>5. A limited number of courses which address gender issues.</li> <li>6. Limited research on gender studies.</li> <li>7. Lack of awareness about gender-related issues.</li> <li>8. Limited proficiency in digital skills.</li> </ol>



<p><b>EXTERNAL</b> (Attributes of the environment)</p>	<p><u>Opportunities</u></p> <ol style="list-style-type: none"><li>1. The existence of financial support from the Scientific Research Support Fund.</li><li>2. The existence of local and international institutions concerned with creativity, entrepreneurship, transfer of knowledge and willing to support them and conclude memoranda of understanding.</li><li>3. International universities with strong experience in knowledge transfer.</li></ol>	<p><u>Threats</u></p> <ol style="list-style-type: none"><li>1. The social environment which assigns traditional roles to men and women.</li><li>2. Weak local economic situation.</li><li>3. Regulations.</li><li>4. Conservative Families &amp; Family responsibilities.</li></ol>
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## **8. Limitation**

One of the key challenges that could be highlighted for this project, just like any research project, was the time frameset. The data collection period began during the summer semester which meant the majority of the academic staff and students were on research break or on holidays. This in return, effected the response rate and meant that the deadline for the data collection needed to be extended. The team in Petra University met recently to discuss the possibility to conduct focus group discussion among the four categories above to discuss key issues raised and the implications of gender equality at the university.

## **9. Conclusion**

Increasing female empowerment and involvement at universities in the Mediterranean region is one of the key objectives that many universities are now set to invest in. To address this, it became highly beneficial to investigate these policies, activities and projects that help reach this goal. One of the key areas of interest was to highlight those shared assumptions and perspectives in regard to female role model and empowerment and how these need to be critically assessed and investigated. The International Seminar on Women's Education and Empowerment was convened by the UNESCO Institute for Education (UIE) together with the EU precisely to look into these issues by gathering women educators and researchers from diverse socio-cultural backgrounds to collectively examine the different education practices and their theoretical implications for empowering women. At the University of Petra, we were able to pinpoint major areas of interests in regards to factors that act as motivators and hindering points to female academic role models.

We would like to take this opportunity to thank the FREE project members and people at the University of Petra who participated in the questionnaire and aid in the data collection and analysis. The outcome of this study present clear evidence to the effort put by the University of Petra to achieve gender equality and sustainability of female students, academics, administrators and decision-makers. One of the key themes that are clearly



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highlighted and mapped out by all the participants across the different categories is that many females are empowered to make decisions and feel appreciated. Hence, it was clear that the fact that the university provides a safe working environment which limits sexual harassment and unfair treatment. At the academic, administrative and decision-making levels a key theme that was highlighted in regard to work-life balance is work flexibility. It was very clear that all participants demonstrated a high understanding of gender equality and its integration to achieve a strategic goal set by the university to achieve the goals set by the UN agenda for 2030. In regard to activities to support such effort, training and workshops were highlighted as important to increase professional and interpersonal skills.

The key findings drawn from the questionnaire require redesigning and implementing changes which response to the academic, employees, and student's needs. This will motivate individuals across all the university and increase their independence, self-esteem and believe in the system to reach their career goals and ambitions.

## 10. References

1. [www.uop.edu.jo](http://www.uop.edu.jo)
2. **AIU Report**
3. **PSUT Report**