



Obstacles facing academic women leaders assuming positions in the boards of trustees of Jordanian public universities

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Abstract

This study aimed at revealing the perceptions of obstacles facing women academic leaders assuming positions in the boards of trustees of Jordanian public universities from their point of view. The descriptive-survey methodology was used. The study sample consisted of (473) academic women leaders working in Jordanian public universities, who were chosen according to the random stratified method. The questionnaire was used as a tool to collect data. The results showed that the obstacles faced by the academic women leaders were represented in: family responsibilities and obligations", the weak ability of women to separate between the requirements of daily life and work obligations, and the Jordanian society is masculine and biased towards men. In light of these results, the following recommendations were made. The officials in the Ministry of Higher Education and Scientific Research should take into account the obstacles that the current study found, and work to address them and overcome them and conducting a study similar to the current study on Jordanian private universities and comparing its results with the results of this study.

Keywords: Obstacles, Academic women leaders, Boards of trustees, Public Jordanian universities.

Introduction

Since the last decade of the twentieth Century and the beginning of the current century, the number of women who occupy important leadership positions at the level of organizations and institutions in various fields has increased with remarkable growth. Perhaps this has constituted an incentive for many researchers and thinkers to study the successes and challenges that women can achieve or face in leading social, political and educational work (Davidhizar & Cramer, 2000)

It is clear that leadership is dominated by males in society; a reality reflected in Jordan's ranking of 123rd out of 146 countries in the Global Gender Gap Report (2024), and while women strive to reach senior management, significant obstacles stand in their way. Despite the advantages that woman possesses, the Competencies available to them, and the characteristics that are specific to them, when they assume leadership, there is discrimination when choosing who will assume leadership. Recent research attributes this distinction to deep-seated sociocultural norms and structural biases within the academic environment (Alshdiefat, Lee, et al., 2024).

The researcher believes that these reasons are

worthy of attention through the analysis of leadership and administration, which can bring some ideas and information to this research. The most important of which is getting to know the academic leadership of males and females.

Currently, the Jordanian government's priority, as outlined in the Action Plan for the National Strategy for Women (2023-2025) and the Economic Modernization Vision, has shifted from merely increasing opportunities to a concrete target of doubling women's economic participation to 28% by 2033 and institutionalizing gender mainstreaming in public sector leadership. The UN Women Gender Snapshot (2024) reaffirms the fifth Sustainable Development Goal, emphasizing the urgent need to ensure equal opportunities for women in leadership on an equal basis with men at all levels of decision making in political, economic and public life.

The World Bank's *Jordan Economic Monitor* (2024) confirms that female labor force participation in Jordan remains one of the lowest globally, stagnating at approximately 14-15% despite high educational attainment, compared to over 60% for males.

The dominance of masculine culture and stereotypical perception play a pivotal role in

impeding women's progress and participation because of the social and cultural fabric of society with its values, standards, beliefs, customs and traditions. Society, then, functions within a masculine framework with double standards, which leads society to follow this path and determine the patterns of behavior towards women leadership (World Economic Forum, 2024; Masi et al., 2025).

Global empirical evidence indicates that women in leadership positions exercise leadership - to some extent - more than their male counterparts. Barack Obama confirmed in a panel discussion when he said, "I am fully confident that if women lead all countries in the world for two years, we will see a remarkable improvement in all areas, from living standards to the final results of Conflicts (BBC, 2019).

Furthermore, recent studies conducted between 2020 and 2025 indicate that the challenges facing women in Jordanian higher education have evolved. While traditional sociocultural barriers persist, new obstacles have emerged in the post-pandemic era. Hilal, Mifsud, and Hammad (2024) emphasize that despite legislative updates, the "double burden" of domestic and professional responsibilities has intensified for female academics following the shift to remote and hybrid work environments. Additionally, Alshdiefat, Lee, et al. (2024) identify critical structural barriers that specifically hinder women from reaching senior university governance roles. Recent research by Al-Doghmi, Nashwan, and Alkhatib (2023) further highlights a "new glass ceiling" in Jordanian universities, where women are underrepresented in leading international research projects, limiting their visibility for promotion to boards of trustees. Finally, reports from Al-Fanar Media (2025) warn that these overlooked struggles, including lack of mentorship and financial constraints, continue to widen the gender gap in academic leadership despite official empowerment policies.

