RESEARCH ARTICLE

BARRIERS FOR WOMEN'S CAREER DEVELOPMENT IN ACADEMIA:CASE STUDY OF JORDAN

Hadeel Yaseen[1]

[1] Mutah University, College of Graduate Studies, Jordan.

Abstract

This study aims to investigate the barriers to women's career development in Jordanian higher education institutions. The current study comes to investigate the role of different barriers (i.e., organizational factors, cultural factors, personal factors, and social factors) on women's career development. The study followed the deductive approach and used quantitative methods by using SmartPLS software package for data analysis.The data were collected via online questionnaires that had been sent out to academic women in Jordanian higher education institutions. 173 responses were received and the response rate was about84% The results revealed that four hypotheses were accepted (organizational culture, masculinity, job alignment, and cultural stereotype), and four hypotheses were rejected; Customs based on gender, Female competitiveness, and gender stereotype, and low skill of females). Practical and theoretical implications were proposed, and recommendations for future research were suggested.

عنوان البحث

عوائق التطور الوظيفي للمرأة في الأوساط الأكاديمية: دراسة حالة للأردن

هديل ياسين[1]

[1] جامعة مؤته، 2021، الأردن

المستخلص

تهدف هذه الدراسة إلى استكشاف العوائق التي تحول دون التطور الوظيفي للمرأة في مؤسسات التعليم العالي الأردنية. تأتي الدراسة الحالية للتحقيق في دور المعيقات المختلفة (أي العوامل التنظيمية والعوامل الثقافية والعوامل الشخصية والعوامل الاجتماعية) في التطور الوظيفي للمرأة. اتبعت الدراسة النهج الاستنتاجي باستخدام الطرق الكمية، حيث تم استخدام البرنامج SmartPLS لانجاز التحليل الاحصائي. تم جمع البيانات من خلال استبيانات تم توزيعها الكترونيا، 173 استبيان تم استرداده من أكاديميات في مؤسسات التعليم العالي الأردنية بنسبة تصل الي 84%. نتائج الدراسة اوضحت انه قد تم قبول أربع فرضيات (الثقافة التنظيمية ، الذكورة ، التوافق الوظيفي ، الصورة النمطية الثقافية) ، وتم رفض أربع فرضيات، العادات القائمة على الجنس ، والقدرة التنافسية للإناث ، والقوالب النمطية بين الجنسين ، ومهارات الإناث المتدنية). واخيرا تم عرض المساهمات العلمية والعملية للبحث اضاقة الي التوصيات المستقبلية للباحثين.

Chapter One
Theoretical Background

1.1 Background and importance of the Study

A career is described as a series of work-related roles that people hold throughout their lifetime (Boštjančič and Petrovčič, 2019). Career development is an independent term, which refers to the mechanism through which people and their managers perform different activities, conducts and experiences inside and through workplaces and organizations (Al Imam, 2020). So, career and career development concepts are linked but they address varying aspects. When differentiating common career investigate with career advancement inquire about, career advancement investigates centres on how individual and organizational components impact people's career changes over time.

Academic career development relates to the development of academic institutions in learning, teaching and administrative positions in various institutions including schools, universities, colleges, record studios, research institutes and centres (Zacher et al., 2019).

Academic career development study is highly relevant and crucial for three key purposes. In the first place, most academics are well-educated and extremely specialised in their study and/or teaching areas. The majority of academic staff shows high intrinsic enthusiasm in their jobs and "taste for science", they are more likely to receive a fairly low wage, and are more concerned with working arrangements that offer them the stability and freedom they want. (Roach and Sauermann, 2010). It is imperative to carry out a research on career advancement in this field instance to better understand how career development can vary in other contexts (Baruch, 2013). Second, Scholastics and researchers have been paying expanding consideration to scholastic career development in later a long time (Van den Brink, Fruytier, and Thunnissen, 2013). Accordingly, A few scholarly organizations around the world have taken a vital approach to staff and career development. Third, Scholastic career arranging standards and observational articles can be found in an assortment of logical disciplines, and there is no conceptual integration (Zacher et al., 2019). The inability to integrate would keep the subject from being understood and so, prevent more theoretical growth, diligent scientific study and consistent guidelines for practical implementations. Researchers believe that the barriers to career development are not only known by academics that Look at career development, as well as person scholastic execution, university and policy makers (Zacher et al., 2019).

However, in the world and the Arab world, especially in Jordan, women's career development faces challenges and obstacles, and there is little research on the obstacles to promoting women's careers (Afiouni andKaram, 2019; Tlaiss andKauser, 2011).

In the past few decades, the expanding number of ladies entering the workforce highlights the require for a career advancement hypothesis that takes under consideration women's lives and encounters. (Omair, 2010). It's worth recalling that the number of ladies working has risen significantly. Ladies made up less than a third of the populace within the 1950s. Be that as it may, ladies presently account for about half of the workforce within the Joined together Kingdom, and the extent is rising in most other nations (Reddy, 2006).

In Jordan, a few endeavours have been made to see at women's occupations and sexism (Nseer, 2015). Be that as it may, scholastic women's status has gotten inadequately thought (Ensour et al., 2017). The opinions of female scholars have not been studied, and their voices have not been heard (Ensour et al., 2017).

This study aims to provide insights into the career development of female Jordanian scholars. It aims to investigate the different types of barriers (organizational factors, culture factors, Women's scholastic career development in Jordan's higher instruction   education are affected by individual and social components.

1.2 Research Context

Higher education policy has become increasingly important to the national agenda. It is generally recognized that in a knowledge-based global economy, higher education is a key driver of economic competitiveness. This is a major development, which enables high-quality, high-level development in both developing and industrialized countries. Education is more important than ever (Pundy, 2011).

Sex value is vital in nearby government since men and ladies confront diverse impediments in totally taking part, so that they are being represented and have decent opportunities to work. On the

other hand, it is important to provide appropriate measures that allow impartial access to basic services and resources in order to obtain positive management dealing with the gender factor.

Jordan's higher instruction segment is respected as a key player within the advancement handle, and due to restricted assets, Jordan has centred on progressing human capital through higher instruction, which has seen a huge advance in terms of the extension and differing qualities of ponder programs as well as instructing strategies based on quality and quantity and expansion at the same time in educational institutions (Dandan and Marques, 2017).

The Jordanian case in field of education is considered successful experience. The higher education sector has developed significantly. There has been a boom in the number of educational institutions, in terms of the number of students, academics and administrators. The Jordanian government allocates significant expenditures for the benefit of the education sector in Jordan (Al-Adwan et al., 2013).

The rate of female enrolment in education is considered the most important achievement, as the rate of male enrolment has exceeded, which will affect the student composition in universities and in the future, it will affect the administrative structure in educational institutions, and according to the Jordanian demographics, Jordanian ladies confront challenges in accomplishing administration positions in all segments, particularly in colleges, where ladies are underrepresented in positions of control (Dandan and Marquez, 2017).

Abu-Tineh (2013) underpinned this by indicating out that men hold the larger part of administration parts in Jordan's Service of Instruction, and the role of Jordanian women in the education sector does not exceed only teachers or school principals, and this deficiency in women's representation in this field is due to the stereotypical culture in Jordan that views women as teachers or principals and does not view them as supervisors.

Analysts may utilize the aggregate data to survey the conditions of ladies in instructive educate in English-speaking nations (such as the Joined together States, the Joined together Kingdom, and Canada), while feminist education leaders in other countries have no such knowledge (Abu-Tineh, 2013).

The unjustified absence of women in leadership positions in developing countries is a clear indication to weakness of the comprehensive development process, especially with regard to gender equality;As a result, most countries' determination, enrollment, and advancement forms require a intensive examination (Normore and Trinidad, 2005).

1.3 Problem Statement

In Jordan, women have less opportunity in the labour market(Abu-Tineh,2013).The employment rate of women in the Jordanian labour market is among the lowest worldwide because there is a sharp variation related to women education level which affected their labour force participation (Kasoolu et al., 2019).

According to, Kasoolu, Hausmann, O'Brien and Santos (2019) the highest participation rate for women in labor force was those women with more than university first degree level (postgraduate). While those who have high school level and less than high school have the lowest participation rate for Jordanian women in the labour force.

The academic participation rate of Jordanian women in the 2019-2020 academic year is 27% (Ministry of Health, 2020), which is higher than the 14% of women in the labour force (www.worldbank.org). However, in Jordan's higher education institutions, women's representation has decreased.

Figures from the Ministry of Higher Education for the 2019-2020 academic year, 27.8 percent of the distribution of academic staff and lecturers in universities according to academic rank. Generally, the women academics and representation decrease. The predicament is apparent when it comes to administrative parts. Within the same period 2019- 2020, and as recorded by the Ministry of Higher Education in the distribution of members of the administrative apparatus in universities women constituted 39 per cent. In general, the problem is not that there are no women in the academic field. On the contrary, this is because they lack progress in academic and managerial positions in Jordan universities (Ministry of Health, 2020).

However, there are still some challenges and obstacles facing the development of women in

their professional lives in the world and in the Arab countries in particular, including Jordan. In addition, the facilitators and barriers to the path of women have been rarely studied (Afiouni and Karam, 2019; Abalkhail, 2019). In 2019, Zacher et al., came to confirm Third, Articles on scholastic career development, both hypothetical and experimental, can be found in an assortment of logical disciplines. (Zacher et al., 2019).

Based on previous discussion, the current study identifies different barriers (i.e., organizational factors, culture factors, personal factors, and social factors) that must be investigated further as independent variables, with women academic career development as the dependent variable (Zachera et al., 2018; Ensour et al., 2017; Mathis and Jackson, 2017; Mowafak and Hesher, 2015). Therefore, these issues exist in the practical aspects as well as empirical evidence. This research seeks to fill the stated gaps and this is the motivation for this study. Hence, through the previous problem this research is addressing following main question:

What are barriers facing women academic career Development in higher education institutions in Jordan?

To the best of the researcher's knowledge, no quantitative study has investigated organizational factors, culture factors, personal factors, and social factors with the academic career development of women in the Jordanian higher education. Therefore, the current study emphasizes a holistic approach to investigate the barriers facing women academic career development in Jordan.

1.4 Research Questions

In the current research, based on the research problem discussed in the earlier section, the following questions have been developed:

1) Does organizational culture impact women academic career development in higher education institutions in Jordan?

2) Does job alignment impact women academic career development in higher education institutions in Jordan?

3) Do cultural stereotypes impact women academic career development in higher education institutions in Jordan?

4) Do gender stereotypes impact women academic career development in higher education institutions in Jordan?

5) Does low skill of females impact women academic career development in higher education institutions in Jordan?