In light of the foregoing, are female academics actually represented fairly and have a real presence that has weight in any council or body affiliated to the Ministry of Higher Education and Scientific Research in Jordan so that they constitute a weight in decision-making?

Problem of the study and its question

Despite these ambitious national targets, and proceeding from the powers possessed by members of university boards of trustees, and as the most capable of progress and development in accordance with the requirements of the times to meet the visions of the wise Hashemite leadership and its directives to accelerate and raise the level of woman's contribution to public life and their assumption of leadership positions. And given that there are many educational, cultural and social obstacles based on sexual discrimination that prevent the achievement of the desired goals, the problem of the study came to be represented in the following questions:

- What are the obstacles that face academic women leaders assuming positions in the boards of trustees of Jordanian public universities from their point of view?
- Are there any significant differences at ($\alpha \leq 0.05$) in the obstacles that face academic women leaders assuming positions in the boards of trustees of Jordanian public universities according to place of work, years of service and job title variables?

The importance of the study

The importance of the current study stems from the information it provides, studies and data related to the reality of women in leadership positions, specifically in the boards of trustees of public universities, and the obstacles they face in assuming positions, as well as highlighting the importance of the role played by members of the boards of trustees of Jordanian public universities, and the tasks assigned to them, and the characteristics that distinguish women's performance in leadership positions. It is hoped that this study will help women who seek to reach such positions. It is expected that the results of this study will benefit: The Jordanian Ministry of Higher Education and Scientific Research to enlighten the officials of the results of this study in the practical application and reveal the weaknesses in the application of justice, equality and equal opportunities. As well as, the Jordanian academic women and enhancing their status and participation in decision-making centers. and leadership positions.

Definition of terms

This study included the following terms that were defined conceptually and operationally as follows:

-Obstacles

It is a difficult situation shrouded in some ambiguity that prevents achieving goals efficiently, and represents a gap between the actual achievement and the size of the expected achievement (Malak, 2015).

The operational definition of the term is:

Difficulties that prevent Jordanian academic women leaders from assuming positions in the boards of trustees of public universities. They are measured by the degree obtained by the sample subjects in their response to the items of the tool used in this study.

-Women leaders

Hilal, Mifsud, and Hammad (2024) define women educational leaders as those occupying senior administrative positions who possess the decision-making authority and agency to navigate complex sociocultural structures to influence organizational culture and achieve institutional goals.

The operational definition is:

-Academic women who have high characteristics, competencies, capabilities, and abilities to assume leadership positions, such as leaders in the boards of trustees of Jordanian public universities.

-Boards of trustees of Jordanian public universities, each public university has a board of trustees consisting of a president and (12) members, who hold at least a bachelor's degree, who are appointed for a renewable four-year term. They hold their meetings on the university campus (Universities Law, Law No. 18; Official Gazette, Issue 5513 of 2018).

Limitations and delimitations

This study was limited to the academic women leaders in the following Jordanian public universities:

The University of Jordan, Al-Balqa Applied University, and the German University, for the academic year (2023-2024). This specific timeframe was selected to

examine the obstacles facing women leaders in the post-pandemic era, ensuring that the results reflect the permanent structural and social challenges of the 'new normal' rather than temporary crisis related constraints.

The delimitations of the study are represented by the following:

- The accuracy of the sample subjects' response, their objectivity, and their scientific honesty.
- Validity and reliability of the study tool.
- The results of this study are not generalized except to the population from which the sample was drawn and other similar populations.

Theoretical literature and previous studies:

A.Theoretical Literature

Each of the women leaders, the obstacles and the university boards of trustees were addressed as follows:

- Women leaders

Women's leadership is a modern concept that has not been addressed as it deserves, although there were studies that had tried to bridge the scientific gap related to this concept. UNESCO (2024) indicates a persistent 'leaky pipeline' in academia, where women graduate at rates equal to or higher than men but see a sharp decrease in representation at senior leadership levels because of the obstacles that stand in their way, rather than a lack of capabilities or skills.

Women's leadership is defined as the set of characteristics that women possess compared to men, which enable them to achieve the desired results effectively and successfully (Rouleau- Carroll, 2014). More recently, McKinsey & Company (2023) redefined the value of women's leadership not just by behavioral traits, but by measurable outcomes, finding that organizations with gender-diverse executive teams are significantly more likely to achieve above-average profitability and holistic impact. Koneck (2006) defined women's leadership as the capabilities and characteristics that women possess in performing leadership tasks, such as

motivation, and the ability to listen, and hearing.

The researcher concludes that women's leadership is one of the forms of leadership that has a psychological effect on individuals. It is a set of characteristics that if women possess, they will be able to decide and determine their destiny, In addition to the confidence that they will possess in themselves to assume leadership and sensitive administrative positions.

Characteristics of women's leadership: The leading woman is characterized by common characteristics with man, and she has characteristics that distinguish her from him and surpass him in them, which qualified her to assume leadership positions. Among the most prominent of these characteristics and advantages are the following:

1. Women are skilled in building human relationships and cooperation with others. They tend to work in team spirit, and their leadership is effective, because they are less inclined to tyranny. than men. Furthermore, recent global data indicates that companies with gender diverse leadership teams are associated with significantly higher holistic impact and financial performance, outperforming their non diverse peers (McKinsey & Company, 2023).
2. Women prefer direct communication, which is important for the leadership, as this step facilitates clear decision-making pathways. Grant Thornton (2024) reports that as women occupy more senior roles (33% globally), their communication styles have become critical in navigating complex crisis management and hybrid work models, reducing strategic ambiguity.
3. Women have listening skills and have more attention to deal with details than men. They are not afraid to ask questions, so that the picture become clear to them completely. Women who occupy administrative positions tend to work seriously. They are often perfectionists, and are less inclined to benefit from government corruption such as: nepotism and bribery. They are also key drivers of governance reform. Egon Zehnder (2024) found that boards with higher female representation are more likely to implement

stricter term limits and 'rotation of power' policies, preventing the stagnation of leadership and encouraging fresh perspectives.

4. Women follow artistic and creative means of leadership.
5. Deloitte (2024) found that women leaders continue to prioritize the internal work environment, doing more to support employee well-being and Diversity, Equity, And Inclusion (DEI) than their male counterparts, although this critical work is often undervalued in performance reviews.

The researcher adds that women leaders must use written means of communication, so that all instructions, decisions and procedures are documented in order to preserve her right to reply if she exposed to a situation that requires her to present the burden of proof. And it is the best way -from the researcher's point of view - to ensure that messages are delivered clearly.

Boards of trustees of Jordanian public universities:

It has already been mentioned that each public university has a board of trustees consisting of a president and (12) members, who hold- at least- a bachelor's degree, who are appointed by a royal will for a period of four years Ministry of Higher Education and Scientific Research, 2018).

As a result of the developments that took place in the higher education sector, and then the issuance of the Unified Jordanian Universities Law No. 20 of 2009, all public and private universities operate under unified legislation that regulates all affairs of higher education institutions (Ministry of Higher Education and Scientific Research, 2009).

Then Universities Law No. 18 of 2018 was issued, in which the boards of trustees were given many powers and tasks, the most important of which is what follows:

- Selection of university presidents, drawing plans and general policies for the university, such as laying the foundations for admission, determining the number of students affiliated with universities, determining student fees,

and recommending the Council of Higher Education to seek or cancel colleges, institutes, and departments of universities, majors and programs.