6) Does female competitiveness impact women academic career development in higher education institutions in Jordan?

7) Do masculinity and gender-based impact women academic career development in higher education institutions in Jordan?

8) Do customs based on gender impact women academic career development in higher education institutions in Jordan?

1.5 Research Objectives

The most point of this think about is to see the components that impact women's scholastic career development in Jordan's higher instruction teaches. The following goals are the fundamental objectives of this consider:

1) To investigate the impact of organizational culture on women academic career development in higher education institutions in Jordan.

2) To examine the impact of job alignment on women academic career development in higher education institutions in Jordan.

3) To explore the impact of cultural stereotypes on women academic career development in higher education institutions in Jordan.

4) To investigate the impact of gender stereotypes on women academic career development in higher education institutions in Jordan.

5) To explore the impact of low skill of females on women academic career development in higher education institutions in Jordan.

6)   To examine the impact of female competitiveness on women academic career development in higher education institutions in Jordan.

7)   To investigate the impact of masculinity on gender-biased on women academic career development in higher education institutions in Jordan.

8)   To explore the impact of customs based on gender on women academic career development in higher education institutions in Jordan.

1.6 Conceptual Framework

The proposed framework of this particular study has eight independent variables that belongs to four categories(organizational barriers, cultural barriers, personal barriers and social barriers) and the dependent variable of the study (women academic career development). Figure 1.1 shows the research framework.
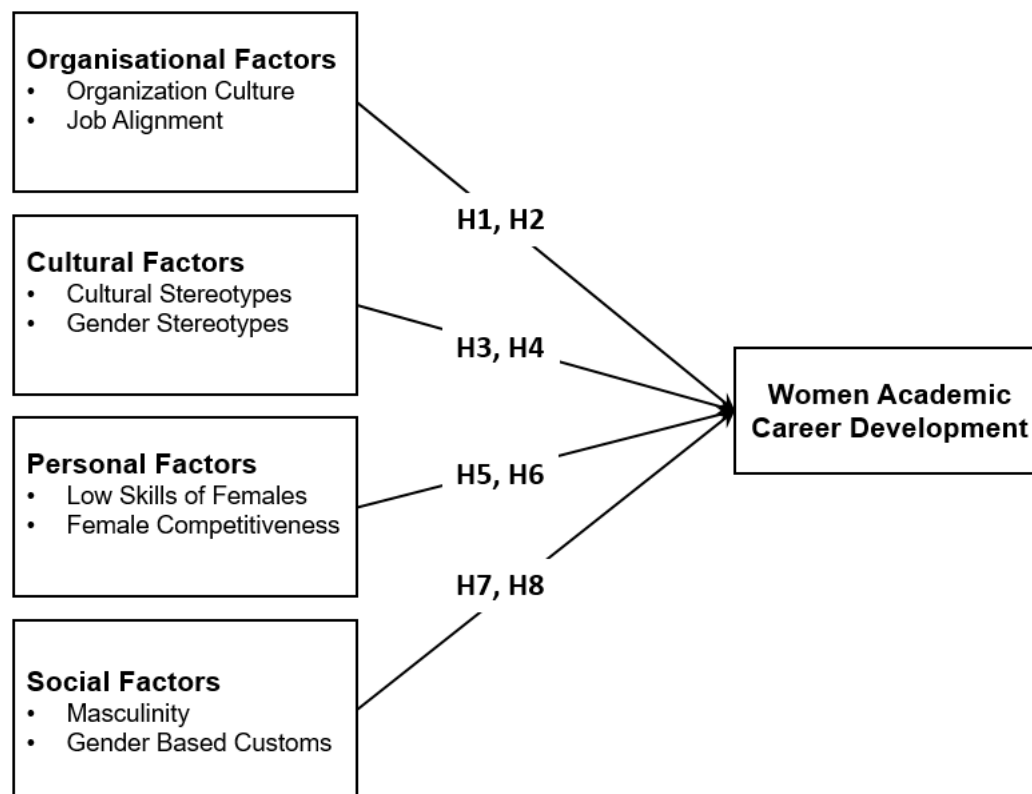

Figure 0.1: Research Framework
Source: Developed by the Researcher

1.7 Research Hypotheses

- **H1:** There is a positive impact for organizational culture on women academic career development in higher education institutions in Jordan.
- **H2**: There is a positive impact for job alignment on women academic career development in higher education institutions in Jordan.
- **H3**: There is a positive impact for cultural stereotypes on women academic career development in higher education institutions in Jordan.
- **H4**: There is a positive impact for gender stereotypes on women academic career development in higher education institutions in Jordan.
- **H5:** There is a positive impact for low skill of females on women academic career development in higher education institutions in Jordan.
- **H6:** There is a positive impact for female competitiveness on women academic career development in higher education institutions in Jordan.

- **H7:** There is a negative impact for masculinity and gender-biased on women academic career development in higher education institutions in Jordan.
- **H8:** There is a positive impact for customs based on gender on women academic career development in higher education institutions in Jordan.

1.8 Operational Definitions

- **Career Development:** A progressing, formalized activity by companies to improve their human capital in agreement with the requirements of their specialists and the company. (Osinbajo et al., 2014)
- **Organizational Culture:** Fundamental presumptions, values, and ways of communicating that lead to an organization's interesting social and mental climate (Saifuddin and Hossain, 2019).
- **Job Alignment:**The process of assuring that the workforce is aligned with the organisation strategic goal (Khair et al., 2020).
- **Cultural Stereotypes:**Cultural Stereotyping is when someone has an opinion on another person based on who they are, where they're from, or the language they speak without getting to know the individual(Ensour et al., 2017).
- **Gender Stereotypes:** Beliefs about how males and females should act (Nguyen, 2013).
- **Low Skill of Females:** Modest woman skills as a result of her female nature (Alnaser and Alhaj, 2018).
- **Female Competitiveness:** The ability of a business, a country, or a person to compete (Alnaser and Alhaj, 2018).
- **Masculinity and Gender-Biased:** Gender bias is behaviour that shows favouritism toward one gender over another (Khair et al., 2020).
- **Customs Based on Gender:**Customs or rituals emerge that conform to societal norms based on a person's gender (Saifuddin and Hossain, 2019).

1.10 Thesis Structure

This research is arranged in five chapters as follow:

Chapter one (Theoretical Background): it comprises the background to the study, problem statement, research questions, research objectives, research framework, research hypotheses, definitions of key terms, the methodology used in this study, and the research scope.

Chapter two (Literature Review): it provides the literature review of the five major constructs to the study. These factors are organizational factors (i.e., organization culture and job alignment), culture factors (i.e., cultural stereotypes and gender stereotypes), personal factors (i.e., low skill of females and female competitiveness), the social factors (i.e., masculinity and gender-biased and customs based on gender) and women career development in higher education institutions in Jordan.

Chapter three (Research Methodology): it focuses on the research design, the population of the study, sampling techniques, and method of data collection and analysis.

Chapter four (Data Analysis and Findings): it presents the results of Partial Least Squares-Structural Equation Modelling (PLS-SEM) version 3 analysis. Furthermore, the measurement model to test the goodness of fit through constructs validity and internal consistency reliability, and hypotheses testing.

Chapter five (Discussion and Conclusion): This chapter discusses the findings of the study in order to provide practical and theoretical implications, and recommendations for future research.

Chapter Two
Design and Methodology

3.1 Introduction

The purpose of this chapter is to describe and design the adopted research methodology to achieve the objectives of the research that is to investigate barriers of women's career development in higher education institutions in Jordan. To answer the research questions, the quantitative approach was adopted. This chapter provides an overview of the research methodology, research strategy, time horizon, unit of analysis, research instrument development, study population and sampling, data collection method, and data analysis.

3.2 Research Methodology: Quantitative

Two categories of research processes used in studies, qualitative and quantitative approaches. Quantitative information is accessible within the shape of numbers and is ordinarily accumulated through organized questions, whereas qualitative data is accessible within the frame of words and is in most cases assembled through organized questions, the available information nature is determining the approach to be used, these two methodology approaches (qualitative and quantitative) usually used in social science, In most requests, these methods are considered to be two practical and basic strategies (Mehrad and Tahriri, 2019).

The quantitative examination is the most excellent alternative for gathering huge sums of information in a brief sum of time and on a little budget, as well as testing inquires about theories (Kabir, 2016). The essential objective of a quantitative investigation plan is to control the relationship between a free variable and a subordinate or result variable in a populace (Mehrad and Tahriri, 2019).

Be that as it may, in arrange to meet the study's objectives, the quantitative examination was utilized.

3.3 Research Strategy: Questionnaire

Kabir(2016) defined research strategy as a plan to achieve the objectives of the research, including the methods or techniques adopted to the data collection. A survey could be an apparatus for gathering information from or around individuals in arrange to recognize, compare, or legitimize their information and activities Kabeer (2018). Interviews, perception, or self-administered surveys may all be utilized to perform an overview, but the form utilized in this think about may be a survey.

Since surveys are organized to gather expansive sums of quantitative information, they are moreover less time seriously and less costly than interviews and perception. Besides, they can be given out in individually or online, or mailed to respondents the main advantage of using a questionnaire is that it is an effective way to collect large amounts of information more effectively and easily. Therefore, it is used very commonly by many researchers (Bell et al., 2018).

The questionnaire of this study was designed and sent to the selected females from higher education institutions. The questionnaire was distributed electronically to the study sample.

3.4 Time Horizon: Cross-Sectional

The study design specifies the strategies that researchers must follow in order to obtain accurate answers to the research questions. Often times, researchers have primary answers called hypotheses, which test using data collected from samples or secondary sources in order to reach an informed conclusion regarding the phenomenon of studies (Setia, 2016).

There are two search designs, longitudinal or cross sectional the cross-section design entails the use of data collected from the sampled population in a single species. On the other hand, while longitudinal design is underpinned by the phenomenon concerned using data collected over a period of time, longitudinal design is mainly done using time series design and plate design (Trochim, 2007).

In this study, the cross-sectional design is used as the suitable research design.

3.5 Developing Questionnaire Instrument

This research aims to study the barriers affecting the career development of women in higher education institutions in Jordan. A questionnaire was adopted to collect the primary data, it was

scrutinized in several steps before sending to the respondents, so it passed several steps before sending as follow:

- First: Statements collected from research published in the field. Items selected because they match the search objectives and have high Cronbach alpha values in their original source.
- Second: the draft questionnaire sent to three academics from different Jordanian universities for comments and taking these comments into consideration. The review process included added elements, improving the wording, and the quality of the English translation into Arabic.
- Third: Within the last adaptation of the survey, a five-point Likert scale was utilized, comparable to that used by other analysts within the field of career development, as well as reactions to survey components.