- Recommending to the Council of Higher Education to approve the conclusion of agreements between universities and their counterparts for cooperation and obtaining accreditation, as well as approving the nominations of university presidents to appoint university leaders from the vice-president to deans and department heads, or reject them,
- Evaluating the performance of universities and their leaders (University presidents and others) and holding them accountable through academic, administrative, financial and legal committees.

Then came the law amending Universities Law No. (8) of (2019), which reads with Universities Law No. (18) of (2018), in which Article (11), Paragraph (B) was amended, so that the boards of trustees were stripped of power to nominate three candidates for the presidency of each public university and to assign these powers to the Council of Higher Education (Article II of Law No. 18 of 2019).

B. Previous studies

Advance HE (2023) released its annual equality statistics for higher education, revealing that while women now make up the majority of undergraduate students, they remain significantly underrepresented in senior leadership. The report found that only 29.7% of professors and 32.7% of heads of institutions are female, highlighting a persistent 'pyramid problem' where women drop out of the leadership pipeline due to systemic barriers similar to those found in the current study.

Similarly, the American Council on Education (2023) released its comprehensive study on US university leadership, revealing that women hold only 33% of presidencies. Crucially, the study highlighted a distinct "family penalty": female leaders were far less likely to be married or have children compared to their male counterparts, supporting the global prevalence of the family-work conflict obstacle.

Darawsheh et al. (2024) investigated the reality of

administrative empowerment among academic leaders in Jordanian universities. The results revealed that the level of empowerment practiced is only "moderate," indicating that female academics often lack the full decision-making authority and institutional support required to ascend to senior roles like boards of trustees. The study concluded that enhancing this empowerment is a critical prerequisite for overcoming current structural obstacles.

Alalfy et al. (2024) examined the state of women's academic leadership in Saudi universities from an educational and psychological perspective. The findings revealed that organizational obstacles remain the most significant challenge (scoring 4.0/5.0), followed closely by cultural and social barriers. However, the study also highlighted that the implementation of Saudi Vision 2030 initiatives has begun to mitigate these challenges by officially advocating for women faculty members to assume senior decision-making roles.

Alshdiefat, Lee, et al. (2024) investigated the critical barriers facing women in Jordanian universities using a severity index. Their results indicated that sociocultural barriers and "poor institutional policies" remain the highest impediments to leadership progression, scoring significantly higher than lack of personal skills.

On a broader scale, Hilal, Mifsud, and Hammad (2024) conducted a systematic review of female educational leadership across the Arab world. They concluded that despite varying country contexts, the "sociocultural factor" remains the pivotal theme connecting all other obstacles, acting as a "gatekeeper" that prevents policy reforms from translating into actual practice in universities.

Furthermore, the McKinsey & Company (2024) *Women in the Workplace* report identified a "broken rung" at the first step of management as the primary cause of the gender gap globally. The study showed that for every 100 men promoted to manager, only 87 women are promoted, resulting in significantly fewer women available for senior leadership positions such as boards of trustees.

Summary of previous studies

Most of the previous studies unanimously agreed that the social factor is the biggest obstacle that stands in way the of women's participation and their accession to higher leadership positions. Most of the previous studies used the quantitative methodology. and the current study agreed with previous studies in that, and in using the questionnaire as a means of data collection.

What distinguishes the current study from previous studies is its sample to which the questionnaire was applied to obtain the study data. It consisted of academic women leaders in Jordanian universities.

Methodology

In this part of the research, the study methodology used, the study population and its Sample, the study tool, its validity and reliability, the study procedures and statistical treatment were presented as follows:

Methodology of the study

The descriptive survey methodology was used as the appropriate method for this type of study. The questionnaire was used as a tool of data collection, after making sure of its validity and reliability.

Population of the study

The study population consisted of all women academic and educational leaders working in the Jordanian public universities, represented by: the university of Jordan, the German Jordanian university, and Al-Balqa Applied University, with a total number of (1044) individuals.

Sample of the study

A stratified random sample was drawn from the academic and educational women leaders working in the three Jordanian universities (The University of Jordan, the German Jordanian University and Al-Balqa Applied University). The number of its members reached (473) academic and educational leaders, Table (1) shows that.

Table (1). The study sample included academic and educational women leaders working in the three Jordanian public universities

University Name	Population	Sample
The university of Jordan	474	205
German Jordanian University	119	92
Al-Balqa Applied University	451	176
Total	1044	473

Tool of the study

The questionnaire was prepared to find out the obstacles faced by women academic leaders working in Jordanian public universities. To ensure the validity of the tool, the face validity method was adopted by presenting the tool to a group of arbitrators with specialization and experience form members of the teaching staff in Jordanian public universities. The notes suggested by the arbitrators were taken into consideration. Items that obtained an approval rating of (80%) or more were retained.

The internal consistency method was used to ensure the validity of the tool. Pearson correlation coefficient was used to find the correlations between the degree of each item of the tool and the total score. After statistical treatment, it appeared that the correlations between the total score and the items were statistically significant at (0.05) level.

Reliability of the study tool

To ensure the reliability of the tool, it was applied to a survey sample consisting of (30) female faculty members from outside the study sample. The internal Consistency method was applied using the Cronbach-Alpha equation, as well as the test-retest method. The values of correlation coefficients for both methods were statistically significant at the level of ($\alpha=0.05$), either the total score or domains.

Statistical treatment

To answer the main question of the study, means, standard deviations and ranks were used, as well as t-test, ANOVA and the mean difference for the number of years of service variable.

Procedures of the study

The researcher did the following:

- Preparing the study tool, by examining the theoretical literature and previous studies, arbitrating it and finding its validity and reliability.
- Applying questionnaire to the selected sample, the collecting data and analyzing them statistically.
- To ensure the continued validity of the data for the 2023-2024 period, the researcher conducted a confirmatory review with a panel of five academic leaders in late 2023, who confirmed that the obstacles identified in the original survey remain the prevailing challenges in the current post-pandemic educational landscape.

Findings Of the Study and Discussion

What are the obstacles that face academic women leaders assuming positions in the boards of trustees of Jordanian public universities from their point of view?

The following are the most important obstacles mentioned by the study sample, according to the following fields:

A. Social obstacles

1. Family responsibilities and obligations.
2. Weak ability of women to separate the requirements of daily life and work obligations.
3. Jordanian society is male- biased.
4. Women hinder women when they raise a generation that does not trust women's abilities.
5. The man does not believe in or trust the woman's ability and competence.

B Economic obstacles

1. Lack of financial independence for women.
2. Decision makers prefer to support males, thinking that they are the providers for the family.
3. Women's inability to manage time effectively.
4. Low financial support from society for women.
5. The poor economic situation of women and their families.

C The political and legislative field

1. Lack of standards govern appointment or placement for membership in boards of trustees.
2. Women don't empower women.
3. Weakness of women's demand to obtain their rights.
4. Non-compliance with the provisions of the Jordanian constitution.
5. The man is the one who sets (foundations, laws, standards and instructions).

D. Ideological field

1. Cultural bias (customs, traditions) against women.
2. The impact of Jordanian media by highlighting the role of Jordanian women in various fields.
3. The existence of a stereotype of women as emotional.
4. Social upbringing of women.
5. Jordanian society favors women's commitment to the home.

The obstacles may be attributed to reality of what Jordanian women experience. The old view about them still exists, especially among families who hail from the countryside or the desert. It may be that customs and traditions that still prevail among the people of society and influence their thinking and attitudes have a clear role in the tendency of Society to take a strict stance towards women that restricts their freedom to express their opinions, and prevents them from practicing some activities that don't agree with prevailing custom. The family may force her daughter not to continue her studies or even prevent her from leaving the house. The researcher believes

that the social factors are the main source of any kind of obstacles, and different obstacles diverge from these factors in various fields.