The Likert scale may be a well-known instrument for gauging people's sees and states of mind. It decides whether respondents concur or oppose this idea with an apparatus calculation, and it regularly ranges from 1 (unequivocally oppose this idea) to 5 (strongly concur), with an unbiased point within the centre (Sekaran and Bougie, 2016). It is separated into three parts:

Demographic aspects: This part has five items representing the characteristics of the participants, mainly age, job title, years of experience, education level.

Independent variables: This part contains items representing the barriers affecting women career development in higher education institutions (organizational factors, cultural factors, personal factors and social factors).

Dependent variable: This part contains elements to represent the measurement of the dependent variable, which is career development as it is derived from the measurement elements for these combinations that have

3.6 Unit of Analysis: Women

The most person that you simply are analysing is the unit of analysis (Trochim, 2007). It is population group to be studied is called the unit of analysis and it can be individual, binary, group, organizations or geographical area, in this research the unit of analysis is academic women in Jordanian higher institutions.

3.7 Population and Sample

Sampling design is termed the method for deciding a fitting number of a population to represent the information needed for its analysis (DeCarlo,2018). The sampling techniques are divided into probabilistic and non-probabilistic techniques. Probability is that the population component does not have any probability to generalize with confidence, and non-probability samples can be either fit samples or purposive samples, the probability is a known component of the population who has a non-zero chance that is chosen as a subject in the sample, and Likelihood inspecting may be either unlimited or restricted "simple random sampling" or restricted "complex random sampling" (Kabir, 2016).

In the sampling technique appropriate for the current research, a non-probability sample has been adopted which indicates the collection of information from adequately available community members, and is the best way to obtain basic information quickly and efficiently (Sikran and Bougie, 2016).

According to the latest data of the Jordanian department of statistics for the year (2018/2019) the number of women in the institutions of higher education was (2826). The study covers all institutions of higher education in Jordan.

The following guidelines provided by Sekaran and Bougie (2016) according to the population size the appropriate sample size is 370 companies and calculated according to the below equation to determine the sample size, where confidence level is 95%.

$n_0 = \frac{(t^2)(p)(q)}{d^2}$; where t=1.96, (p)(q): estimated variance=0.25, d: accepted error =0.05…equation (1)

$n_0 = \frac{(1.96^2)(0.25)}{0.05^2}$ = **384.16** academic women

And the correction formula (equation 2)

$n_1 = \frac{n_0}{1+\frac{n_0}{N}}$; where n_0 is initial sample size, N is population size…… ……...equation (2)

$n_1 = \frac{384}{1+\frac{384}{2826}}$ =**338.1**academic women

Accordingly, the sample size is 338academic women from higher education institutions in Jordan to distribute questionnaires for them.

3.8 Data Collection Method

For data collection there are two main methods; face-to-face data collection and online data collection. Direct or face-to-face data collection needs the personal physical contact with the respondents, which could be expensive due to the need for moving between different locations, especially when the possible samples are distributed in distance locations. However, online data collection is less expensive because the collection happened online; the costs of printing, data entry and transportation are waved (Cooper and Schindler, 2014; Ghauri, Grønhaug, and Strange, 2020).

For this particular study, online data collection took place during 2020 by the use of Google form. The researcher designs the questionnaire in the Google form then the possible participants informed via email, WhatsApp, and other social media communication platforms such as facebook groups for academics in Jordan.

3.9 Data Analysis

The SPSS software packagewas utilized to conduct the specified tests for information investigation (SPSSver. 22) program and the SmartPLS ver. 3.0 software packages. Descriptive analysis to draw an idea on the characteristics of the sample, reliability and validity test was conducted, and multiple regression analysis was undertaken for hypotheses testing. The next chapter (Chapter 4) will present a detailed analysis and questionnaire results.

3.10 Summary

This chapter describes the research methodology and the design has been chosen to answer the research questions presented in this thesis. The rationale for choosing the quantitative research methodology was laid based on its suitability to reply to the investigate questions and accomplish the study's objectives. This chapter also dealt with procedures for developing the questionnaire components and testing their validity. The next chapter will go into data processing (Chapter 4).

Chapter Three
Findings and Analysis

4.1 Introduction

This chapter aims to present data analysis procedure and test for the hypotheses of research. This chapter covers demographics, descriptive analysis, reliability and validity evaluations, as well as relationships and effectiveness evaluations. Furthermore, as a good statistical technique for obtaining the findings, this study will use PLS-SEM analysis and SPSS for critical analysis.

4.2 Data Screening

The first and most important step in data processing is data screening. It's the procedure for cleaning records, which counted as outliers. In order to make sure that all cases used in the final analysis is good we need to make a process of multiple different steps to remove the strange answers. The collected dataset is 205, which have 7 uncompleted answers, and 26 univariate answers (outliers at the variables level). The final valid dataset has 173 participants.

4.3 Respondents' Profile

Table 4.1 shows the details of respondent's profile includes six characteristics as the following:age, academic level, nationality, qualification, experience, faculty type, university type, and administrative work.

Table 0.1:Respondent Profile

		Frequency	Percent
Age	Less than 30 years	3	1.7
	Between 30 and 40 years	71	41.0
	Between 41 and 50 years	79	45.7
	51 years and more	20	11.6
Academic level	Full Professor	15	8.7
	Associate Professor	38	22.0
	Assistant Professor	77	44.5
	Instructor	42	24.3
	Research and Teaching Assistant	1	0.6
Nationality	Jordanian	171	98.8
	Non-Jordanian	2	1.2
Qualification	Bachelor	1	0.6
	Master	35	20.2
	PhD or Doctorate	137	79.2
Experience	less than 5 Year	42	24.3
	5-10 Year	42	24.3
	11-15 Year	43	24.9
	16-20 Year	28	16.2
	21 Year or more	18	10.4
Faculty Type	Medical faculty	24	13.9
	Scientific faculty	51	29.5
	Humanitarian faculty	98	56.6
University Type	Public University	117	67.6
	Private University	56	32.4
Highest Administrative Work	Vice President	9	5.2
	Dean	5	2.9
	Deputy Dean	19	11.0
	Department Head	39	22.5
	Unit manager (Director)	8	4.6
	Deputy Director	2	1.2
	None	91	52.6
	Total	173	100.0

The respondents' profile data shows that the majority are belongs to age group 41-50 years with 45.7%, followed by age group 31-40 years with 41.0%. For academic level, 66.5% are either associate professor or assistant professor. The majority of the respondents are Jordanian with rate of 98.8%. The respondents with PhD certificate are 79.2%. For experience, the respondent are distributed among five categories with approximately equal rate (24.3% and 24.9%) for the three groups of experience; less than 5 years, 5-10 years, and 11-15 years. Humanitarian faculty are the major one with 56.6% of the staff, besides to 67.6% are working in public universities. Finally, 52.6% of the respondents have never occupy any managerial position.

4.4 Descriptive Statistics

Graphic measurements are the reactions of the respondents to the different proposed factors, communicated in terms of cruel, rate, standard deviation, greatest and least values. Salleeh, Nair, and Harun (2012) set up a run the show of thumb for translating scores in terms of fulfilment, in which the impacts of cruel scores from pondering insights are translated as takes after:

- Up to 1.80; Strongly Disagree/Very dissatisfied
- 1.81 – 2.60; Disagree/Dissatisfied
- 2.61 – 3.40; Moderate agreement/moderately satisfied
- 3.41 – 4.20; Agree/Satisfied
- 4.21 – 5.00 strongly agree/Very satisfied

For all variables in the valid dataset, the scores are varied between 2.54and 3.72 and the results show that respondents perceptions are allocated at disagree to agree level. Variable with disagree level is low skills of females. Rest of variables are showing a moderate to agree level of perception which are women academic career development, organization culture, job alignment, cultural stereotypes, negative gender stereotypes, low skills of females, female competitiveness, masculinity and customs based on gender. The highest perception is about the variable's customs based on gender with a value of 3.72 and women academic career development with a value of 3.53. The results are illustrated in Table 4.2.

Table 0.2:Descriptive Statistics of Research Variables

	Min	Max	Mean	SD
Organization Culture	1.00	5.00	3.1230	0.98942
Job Alignment	1.00	5.00	3.0303	1.00876
Cultural Stereotypes	1.50	4.75	3.2413	0.81005
Gender Stereotypes	1.00	5.00	2.8598	0.90714
Low Skills of Females	1.00	5.00	2.5472	0.93724
Female Competitiveness	1.00	5.00	3.2382	1.21643
Masculinity	1.14	5.00	3.6424	0.93178
Customs Based on Gender	2.00	5.00	3.7283	0.78917
Women Academic Career Development	1.67	5.00	3.5328	0.67213

4.5 Normality test

Skewness may be a metric for symmetry, or more specifically, the nonattendance of it. Kurtosis could be a degree of how heavy-tailed or light-tailed the information is in comparison to typical dissemination. Information sets with a tall kurtosis are more likely to have overwhelming tails or exceptions. In case the kurtosis is less than zero, the dispersion is called a platykurtic dispersion since it has light tails (Cronk, 2017; Leech, Barrett, and Morgan, 2013). On the off chance that the kurtosis is more prominent than zero, the conveyance is considered a leptokurtic conveyance since the tails are

heavier. The impact of test estimates on both skewness and kurtosis may be a concern.The information is emphatically skewed or skewed right on the off chance that skewness is positive, meaning the proper tail of the conveyance is longer than the cleared out. The information is adversely skewed or skewed cleared out in the event that skewness is negative, inferring that the cleared out tail is longer. When skewness is set to zero, the information is totally symmetrical (Siphon et al., 2013).

The skewness of the factors in this examination is less than -1 or more noteworthy than 1, showing that the information is greatly misshaped. The information for kurtosis is less than zero, showing that the dispersion has light tails and is alluded to as platykurtic dissemination.

Table 0.3:Statistics of Kurtosis and Skewness

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Organization Culture	-0.208	0.185	-0.574	0.367
Job Alignment	-0.248	0.185	-0.637	0.367
Cultural Stereotypes	-0.140	0.185	-0.589	0.367
Gender Stereotypes	0.213	0.185	-0.525	0.367
Low Skills of Females	0.171	0.185	-0.342	0.367
Female Competitiveness	-0.381	0.185	-0.901	0.367
Masculinity	-0.291	0.185	-0.628	0.367
Customs Based on Gender	-0.306	0.185	-0.771	0.367
Women Academic Career Development	-0.055	0.185	-0.266	0.367

4.6 Reliability and Validity Assessment of the Proposed Model

Sometime recently moving on to auxiliary testing, it's vital to confirm the legitimacy and unwavering quality of the test dataset. Hair Jr et al. (2016) proposed an orderly strategy for creating estimation models. Diverse tests are utilized to confirm the stacking, exactness, removal, and inconsistencies between things and factors within the approach.Indicator reliability (outer loading and cross loading), internal consistency (composite reliability), convergent validity (AVE value), discriminate validity ("AVE" numbers and latent variable correlations), and collinearity analysis are some of the measures that were covered.

Each item's external stacking and cross stacking are calculated in arrange to test it with its related variable. Inside - related variable, each thing must have suitable stacking. Any stacking over the 0.708 edges is worthy, whereas any stacking underneath the 0.4 limits is deficient.Any degree between 0.4 and 0.7 is suspicious, and depending on the circumstances of each report, it may be overlooked or held (Hair Jr et al., 2016; Hulland, 1999). Cross Stacking scale is utilized to guarantee that the stacking inside the related build is higher than any other stacking within the remaining develops for each piece (Hair Jr et al., 2016; Hulland, 1999).

As revealed in Table 4.4, the proposed design model with all the items have proper loading above 0.708 except ten items, and those items are (CBG5, CBG6, CS3, GS1, OC1, LSF1, LSF2, LSF3, WACD1, and WACD3). All weak items have been deleted from the final analysis items. In Figure 4.1, all items and their related factors are outward appear, in conjunction with their stacking appraisals.
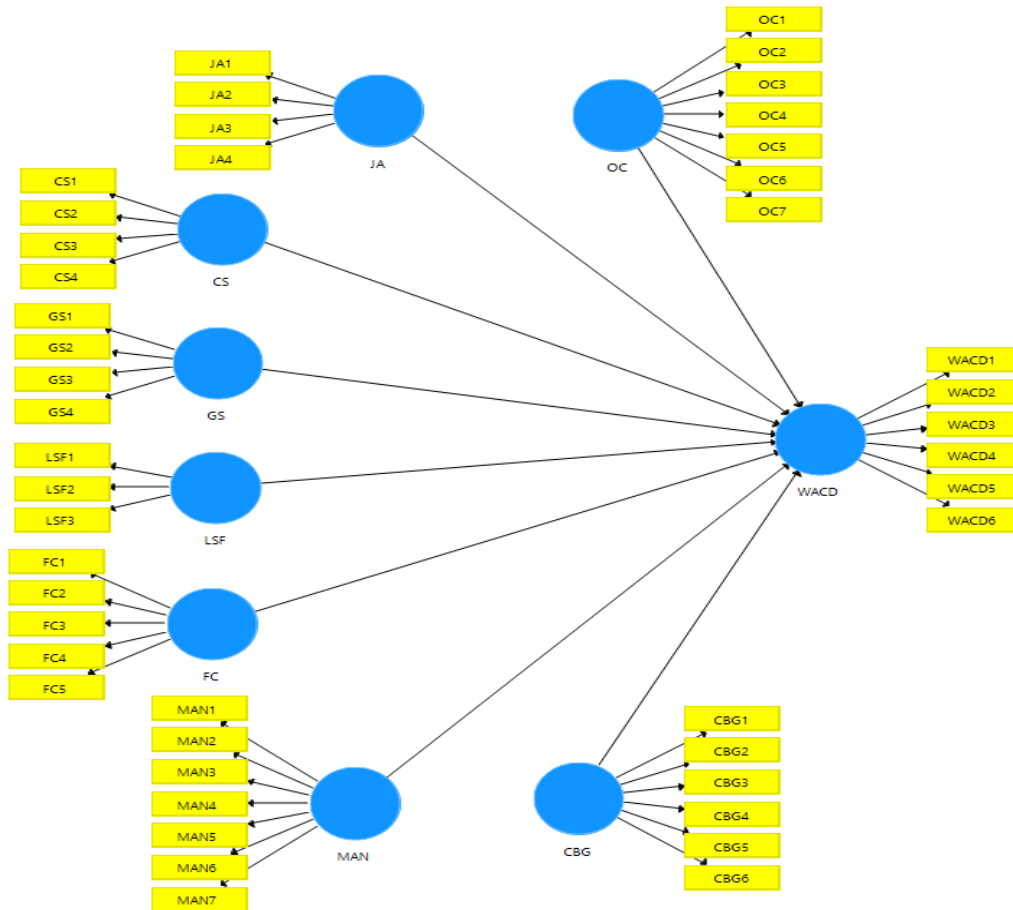
Figure 0.1:Structural Model Outer Loading Estimates

Table 0.4: Reliability and Validity Results

Variable	Items	Factor Loading	AVE	CR	Cronbach's Alpha
Customs Based on Gender	CBG1	0.778	0.626	0.892	0.851
	CBG2	0.883			
	CBG3	0.803			
	CBG4	0.798			
	CBG6	0.680			
Cultural Stereotypes	CS1	0.893	0.823	0.903	0.787
	CS2	0.922			
Female Competitiveness	FC1	0.819	0.823	0.959	0.946
	FC2	0.914			
	FC3	0.954			
	FC4	0.921			
	FC5	0.923			
Gender Stereotypes	GS2	0.837	0.719	0.836	0.609
	GS3	0.859			
Job Alignment	JA1	0.842	0.743	0.920	0.884
	JA2	0.900			

Variable	Items	Factor Loading	AVE	CR	Cronbach's Alpha
	JA3	0.857			
	JA4	0.848			
Low Skills of Females	LSF1	0.980	0.743	0.850	0.729
	LSF2	0.725			
Masculinity	MAS1	0.710	0.630	0.922	0.904
	MAS2	0.780			
	MAS3	0.738			
	MAS4	0.840			
	MAS5	0.826			
	MAS6	0.848			
	MAS7	0.802			
Organization Culture	OC2	0.856	0.742	0.945	0.931
	OC3	0.793			
	OC4	0.915			
	OC5	0.826			
	OC6	0.900			
	OC7	0.873			
Women Academic Career Development	WACD4	0.859	0.786	0.917	0.864
	WACD5	0.938			
	WACD6	0.862			

Each variable's items must be compatible and represent the same definition. Cronbach's Alpha, also known as the composite reliability metric, can be used to determine internal consistency. Any test that exceeds the 0.7 threshold is considered effective. Furthermore, in exploratory testing, 0.6 is considered successful (BagozziandYi, 1988; Hair et al., 2014).

Table 4.4 displays the effects of all of the study's key variables, all of which have a satisfactory degree of reliability. All of the values for composite reliability are between 0.850 and 0.959, indicating sufficient internal consistency. The values for Cronbach's Alpha reliability range from 0.609 to 0.946, indicating a sufficient degree of internal consistency. As all results are above 0.7 and below 0.95, the dataset is internally reliable and consistence. As we can see that all items of composite reliability are above 0.850, the highest value of the coded variables FC which is showing a composite reliability of 0.959. On the other hand, all values of this study variables related to Cronbach's Alpha is above 0.708 and the highest value was for the coded variables (FC) with a value of 0.946 which is considered very high, and the rest is showing very good consistency.

This calculated the degree of likeness between things within the same variable. Values of Normal Change Extricated (AVE) more prominent than 0.5 are considered reasonable. The AVE values for all of the builds are summarized in Table 4.4. All of the values are between 0.626 and 0.823, agreeing to the results.The majority of core variables have appropriate levels above the 0.5 threshold. As a result, the dataset is free of convergent problems and is suitable for further study. The item female competitiveness CS had the highest value of AVE, with a value of 0.823.

Discriminant Legitimacy evaluated the degree of non-relativeness of the universal objects,

whereas AVE appears as the degree of relativeness. As a result, this test comprises a network of inactive variable relationships that are compared to the AVE esteem. All other inactive variable affiliations must have the next esteem than the square root of AVE.

Table 0.5: Fornell and Larcker Criterion Matrix Assessment ofResearch Variables

	CBG	CS	FC	GS	JA	LSF	MAS	OC	WACD
CBG	**0.791**								
CS	0.490	**0.907**							
FC	0.387	0.379	**0.907**						
GS	0.289	0.331	0.379	**0.848**					
JA	-0.399	-0.252	-0.125	-0.148	**0.862**				
LSF	-0.008	0.007	0.310	0.282	0.126	**0.862**			
MAS	0.755	0.554	0.487	0.340	-0.495	0.048	**0.793**		
OC	-0.355	-0.185	-0.115	-0.058	0.717	0.259	-0.415	**0.862**	
WACD	-0.335	-0.353	-0.186	-0.116	0.558	0.070	-0.484	0.550	**0.887**

The Fornell and Larcker criteria network appears in Table 4.5. The lattice could be a refined lattice of the relationships of the inactive variable. In case the esteem within the corner to corner is more prominent than any other esteem within the crossed column, the test is considered exact (Hair, Hult, Ringle, and Sarstedt, 2014; Wong, 2013). The rating of a social generalization is 0.907, which is higher than all other scores within the shared column and crude. The discriminant legitimacy of the remaining factors within the test is satisfactory. Evaluation of Multicollinearity in Inquire about Factors.

The nonappearance of the considerable relationship between inactive factors and subordinate factors is tried utilizing the change expansion calculate (VIF). Any VIF esteem between **0.2** and 5 is considered reasonable (Wong, 2013). The VIF esteem speaks to the degree of resistance between each exogenous variable (table lines) and the endogenous factors in Table 4.6. (table columns). The variable LSF has the least VIF rating, with an esteem of 1.310, and the variable masculinity has the most elevated VIF level, with an esteem of 3.201.

Table 0.6: Multicollinearity Validity Assessment of Research Variables

Variable	VIF
Customs Based on Gender	2.398
Cultural Stereotypes	1.560
Female Competitiveness	1.581
Gender Stereotypes	1.318
Job Alignment	2.333
Low Skills of Females	1.310
Masculinity	3.201
Organization Culture	2.264

4.7 Relationships and Effectiveness of the Proposed Model

Since this investigation is centered on a numerical examination of an auxiliary show, it is basic to assess the model's connections, impacts, and quality. When the PLS-SEM strategy is utilized, Hair et al. (2014) suggested an efficient approach to assess the demonstration. When employing a reflective-based demonstration, the taking after appraisals is utilized.

The prescient control values are basic for demonstrating control and can be supported up by the prescient significance esteem.

Compelling estimate assessment is utilized to degree the effect of each inactive variable on the by and large prescient capacity.

4.7.1 Assessing Predictive Power of Research Model

Two measures are used to estimate the overall model success in predicting the dependent variables; predictive power (R2) and predictive relevance (Q2). Both tests are used to explain the level of variance that explained by the antecedent variables. Hair (2014) proposed a rule of how to describe the different scores of the two measures.