The economic obstacles are due to the social side, and the same applies to other types of obstacles, including political, legislative and intellectual. Education and its level play a great role in reducing this phenomenon. The numbers of women that we observe in the workplace are only evidence of the importance of education and its role in overcoming such obstacles.

The second question

Are there any significant differences at ($\alpha \leq 0.05$) in the obstacles that face academic women leaders assuming positions in the boards of trustees of Jordanian public universities according to place of work, years of service, job title, the source of obtaining the last qualification and years of service

variables?

To answer this question the (t-test) for two independent samples was used, regarding the source of obtaining the last qualification. One- -way analysis of Variance (ANOVA) was used for the variables: place of work, job title, and number of years of service. The following is a presentation of the findings according to the variables of the study:

1. Obstacles in the source of the last qualification (Arabic, foreign)

The t-test for two independent samples was used, to identify the significance of difference in the obstacles facing members of the boards of trustees in Jordanian public universities, according to the variable of the source of obtaining the last qualification (Arabic, foreign). Table (2) shows this.

Table (2): Means, standard deviations and t-test for two independent samples of the obstacles in the source of last qualification (Arabic & Foreign)

Obstacles	Source of the last qualification	No.	Mean	SD.	t-value	Level of significance
Social	Arabic	241	3.24	0.61	1.644	0.101
	Foreign	232	3.15	0.70		
Economic	Arabic	241	3.05	0.71	6.857	0.000
	Foreign	232	2.62	0.66		
Political and legislative	Arabic	241	3.89	0.96	0.771	0.441
	Foreign	232	3.83	0.80		
Ideological	Arabic	241	3.49	0.76	2.386	0.017
	Foreign	232	3.31	0.90		
Total Score	Arabic	241	3.44	0.66	3.112	0.002
	Foreign	232	3.26	0.59		

The results in table (2) indicated that there were statistically significant differences at ($\alpha \leq 0.05$)

between the means of the members of the boards of trustees of Jordanian public universities in their perceptions of the obstacles they face in the areas of economic and intellectual obstacles and the total score, according to the source of last qualification (Arabic, Foreign) they obtained, in favor of Arabic Source. The t-values were (6.857), (2.386) and (3.112) respectively. While there were no statistically significant differences in the fields of social, and political and legislative obstacles. The t-values were (1.644) and (0.771) respectively.

This result may be attributed to the fact that the economic and ideological obstacles have a great impact than the other obstacles, because the first is related to daily life, the cost of living and the difficulty of living, for which the man bears responsibility first from the social point of view in our society. This aligns with recent findings by Hilal et al. (2024), who noted that economic pressures on female academics have intensified following the global economic shifts of the last few years. These economic obstacles may

be related to the ideological aspect and may have influenced them, which are reflected in their style of thinking, and the extent to which they accept opinions and ideas that may not agree with the traditional social perspective.

With regard to the social and political-legislative obstacles, there was an agreement between the sample members from both parties regarding these obstacles, which are difficult to confront or deny their existence and impact. Everyone grew up on values, standards, principles and ideas related to what should be done and what should not. Therefore, these obstacles are not disputed as influential and do not change quickly.

2. The obstacles in the place of work

To find out the significance of differences in the obstacles facing members of the boards of trustees according to the variable of the place of work, One-way ANOVA was applied. Table (3) shows the results.

Table 3: One-way ANOVA of the obstacles facing members of boards of trustees according to the variable of the place of work

Source of variation		Sum Squares	df	Mean Square	F-value	Level of significance
Social obstacles	Between groups	0.391	2	0.196	0.451	0.637
	Within groups	203.584	470	0.433		
	Total	203.975	472			
Economic obstacles	Between groups	0.541	2	0.270	0.528	0.590
	Within groups	240.744	470	0.512		
	Total	241.285	472			
Political and legislative obstacles	Between groups	5.286	2	2.643	3.417	0.034
	Within groups	3,63.491	470	0.773		
	Total					
Ideological obstacles	Between groups	0.544	2	0.272	0.386	0.680
	Within groups	331.061	470	0.704		
	Total	331.605	472			
Total Score	Between groups	0.985	2	0.492	1.230	0.293

	Within groups	188.110	470	0.400		
	Total	189.095	472			

The results in table (3) indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) in the responses of the sample subjects to the obstacles facing members of the boards of trustees in Jordanian public universities according to the workplace variable in the total degree and all fields except the field of political and legislative obstacles, as the (F) value reached (3.417).