Predictive relevance (Q2) – above 0.35 is large; 0.15 to 0.35 is medium; and 0.02 to 0.15 is small.

Predictive power (R2) - above 0.75 is strong; 0.5 to 0.75 is moderate; and 0.2 to 0.5 is satisfactory.

The prescient quality and prescient significance of the endogenous inactive variable have appeared in Table 4.7 (women academic career development). In expansion, Figure 4.2 delineates the think about the proposed model's social show gauges. The key subordinate variable, women's scholarly career development, includes a palatable prescient control and a solid prescient centrality, agreeing to the discoveries. The related R square esteem is 0.433 (a control of 43.3 percent) and the related Q square is 0.321, as appeared within the table (a relevance of 32.1%), so that the prediction constructs related to the variable can explain more 43.3% of the women academic career development variance.

Table 0.7: Predictive Power and Predictive Relevance of Proposed Model

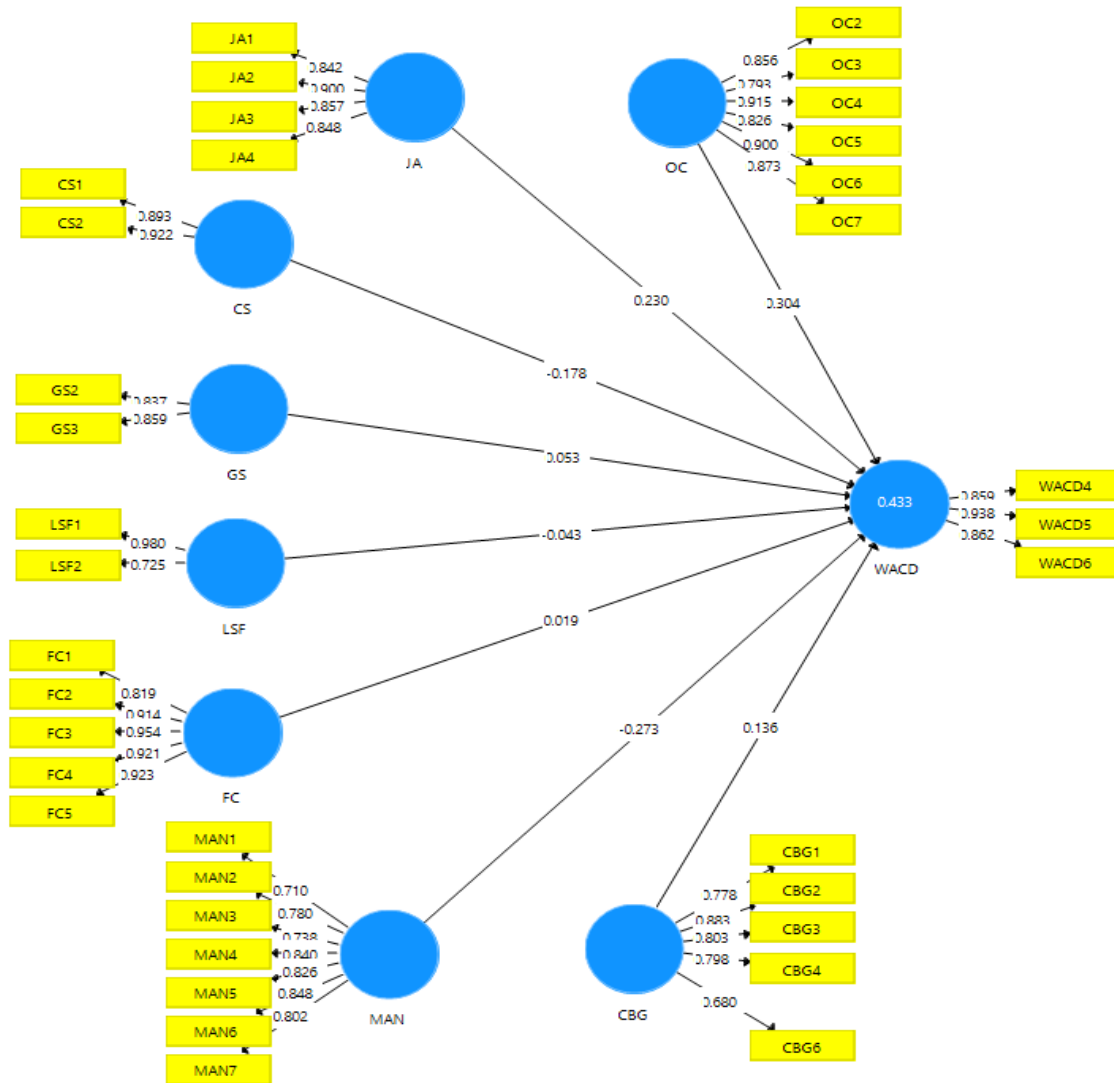|	Predictive Power		Predictive Relevance	
	R Square	Status	Q Square	Status
Women Academic Career Development	0.433	satisfactory	0.321	medium

Figure 0.2: Path Coefficient Estimates of the Proposed Model

4.7.2 Assessing Constructs Effective Size f Square of Research Model

Within a structural model, the 2 effect size is the percentage level of impact of a latent variable. Simply put, the predictive power of the entire model is measured first, then a latent variable is removed and the predictive power is recalculated. The contrast between the two tests is the effect of the idle variable's compelling estimate on the model's prescient control (Hair et al. 2014). Cohen (1988) built up the taking after running the show of thumb for deciding viable measure levels:

The f^2 values are small if it has an approximate value of 0.02.

The f^2 values are medium if it has an approximate value of 0.15.

The f^2 values are large if it has an approximate value of 0.35.

The comes about of the fruitful estimate assessment of the ponder factors, which are organizational culture, are appeared in Table 4.8, job alignment, cultural stereotypes, gender stereotypes, low skills of females, female competitiveness, masculinity, and customs based on gender. The highest effective is for the variable organization culture in the relationship with women academic career development with a f value of 0.072. The lowest value was for the variable female competitiveness in the relationship with women academic career development with f value of 0.000, and the rest of the variables ranging in small scale between 0.004 and 0.072.

Table 0.8:Effective Size Assessment of the Variables

Variable	f2 value for (**WACD**)	Status
Customs Based on Gender	0.014	small
Cultural Stereotypes	0.036	small
Female Competitiveness	0.000	small
Gender Stereotypes	0.004	small
Job Alignment	0.040	small
Low Skills of Females	0.002	small
Masculinity	0.041	small
Organization Culture	0.072	small

4.7.3 Path Coefficient of Research Model Relations

The study's theory must be tried, and this will as it was being done by evaluating the way coefficient values of the different connections inside the show. P-values and T-statistics are two commonly utilized strategies for deciding the noteworthiness of a relationship; t-statistics alludes to the importance of the way coefficient, whereas P-value alludes to the centrality of the critical level or likelihood assesses esteem.In expansion, the way coefficient is decided to uncover the degree of the relationship. Agreeing to Hair et al. (2016), the run the show of thumb for assessing values is:

In mental science, the foremost commonly utilized P-value (likelihood assess esteem) edge is 0.05. (5 percent). A few tests, in any case, may utilize a level of 0.01 (1 percent) or 0.1 percent (10 percent).

For T statistics, any value above 1.96 is significant with a two-tailed test or any value above 0.165 is significant with a one-tailed test.

Table 4.9 shows the path coefficient assessment with the values of T Statistics and Beta values, first of all we have analysed eight relationships whereby four main hypotheses are rejected and the rest four hypotheses were accepted. The rejected hypotheses are associated to the variables; customs based on gender, Female competitiveness, gender stereotype, and low skill of females; with a P-value more than 0.05. The rest of the hypotheses are accepted with good Path Coefficient and a good P-value less than 0.05. The ascend precedence of the four successful relationships are organisational culture (0.289), masculinity (-0.268), job alignment (0.234), and cultural stereotype (-0.170).

Table 0.9: Path Coefficient Assessment of the Study Variables

| Path	Path Coefficient	Standard Deviation	T Statistics	P Value (one tailed)	Status
CBG → WACD	0.123	0.086	1.573	0.058	Non-Significant
CS → WACD	-0.170	0.097	1.844	0.033	Significant
FC → WACD	0.009	0.084	0.220	0.413	Non-Significant
GS → WACD	0.021	0.082	0.650	0.258	Non-Significant
JA → WACD	0.234	0.092	2.507	0.006	Significant
LSF → WACD	-0.008	0.082	0.528	0.299	Non-Significant
MAS→ WACD	-0.268	0.113	2.411	0.008	Significant
OC → WACD	0.289	0.091	3.341	0.000	Significant
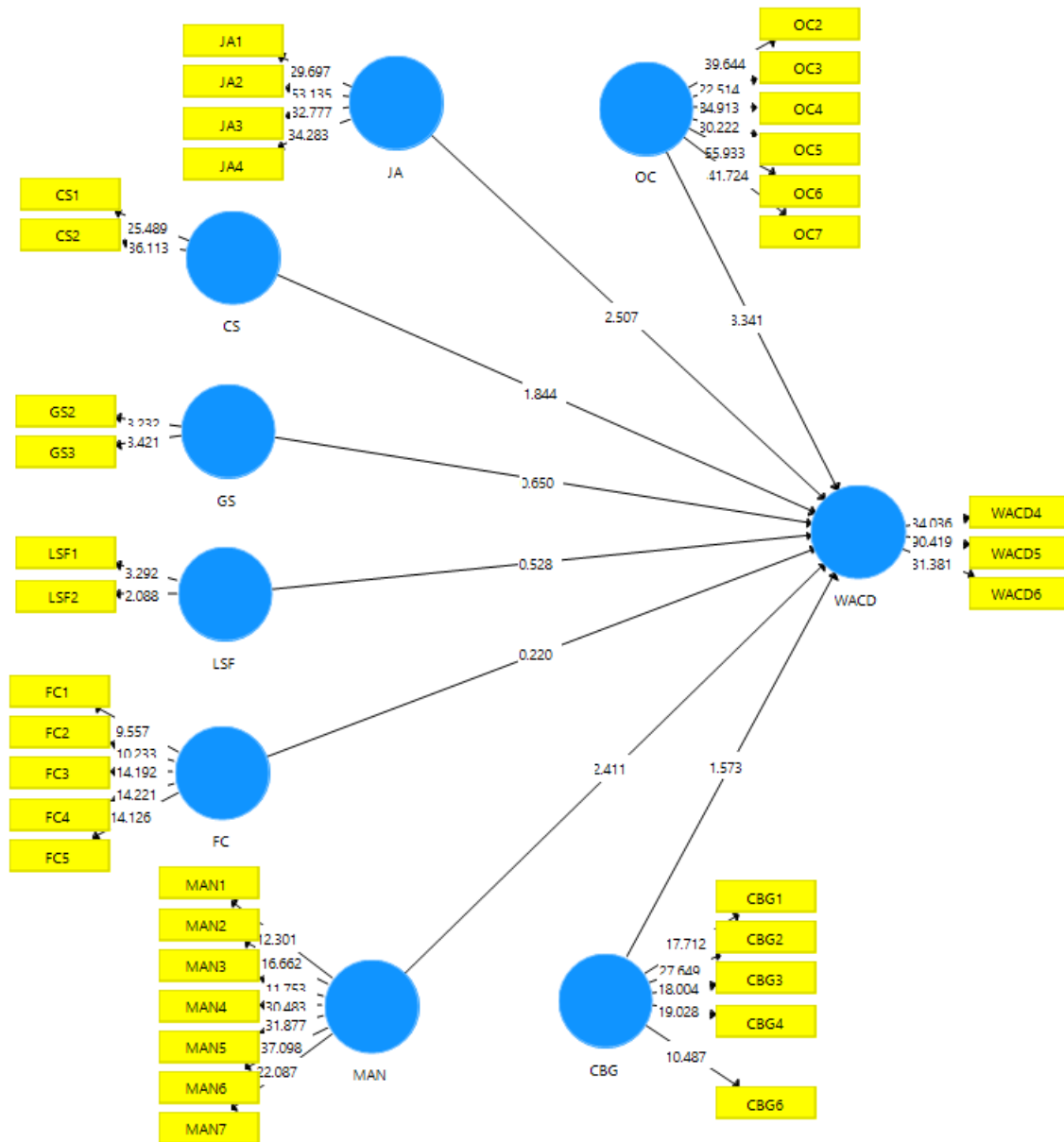
Figure 0.3: T Statistics Estimates of the Proposed Model

However, the proposed model has eight main hypotheses which were tested in this study; all hypotheses are to test direct relationships. Table 4.10 shows the hypotheses along with the findings and evaluation.

Table 0.10: Summary of Hypotheses Findings

Hypothesis	Relation	Status	Sign	Path Coefficient	Effective Size	T- statistics	P- Value
H1	OC →WACD	Accepted	Positive	0.289	0.091	3.341	0.000
H2	JA → WACD	Accepted	Positive	0.234	0.092	2.507	0.006
H3	CS → WACD	Accepted	Negative	-0.170	0.097	1.844	0.033
H4	GS → WACD	Rejected	Positive	0.021	0.082	0.650	0.258
H5	LFS → WACD	Rejected	Negative	-0.008	0.082	0.528	0.299
H6	FC → WACD	Rejected	Positive	0.009	0.084	0.220	0.413
H7	MAS → WACD	Accepted	Negative	-0.268	0.113	2.411	0.008
H8	CSG → WACD	Rejected	Positive	0.123	0.086	1.573	0.058

4.8 Summary

This chapter aimed to present the data analysis strategies were used to test the research model. The chapter includes data screening, descriptive analysis for respondents' profile, and PLS-SEM was used for hypotheses testing. The proposed model for explaining the women academic career development has predictive power value of 43.3% and the predictive relevance of 32.1%. The proposed eight independent variables can explain 43.3% of the women academic career development variance. The results of hypotheses testing show thatfour main hypotheses are rejected and the other four were accepted. The rejected hypotheses are associated to the variables; customs based on gender (H8), Female competitiveness (H6), gender stereotype (H4), and low skill of females (H5); with a P-value more than 0.05. The rest of the hypotheses are accepted with good path coefficient and a good P-value less than 0.05. The ascend precedence of the four accepted hypotheses are organisational culture (H1, Beta = 0.289), masculinity (H7, Beta = -0.268), job alignment (H2, Beta = 0.234), and cultural stereotype (H3, Beta = -0.170).

Chapter Four
Discussion, Conclusions and Recommendations

5.1 Introduction

This thesisinvestigates the barriers of academic women in Jordanian higher education institutions.However, this chapter discusses the findings of research results. Furthermore, this chapter presents conclusion, empirical and theoretical implications, and recommendations for future research.

5.2 Hypotheses Findings and Discussions

The proposed model has eight main hypotheses which were tested in this study; all hypotheses are testedas direct relationships.

5.2.1 Organization Culture and Women Career Development

The results have shown that there is a direct impact of organization culture on women academic careerwith path coefficient of 0.289 at 1% significant level. This outcome is an important part of the study problem, as the study has sought to show the effect of applying organization culture on women academic career in the Jordanian universities.

According to the research model, the application of organization culture affects women creations of scholastic careers in higher instruction teach in Jordan. Based on the findings of the first hypothesis test, the application of organizationculture, according to a sample of academic Jordanian

women, affect their career development. These results similar from that of some previous studies (Amin, Zafar, and Haider, 2020; Jauhar and Lau, 2018; Maharjan, 2020; Victor and Shamila, 2018), which have stated that organization culture affects women career. The difference lies in the fact that QM was investigated in industrial establishments located in a country other than Jordan (for example, Calvo et al., 2014). On the other hand, there was a difference between previous research and the latest research on the effect of applying organization culture on women career because the previous studies had examined organization culture in non-university related institutions outside of Jordan. Findings of this study were related to the application of organization culture in Jordan's university institutions. The application of organization culture in the academic sector is important institutions provide services concerning the human and, thus, related to life and survival.

As for the impact of organization culture application on women academic career, the results have revealed that the implementation of organization culture directly and positively affects women academic career in Jordan's university. This is in line with findings of several previous studies on the implementation of organizationculture in Jordanian banks and the career of their women's. Hatamleh et al. (2013) investigated the implementation of organization culture in Jordan's public hospitals and found that women careers were positively affected by the application of organization culture. Their study concurred with the study of Swies et al. (2017), implemented in Jordan's military hospitals, which concluded that the implementation of the organization culture in Jordan's hospital sector positively affected the level of women carers.

5.2.2 Job Alignment and Women Career Development

This present study found that Job alignment affects women academic career in higher education institutions in Jordanwith path coefficient of 0.234 at 1% significant level. This means that, for example, if Job alignment implemented in the university or any educational industry, which gain the women employer a good skills, attitude, and career to improve their selves.

Furthermore, the results of this study contrasted with findings concerning Jordan's service sector, with many studies measuring the influence of Job alignment on women career; however, these studies involved different sectors, such as banks, hotels, telecommunications, etc.

This is consistent with previous studies that have examined the impact of Job alignment on women career (Amin et al., 2020). Although previous studies have focused on different sectors compared to the present study, the results are consistent regarding the impact of Job alignment on women career.

Hence, the results obtained are consistent with what has been discussed in past studies, i.e. there is direct impact on women career through the application of Job alignment.

5.2.3 Cultural Stereotypes and Women Career Development

The results show that cultural stereotypes play a direct role in the effecting of women career because the path coefficient of-0.170is significant at the level of 5%. These results are similar to those of some previous researches (Bombuwela and Alwis, 2013; Deemer, Thoman, Chase, and Smith, 2014) . The findings have filled in the gap for research on the cultural stereotypes as an independent variable. The direct impact of the cultural stereotypes on women academic career was shown, meaning that the women career development can be attained via their implement cultural stereotypes in the academic Jordanian sectors.

5.2.4 Gender Stereotypes and Women Career Development

By testing the thread hypothesis, the current study had determined that Gender stereotypes did not affected women academic career development in higher education institutions in Jordan because the p-value is 0.258. This finding is consistent with those in previous studies (Amin et al., 2020; Booysen and Nkomo, 2010) , which have found that Gender stereotypes did not leads to women career. Moreover, Kasiri et al. (2017) have reported that women career cannotaffect positively by the Gender stereotypes.

Based on the analysis conducted, the result of the hypothesis, which is positive, is consistent with many previous studies, whereby women careers with the Gender stereotypes are not affected on their development. This is evident in other sectors too as reported in past investigations.

5.2.5 Low Skills of Females and Women Career Development

Fifth main hypothesis states that there is positive association between low skills of females and women academic career development in higher education institutions in Jordan. After doing a dada analysis the researcher found out the P-value is 0.299, T-statistics is 0.528, the Path Coefficient is -0.008, and the effective size score is 0.082. Based onthat we can conclude that the relationship between low skills of females and women academic career development in higher education institutions in Jordan is considered a non-significant relationship with a negative impact. So that H5 is rejected and the non-significant relationship of low skills of females has similar result with the study of (Jauhar and Lau, 2018).

This is attributed to the lack of women's nearness within the workforce, one of the clear characteristics in the labour market, as well as the large percentage of women with low education who do not aspire to career advancement and professional development in light of difficult living conditions that prevent advancement in education, training and the acquisition of various skills.

5.2.6 Female Competitiveness and Women Career Development

Sixth main hypothesis states that there is positive association between female competitiveness and women academic career development in higher education institutions in Jordan. After doing a dada analysis the researcher found out the P-value is 0.413, T-statistics is 0.220, the Path Coefficient is 0.009, and the effective size score is 0.084. Based on that we can conclude that the relationship between female competitiveness and women academic career development in higher education institutions in Jordan is considered a non-significant relationship with a positive impact. So that H6 is rejected and the non-significant relationship of female competitiveness has different results from some previous studies such as (Hoobler, Lemmon, and Wayne, 2014; Stockley and Bro-Jørgensen, 2011).

Where the atmosphere of competition that institutions create for their employees is an atmosphere and environment suitable for development and prosperity as well as empowerment and training that requires determining the skills needed to acquire and the capabilities required for work. In addition, the competitive work environment is achieved in the presence of material or moral stimulation and promotions based on systematic productivity.

5.2.7 Masculinity and Women Career Development

Seventh main hypothesis states that there is a negative association between masculinity and women academic career development in higher education institutions in Jordan. After doing a data analysis the researcher found out the P-value is 0.008, T-statistics is 2.411, the Path Coefficient is -0.268, and the effective size score is 0.113. Based on that we canconclude that the relationship between masculinity and women academic career development in higher education institutions in Jordan is considered a non-significant relationship with a positive impact. So that H7 is accepted and the significant relationship of masculinity has similar results from some previous studies such as (Maharjan, 2020; Victor and Shamila, 2018).

This is due to the prevailing customs and traditions in Arab countries, which include determining the positions and responsibilities assigned to women. Likewise, the limited role of women in all fields and undeclared achievements in a decent manner is a condition without women obtaining the rights for professional and career development as required in an environment in which men are present in greater numbers than women.