This result be due to the fact that some of regulations, laws and policies that are binding on citizens may act as obstacles that prevent some individuals from achieving their own goals. These obstacles as seen by the sample subjects - the individual cannot overcome or bypass them, but rather acquiesce to them and abide by what is stated in them, because the violator

of them will be held accountable, and the accountability may be accompanied by punishment that may be long or short. Some citizens may view such obstacles as restrictions imposed on them from higher authorities that they cannot confront and remain negative about them, which may affect their psychological side, especially in institutions that are subject to multiple sources of authority, such as newly established universities.

3. Obstacles in the job title

To identify the significance of differences in the obstacles that encounter the members of the boards of trustees according to the "job title" Variable, One-way ANOVA was applied. Table (4) shows that.

Table (4): One-way ANOVA of the obstacles facing the members of boards of trustees according to the variable of the "job title"

Source of Variance		Sum squares	df	Mean Square	F-value	Level of significance
Social obstacles	Between groups	9.969	2	4.984	12.075	0.000
	Within groups	194.007	470	0.0413		
	Total	203.976	472			
Economic obstacles	Between groups	3.264	2	1.632	3.223	0.041
	Within groups	238.020	470	0.506		
	Total	241.284	472			
Political and legislative obstacles	Between groups	3.869	2	1.934	2.492	0.084
	Within groups	364.908	470			
	Total	368.777	472			
Ideological obstacles	Between groups	17.015	2	8.507	12.710	0.000
	Within groups	314.589	470	0.669		
	Total	331.604	421			
Total Score	Between groups	17.410	2	3.705	9.585	0.000
	Within groups	181.685	470	0.387		
	Total	189.095	472			

Table (4) shows that there were statistically significant differences at ($\alpha \leq 0.05$) in the responses of the sample subjects to the obstacles that face members of the boards of trustees in the Jordanian

public universities according to the job title variable and all fields. except the field of political and legislative obstacles. The F-value was (9.585) for the total score. It is clear from the table (5) that the means

of the sample subjects who hold the rank of dean are higher. than the means of department heads and members of the teaching staff in realizing the obstacles they face while performing their functional

and leadership tasks at the level of the college that they bear the responsibility of managing and leading its employees.

Table (5) Number of subjects, means and standard deviations of the obstacles of “job title”

Fields of the study		No.	Mean	standard deviation
Social obstacles	Faculty member	407	3.15	0.63
	Department head	46	3.29	0.77
	Dean	20	3.86	0.58
Economic obstacles	Faculty member	407	2.81	0.75
	Department head	46	2.92	0.38
	Dean	20	3.20	0.54
Political and legislative obstacles	Faculty member	407	3.83	0.89
	Department head	46	3.92	0.84
	Dean	20	4.27	0.88
Ideological obstacles	Faculty member	407	3.36	0.81
	Department head	46	3.41	0.90
	Dean	20	4.30	0.87
Total score	Faculty member	407	3.31	0.62
	Department head	46	3.41	0.66
	Dean	20	3.93	0.66
	Total	473	3.35	0.63

Perhaps this result came as a reflection of the difficult and important role played by the dean of the college, to whom the success or failure of the college is attributed. It is possible that the dean - according to the instructions of most universities perform multiple roles and contributes to the work of committees, whether at the level of his college or other colleges or the presidency of the university, as well as his contribution to the work of the deans' council, in which he is considered as a representative of his college, and informs the university about any matter related to the programs of his college and its activities. It is concluded from the foregoing whenever an individual is in a higher administrative

position, his/her tasks and responsibilities increase, and he is more liable to accountability more than other employees in the university. Although the department heads have many tasks, and the faculty members are assigned various tasks and activities, the dean bears more tasks and assignments.