5.2.8 Customs Based on Gender and Women Career Development

Eighth main hypothesis states that there is positive association between customs based on gender and women academic career development in higher education institutions in Jordan. After doing a dada analysis the researcher found out the P-value is 0.058, T-statistics is 1.573, the Path Coefficient is 0.123, and the effective size score is 0.086. Based on that we can conclude that the relationship between customs based on gender and women academic career development in higher education institutions in Jordan is considered a non-significant relationship with a positive impact. So that H8 is rejected and the non-significant relationship of customs based on gender has different

results from some previous studies such as (Amin et al., 2020).

This result reinforces the justifications for the results of the previous hypothesis, as gender is one of the important determinants that play an effective role in thwarting the development of women, especially in mixed educational societies and require tasks and responsibilities that require women to be completely devoted, which contradicts the prevailing customs that assign women to tasks And the responsibilities of his family frustrate her aspirations and dreams for career development and advancement.

5.3 Research Contributions

The study has different contributions to both academics and practitioners domains as the following. For academic domain, the following contributions are gained from the research findings:

- The study proposed a comprehensive model of eight barriers for women academic career development. The model is unique in covering many variables and providing new conceptual framework.

- While most of the previous research in the field is a qualitative research, the questionnaire developed for this model is another contribution because the items have been tested for validity and reliability and can be used by others.

- The examination of the relations contributes to the existing knowledge by assuring or contradicting with previous studies to make generalisation.

For practitioners, many contributions and recommendations can be proposed as the following.

- Organisational culture found to have the most impact on women academic career development, senior management have to assign some time and doing some practices to make changes in the culture. It is clear that psychological factors of the employees are related to this variable as well.

- Masculinity, job alignment, and cultural stereotype are the next three factors. It is clear that those three variables are cultural and human resource management factors. HRM needs to make job alignment more clear besides to provide programs to avoid the negative impact of masculinity and cultural stereotype.

5.4 Recommendations to Higher Education Sector and Management of Universities

This particular research is an empirical investigation in the higher education based on the opinion of female academic staff; therefore, the results are useful to the university management and to the higher education as well. Particularly, the following recommendations are proposed.

- For the higher education sector, the policy makers in the ministry must be aware for the need to develop the applied polices to protect the women career development in the universities because the universities is the optimal example in the society and must be the north star for other sectors.

- The results show that organisational culture and cultural stereotype are influential factors of women career development. Therefore, educate the university staff about the consequences of the gender biased. Awareness is very important to reach a non-biased career development.

- Masculinity is another influential factor and in many organisation, the payment is biased by gender. The ministry and the university governance body must develop the policies to standardize the pay.

- Job alignment is another influential factor; therefore, specific things like the wording of a job description can affect who applies and who gets hired. University management has to refrain from using gender-charged words in the recruitment and hiring practices.

5.5Recommendations for Future Studies

The study has been applied among the female academic staff in the Jordanian higher education institutions; however, every context has its own characteristics and culture could be different from one society to another. Therefore, scholars are recommended to apply the same conceptual model in different countries to provide a comparison between different academics in different environments. Besides, conducting the study in different sectors such as school education or even healthcare sector

will provide extra knowledge and make a better generalisation.

The proposed model can explain 43% of the women academic career development; which leave 57% of non-explained variance that have other antecedents such human resource management practices and top management support. Therefore, future work is needed to implement this comprehensive model in other sectors that explain the women career development with much power.

The empirical results shows that customs based on gender, Female competitiveness, gender stereotype and low skill of females have no significant impact on the women academic career development. Every rejected variable should be explained by interviewing experts or by comparing with other results from other environment to understand the reasons beyond these results.

5.5 Summary

This chapter is important because it proposed the conclusions and discussionsof the results, compares it with a previous study, and justifies the findings. Furthermore, the findings present the role of organizational culture (H1), Job alignment (H2), Cultural stereotypes (H3), and Masculinity (H7) in developing women career in higher education institutions in Jordan. In the same time the role of Gender stereotypes (H4), Low Skills of Females (H5), Female competitiveness (H6), and Customs based on gender (H8) in un-developing women career in Jordanian higher educational institute. This concludes there is a Positive relationship between OC, JA, CS, and MAS and WACO. And Negative relationship between GS, LSF, FC, and CBG and WACO.

References

Abalkhail, J. (2017). **Women and Leadership Challenges and Opportunities in Saudi Higher Education. Institute of Public Administration Saudi Arabia.**

Abalkhail, J. M. (2019). **Women's career development in an Arab Middle Eastern context. Human Resource Development Internationa**l, 22(2), 177–199.

Abdalla, I. (2015). **Being and Becoming A Leader: Arabian Gulf Women Managers' Perspectives. Kuwait University.**

Abdalla, I. (2015). **Career Facilitators and Barriers of Arab Women Senior Executives. Kuwait University.**

Abu-Alfaraj, N. S., Gurian, P. S., & Olson, M. S. (2014). **Characterization of Marcellus shale flowback water. Environmental Engineering Science**, 31(9), 514-524.

Abu-Tineh, A. (2013). **Leadership Effectiveness in Jordanian Educational Institutions: A Comparison of Jordanian Female and Male Leaders. Educational Management Administration & Leadership**, 41(1), 79-94.

Adeniji, A. A., & Osibanjo, A. O., (2012**). Human resource management: Theory and practice. Pumark Nigeria Limited.**

Adhikary, J. R. (2016). **Barriers to career progression: a study of the perceptions of Nepali women employees. Journal of Business and Management Research**, 1(2), 17-32.

Aksekili, A. Y., & Stettina, C. J. (2021). **Women in Agile: The Impact of Organizational Support for Women's Advancement on Teamwork Quality and Performance in Agile Software Development Teams. In International Conference on Lean and Agile Software Developmen**t (pp. 3–23). **Springer.**

Al-Asfour, and Rajasekar, (2017). **Saudi Women's Work Challenges and Barriers to Career Advancement, Career Development International.**

Al-Maaitah, R., Oweis, A., Olimat, H., Altarawneh, I., & Al-Maaitah, H., (2012). **Barriers Hindering Jordanian Women' S Advancement to Higher Political and Leadership Positions. Journal of International Women's Studies. 13, 101-122.**

Almaki, S. H., Silong, A. D., Idris, K., & Wahat, N. W. A. (2016). **Challenges Faced Muslim Women Leaders in Higher Education. Journal of Educational and Social Research, 6(3), 75-75.**

Al-Manasra, E., (2013). **What Are The "Glass Ceiling" Barriers Effects on Women Career Progress in Jordan, International Journal of Business and Management. 8(6).**

Al-Naser, N., Alhaj, A., & Elmalek, (2018). **Saudi Women's Awareness of The Problem of Glass Ceilings in The Kingdom of Saudi Arabia: A Field Study on A Sample of Female Government Employees in Riyadh, King Saud University, Riyadh, KSA.**

Al-Tarif, G., (2014). **Obstacles to The Empowerment of Saudi Women in the Labour Market, Journal of the Future of Arab Education, Cairo**.

Amin, S., Zafar, A., & Haider, E. (2020). **Impact of Glass Ceiling on Women Career Development in Health Sector of Pakistan. EasyChair.**

Arthur, M., & Denise M., **A Career Lexicon for the 21st Century (1996). Academy of Management Perspectives, 10(4), 28-39.**

Ashencaen-Crabtree, S., & Shiel, C. (2019). **Playing Mother: Channeled Careers and the Construction of Gender in Academia. Sage Open, 9(3).**

Baer, R.B., Flexer, R.W., Luft, P., & Simmons, T.J. (2008). **Transition Planning for Secondary Students with Disabilities. Pearson Education Inc, New Jersey**.

Bahare, F., (2015). **The Barriers of Women's Management in Top Positions Regarding to Job Satisfaction, Research on Humanities and Social Sciences.**

Barnard, S., Rose, A., Dainty, A., & Hassan, T. (2021). **Understanding social constructions of becoming an academic through women's collective career narratives. Journal of Further and Higher Education, 1–14.**

Beukes, C. J., (2009). **The Relationship Between Employability and Emotional Intelligence. Unpublished Research Report, Department of Industrial and Organizational Psychology, University of South Africa, Pretoria.**

Bombuwela, P., & Alwis, A. A. (2013). **Effects of glass ceiling on women career development in private sector organizations-case of Sri Lanka. Journal of Competitiveness.**

Booysen, L. A. E., & Nkomo, S. M. (2010). **Gender role stereotypes and requisite management characteristics. Gender in Management: An International Journal.**

Career Development Association of Alberta. (2012). **What is career development.**

Centre for International Development, (2019). **Female Labour in Jordan: A Systematic Approach To The Exclusion Puzzle, Cid Faculty Working Paper No. 365, Harvard University, USA.**

Chen, H. S., Severt, K., Shin, Y. H., & DiPietro, R. B. (2021). **Invisible yet powerful: the unseen obstacles women leaders face in their hospitality careers. Journal of Human Resources in Hospitality & Tourism, 1–21**.

Coetzee, M., & Beukes, C. J. (2010). **Employability, emotional intelligence and career preparation support satisfaction among adolescents in the school-to-work transition phase. Journal of Psychology in Africa, 20(3), 439-446**.

Cooper, D. R., & Schindler, P. S. (2014). **Business Research Methods.© The McGraw− Hill Companies.**

Crabtee, & Shiel. (2019). **Channelled Careers and The Construction of Gender in Academia, 9, Bournemouth University, UK.**

Cronk, B. C. (2017). **How to use SPSS®: A step-by-step guide to analysis and interpretation. Routledge.**

Dandan, M. M., & Marques, A. P. (2017). **Higher Education Leadership and Gender Gap in Jordan. Asian Development Policy Review, 5(3), 131-139.**

DeCarlo, M. (2018). **Scientific inquiry in social work**

Deemer, E. D., Thoman, D. B., Chase, J. P., & Smith, J. L. (2014). **Feeling the threat: Stereotype threat as a contextual barrier to women's science career choice intentions. Journal of Career Development, 41(2), 141–158.**

Dries, N., (2013). **Career Stages and Anchors. Encyclopaedia of Management.**

Emma, Bell., Alan, Bryman., Bill, Harly.(2018) **"Business Research Methods Paperback – 6 Dec.**

Ensour, W., Almaaitah, H., & Kharabsheh, R. (2017). **Barriers to Arab Female Academics' Career Development: Legislation, HR Policies and Socio-Cultural Variables, Hashemite University, Jordan. 40(4).**

Fazal, S., Naz, S., Khan, M. I., & Pedder, D. (2019). **Barriers and enablers of women's academic careers in Pakistan. Asian Journal of Women's Studies, 25(2), 217–238.**

Festing, M., Kornau, A., & Schäfer, L. (2015). **Think Talent – Think Male? A Comparative Case Study Analysis of Gender Inclusion in Talent Management Practices in The German Media Industry. The International Journal of Human Resource Management. 26(6).**

Ghauri, P., Grønhaug, K., & Strange, R. (2020). **Research methods in business studies. Cambridge University Press.**

Greenberg, G. & Baron, R., (2004). **Conduct Management in Organizations, Translator: Rifai Mohammed Rifai Ismail Ali Bassiouni, Riyadh. Dar Al-Marikh.**

Greenhaus, J. H., (2003). **Career Dynamics. W. C. Bornman., D. R. Ilgen., & R. J. Klimoski. (Eds.). Handbook of Psychology, 12, Industrial and Organisational Psychology, Hoboken, USA.**

Gyansah, S., & Guantai, K., (2018). **Career Development in Organizations: Placing the Organization and Employee on the same pedestal to enhance maximum productivity. 05, 95-110.**

Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2016). **A primer on partial least squares structural equation modeling (PLS-SEM). Sage Publications.**

Hair, J. F. J., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2014). **A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). Long Range Planning (Vol. 46).**

Hall, D.T., Nougain, K.E., (1968). **An Examination of Maslow's Need Hierarchy Theory in An Organizational Setting. Organizational Behaviour and Human Performance, 03, 12 – 35**

Herr, E. L., Cramer, S. H., & Niles, S. G., (2004). **Career Guidance and Counselling Through the Lifespan: Systematic Approaches. 6th ed. Prentice-Hall, London.**

Hoobler, J. M., Lemmon, G., & Wayne, S. J. (2014). **Women's managerial aspirations: An organizational development perspective. Journal of** Management, 40(3), 703–730.

Jauhar, J., & Lau, V. (2018). **The'glass ceiling'and women's career advancement to top management: The moderating effect of social support. Global Business and Management Research, 10(1), 163–178.**

Jáuregui, K., & Olivos, M., (2018). **The career advancement challenge faced by female executives in Peruvian organizations. BAR-Brazilian Administration Review, 15(4).**

Juneja, N.D., **Career Management - Meaning and Important Concepts. Retrieved October 21, 2019, Management Study Guide. "https://www.managementstudyguide.com/career-management.htm"**

Kabir, Syed Muhammad. (2016). **Basic Guidelines For Research: An Introductory Approach for All Disciplines.**

Karam, & Afiouni, (2017). **Debunking Myths Surrounding Women's Careers in The Arab Middle East: A Critical Reflexive Approach, American University of Beirut.**

Kasoolu, S., Hausmann, R.., O'Brien, T., & Santos, M. A. (2019). **Female Labour in Jordan: A Systematic Approach to the Exclusion Puzzle, No. 365. Centre for International Development, Harvard University.**

Khair, N., Al-Twal, A., Mahadin, B., & Nabil, B. (2020). **Willpower: Auto-ethnographic Insights into the Challenges that Women Encounter in Academia. British Journal of Middle Eastern Studies.**

Khapova, S., Brisoce, J., & Dickman, M. (2016**). Career in Cross Cultural Perspective**. J. P. Briscoe, D. T. Hall, & W. **Mayrhofer (Eds.), Careers Around the World: Individual And Contextual Perspectives, 15-38. New York.**

Kholis, Nur., (2017). *Barriers to Women´s Career Advancement in Indonesian Academia, A Qualitative Empirical Study*. **1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2017), Proceedings 66, Yogyakarta, Indonesia.**

Kuzhabekova, A., & Almukhambetova, A. (2021**). Women's progression through the leadership pipeline in the universities of Kazakhstan and Kyrgyzstan. Compare: A Journal of Comparative and International Education, 51(1), 99–117.**

Leach, J. L., & Chakiris, B. J. (1988). **The future of jobs, work, and careers. Training & Development Journal, 42(4), 48-54.**

Leech, N., Barrett, K., & Morgan, G. A. (2013). **SPSS for intermediate statistics: Use and interpretation. Routledge.**

Lent, R. W., Brown, S. D., & Hackett, G. (2002). **Social Cognitive Career Theory. D. Brown (Ed.), Career Choice and Development, 255-311. San Francisco**.

Leslie R., Lloyd L.B., (2004). **Human Resource Management, Mcgraw-Hill/Irwin.**

MacGregor, A., (1989). **The late king's goods: collections, possessions and patronage of Charles I in the light of the commonwealth sale inventories. Alistair McAlpine & Oxford University Press, Oxford & London.**

Maharjan, S. (2020). **Socio-cultural, organizational factor and career development of female employees: A study on school teachers. Contemporary Research: An Interdisciplinary Academic Journal, 4(1), 140–152**.

Mainiero, L. A., & Sullivan, S. E., (2005). **Kaleidoscope careers: An alternate explanation for the "opt-out "revolution. Academy of Management Perspectives, 19(1), 106-123.**

Mat, & Do, (2018). **The Barriers and Enablers to Career and Leadership Development: An Exploration of Women's Stories. Ministry of Higher Education, Vietnam.**

Mathis, R. L., & Jackson, J., H. (2011). **Human resource management: Essential perspectives. Cengage Learning.**

Maund, L., (2001). **An Introduction to Human Resource Management: Theory and Practice. New York.**

Mehrad, Aida & Tahriri, Mani. (2019). **Comparison between Qualitative and Quantitative Research Approaches: Social Sciences.**

Murniati, C., (2012). **Career Advancement of Women Senior Academic Administrators in Indonesia: Supports And Challenges, Dissertation**, University of Lowa.

Muwaffaq, S., & Hisher, S., (2015). **Working Women and Leadership Positions: a Study of the Question of Glass Ceiling. Economic and Administrative Research, No 17. University of Biskra, Algeria.**

Naz, A., Ashraf, F., & Iqbal, S. (2020). **The Relationship between Higher Education and Women Empowerment in Pakistan. UMT Education Review, 3(2), 65–84.**

Neale, J., & Ozkanli, O., (2010). **Organisational Barriers for Women in Senior Management: A Comparison of Turkish and New Zealand Universities. Gender and Education. 22(5), 547-563.**

Nguyen, T., (2013). **Barriers-to and Facilitators of Female Deans' Career Advancement in Higher Education: an Exploratory Study in Vietnam. Higher Education. 66, 123-138.**

Nthiana, T., (2015). **Impediments to Women's Participation in Socio-Economic Activities in Dadaab, Kenya, Egerton University.**

O'neil, D. A., & Bilimoria, D., (2005). **Women's Career Development Phases: Idealism, Endurance, and Reinvention. Career Development International, 10(3), 168-189.**

Omair, K., (2011). **Typology of Career Development for Arab Women Managers in The United Arab Emirates. Career Development International, ISSN: 1362-0436.**

Osibanjo, A. O., Oyewunmi, A. E., & Ojo, I. S., (2014). **Career development as a determinant of organizational growth: Modelling the relationship between these constructs in the Nigerian banking industry. American International Journal of Social Sciences, 3(7), 67-76.**

Osinbajo, Y., (2014). **Repositioning Nigerian Universities for the 21st Century: Paradigms for Innovation and Change. 9th, Convocation Distinguished Lecture, 1-29.**

Pettygrove, M., (2006). **Obstacles to Women's Political Empowerment in Jordan: Family, Islam, And Patriarchal Gender Roles. SIT Jordan. "https://digitalcollections.sit.edu"**

Phifer, P., (2003). College Majors and Careers, 5th ed. Ferguson Publication. New York,

Reddy, P., (2006). **an Investigation of the Barriers that Impede the Career Advancement of Women in Management, PhD Dissertation, University of the Western Cape.**

Rees, D., & Mcbain, R., (2004), **People Management: Challenges and Opportunities. Red Globe Press, New York.**

Resources Management Cairo Arab Organization for Administrative Development.

Saifuddin, & Hossain, (2019). **Walls All Around: Barriers Women Professionals Face in High-Tech Careers in Bangladesh. Emerald International Journal. 38(7). ISSN: 20407149.**

Saleem, S., & Amin, S., (2013). **The Impact of Organizational Support for Career Development and Supervisory Support on Employee Performance: An Empirical Study from Pakistani Academic Sector, European Journal of Business and Management. 5(5). ISSN (Online) 2222-2839.**

Schreuder, A.M.G., & Coetzee, M., (2006). **Careers: An Organisational Perspectiv. Juta & Co, Lansdowne.**

Sekaran, U., & Bougie, R. (2016). **Research methods for business: A skill building approach. John Wiley & Sons.**

Setia, M. S. (2016). **Methodology series module 3: Cross-sectional studies. Indian journal of dermatology, 61(3), 261.**

Shaito, F., (2019). **Career Development: An Overview. Al Maaref University, Beirut, Lebanon.**

Stevens, P., (1990). **Career Transitions: The Australian Perspective. Sydney. ISBN-1-875134-04-2**

Stockley, P., & Bro-Jørgensen, J. (2011). **Female competition and its evolutionary consequences in mammals. Biological Reviews, 86(2), 341–366.**

Sullivan, S. E., & Baruch, Y., (2009). **Advances in Career Theory and Research: a Critical Review and Agenda for Future Exploration. Journal of management, 35(6), 1542-1571.**

Super, D. E., (1980). **A Life-span, Life-space Approach to Career Development. Journal of Vocational Behavior, 16(3), 282-298.**

Terosky, A. L., O'meara, K., & Campbell, C. M., (2014). **Enabling Possibility: Women Associate Professors' Sense of Agency in Career Advancement. Journal of Diversity In Higher Education, 7(1), 58–76.**

Tharenou, P. (1997). **Explanations of Managerial Career Advancement. Australian Psychologist, 32(1), 19-28.**

Trochim, William. (2007). **The Research Methods Knowledge Base.**

Victor, L. D., & Shamila, F. A. (2018)**. The impact of glass ceiling on career development of executive level female employees in financial sector in Kandy District. Asian Journal of Advanced Research and Reports, 1–11.**

Wilensky, H. L. (1961). **Orderly Careers and Social Participation: The impact of Work History on Social Integration in the Middle Mass. American Sociological Review, 521-539.**

Wong, K. K. (2013). **Partial Least Squares Structural Equation Modeling (PLS-SEM) Techniques Using SmartPLS. Marketing Bulletin, 24(1), 1–32.**

Yahya, K. K., Othman, S. Z., & Meruda, N., (2004). **Relationship Between Organizational Career Management and Individual Performance. Analisis, 11(2), 73-90.**

Yelibay, M. (2021). **Department chair as mentor: perceptions of young female faculty members from Kazakhstan. Journal of Professional Capital and Community.**

Zacher, H., Rudolph, C. W., Todorovic, T., & Ammann, D. (2018). **Academic Career Development: A Review and Research Agenda. In Press, Journal of Vocational Behavior. 110(B), 357-373.**