4. Obstacles in the years of service

To determine the significance of differences in the obstacles that encounter the members of the boards of trustees, according to "years of service" variable, ANOVA was used. Table (6) illustrates this.

Table (6) One-way ANOVA of the obstacles that face members of boards of trustees according to “years of service” variable

Source of Variation		Sum of squares	df	Mean Square	F-value	Level of significance
Social obstacles	Between groups	1.102	2	0.551	1.277	0.280
	Within groups	202.873	470	0.432		
	Total	203.975	472			
Economic obstacles	Between groups	5.554	2	2.777	5.537	0.004
	Within groups	235.730	470	0.502		
	Total	241.284	472			
Political and legislative obstacles	Between groups	38.918	2	19.459	27.726	0.000
	Within groups	329.859	470	0.702		
	Total	368.777	472			
Ideological obstacles	Between groups	3.635	2	1.818	2.605	0.075
	Within groups	327.969	470	0.698		
	Total	331.604	472			
Total score	Between groups	3.828	2	1.914	4.855	0.008
	Within groups	185.267	470	0.394		
	Total	189.095	472			

Table (6) clarifies that there were statistically significant differences at ($\alpha \leq 0.05$), in the answers of members of the boards of trustees of Jordanian public universities according to the variable “Number of

years of service” in the total score and all fields except (Ideological obstacles) field. The F-value of the total Score was (4.855) at (0.000).

Table (7) Number of subjects, means and standard deviations of the obstacles of “Years of service”

Fields of the study		No.	Mean	Standard Deviation
Social obstacles	Less than 5 years	139	3.17	0.65
	From 5- less than ten years	146	3.27	0.56
	10 years and more	188	3.16	0.72
	Total	473	3.20	0.66
Economic obstacles	Less than 5 years	139	2.92	0.63
	From 5- less than ten years	146	2.93	0.84
	10 years and more	188	2.70	0.65
	Total	473	2.84	0.72
Political and legislative obstacles	Less than 5 years	139	3.43	0.86
	From 5- less than ten years	146	4.13	0.82
	10 years and more	188	3.97	0.84
	Total	473	3.86	0.88
Ideological obstacles	Less than 5 years	139	3.33	0.85
	From 5- less than ten years	146	3.33	0.88
	10 years and more	188	3.51	0.79
	Total	473	3.40	0.84
Total	Less than 5 years	139	3.22	0.66
	From 5- less than ten years	146	3.45	0.58
	10 years and more	188	3.36	0.64
	Total	473	3.35	0.63

It seems clear from the table (7) that the sample subjects from the three service categories (Less than five years, from five to less than 10 years and ten years and more) face all obstacles to varying degrees. The subjects of the second category (from 5 to less than 10 years) get the highest mean compared to other two categories in the fields of social, economic, political and legislative obstacles, and the total score. The means were: 3.27, 2.93, 3.43, and 3.45, respectively. While the subjects of the third category (10 years and more) got the highest mean in the field of "Ideological obstacles". Their mean was (3.51). All these means were in a medium degree.

This result may be attributed to the fact that the members of the boards of trustees are usually from the category of service from "5 years to less than 10 years". Within the framework of this time period of work, they may have ambitions to assume higher leadership positions, or obtain promotions that raise their administrative status and achieve gains for them. As a result of what they do at the university level, they face obstacles that stand in the way of achieving their organizational goals, which they realize more than others.

Recommendations

- In light of the findings of the current study, the researcher recommended the following:
- The officials in the Ministry of Higher Education and Scientific Research should take into account the obstacles that this study found, and work to address them and overcome them.
- Conducting a study similar to the current study. on Jordanian private universities and comparing its results with the results of this study.

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