

## The Academic Challenges Facing Faculty Members At Tabuk University

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### Abstract

*The current study aimed to identify the academic challenges facing faculty members at Tabuk University and their relationship to some variables, including gender, academic rank, teaching experience, and age. To achieve the study objectives, a survey method was utilized, applying a questionnaire consisting of 32 items, ensuring their validity and reliability. The questionnaire was administered to the study sample, comprising faculty members at the College of Education and Arts at Tabuk University in the Kingdom of Saudi Arabia during the academic year 2011/2012, totaling 122 faculty members. The results indicated that the means of the problems ranged from (-2.17) to (2.83), with item 11, which states "the complexity of university procedures for promotion from one academic rank to another in the first position," ranking highest, while item 5, which reads "the lack of industrial facilities and educational laboratories to facilitate material delivery," ranked lowest. Regarding the gender variable, problems varied between males and females, with issues related to the university's failure to meet the needs of male faculty members in resource allocation being prevalent. The academic problem of the complexity of university procedures for promotion from one academic rank to another ranked highest among females. Concerning the academic rank variable, problems differed based on rank, with assistant professors facing more complex promotion procedures than their counterparts. Conversely, associate professors faced challenges in the specialized fields of research dissemination, while professors faced a shortage of faculty members. Regarding the age variable, there was no difference in the problems faced by faculty members of different ages. Finally, concerning teaching experience, differences were found in the problems, with issues related to the university's failure to meet the needs of faculty members associated with hiring experienced individuals (less than five years of experience) being prevalent, while problems were less widespread among those with 11 to 15 years of experience and those with 16 or more years of experience. The study concluded with a set of recommendations.*

**Keywords:** Academic challenges, Faculty members.

### 1. Introduction

Higher education holds a significant position in preparing qualified youth for a stable and secure future, filled with success, optimism, and commitment to serving the community and progress. The role played by faculty members may be of great importance in conveying

and practically achieving the message of higher education. Universities, as institutions of higher learning, have provided comprehensive care and support to their students to become agents of change and reform, and leaders in achieving their goals in teaching, community service, and scientific research.

Faculty members face various obstacles, challenges, and problems that may hinder their effectiveness and ability to fulfill their responsibilities as desired. The topic of problems is one of the important subjects that researchers have recently paid great attention to in modern studies due to the multitude of problems encountered by faculty members as a result of the circumstances, events, and changes that occur in higher education systems and universities. Faculty members strive during their academic careers to achieve happiness, satisfaction, and harmony with the surrounding environment, and to make every effort to educate and guide students to a high level of knowledge and competence in their fields of specialization and in the society they live in. They also work diligently to avoid painful situations and problems that negatively affect their mental health as much as possible.

Faculty members at the College of Education and Arts in University of Tabuk face numerous problems and pressures that pose significant obstacles to their progress and success. The past few years have witnessed a clear development in higher education in the Kingdom of Saudi Arabia, leading to the establishment of several universities to keep pace with significant scientific advancements and meet the requirements of both local and international contexts. The opening of such universities is considered a qualitative leap in higher education, playing a vital role in the renaissance and societal development, with scientific research being the cornerstone for progress. However, faculty members may encounter various pressures and challenges resulting from this development or due to clear deficiencies in university systems concerning faculty members. This may hinder the development and enhancement of academic leaders' capabilities to bring about successful sustainable change, as well as the development of self-experiences in the field of university administration in higher education institutions that ensure the continuity of the development process.

Several researchers have identified the academic problems faced by faculty members in the academic and higher education fields at various local, Arab, and foreign levels. Some have addressed these problems directly, while others have discussed them within the framework of identifying the issues faced by faculty members in the academic and higher education institutions to which they belong. In light of this integration, controlling the academic problems of faculty members requires seriousness, commitment, and diligent efforts in the educational process at a level commensurate with these challenges.

## **2. The Research Problem**

### **2.1. The Research Problem and Its Questions**

Faculty members are the cornerstone of success in the educational process within higher education institutions. They serve as agents of change. Given the existence of academic problems that faculty members may encounter, hindering them from achieving the goals and outcomes of educational institutions and university objectives, the preparation of qualified individuals capable of meeting the diverse needs and requirements of society becomes imperative. It was necessary to identify these problems and address them using educational and developmental methods to overcome them effectively. This necessitates understanding the nature of the impact of these problems and identifying which ones have the greatest influence on faculty members, based on various variables.

Therefore, the current study aims to identify the academic problems faced by faculty members, in order to provide suitable solutions and interventions to help them achieve their goals and those of the university. Specifically, the research problem is formulated to answer the following question:

"What are the academic problems encountered by faculty members at Tabuk University, and how are they related to various variables?"

From this main question, the following sub-questions emerge:

- What is the level of agreement on the most prevalent academic problems faced by faculty members at the College of Education and Arts at Tabuk University from their perspective?
- Does the level of agreement on the academic problems faced by faculty members at the College of Education and Arts at Tabuk University differ based on the gender variable (males, females)?
- Does the level of agreement on the academic problems faced by faculty members at the College of Education and Arts at Tabuk University differ based on the academic rank variable (professor, associate professor, assistant professor)?
- Does the level of agreement on the academic problems faced by faculty members at the College of Education and Arts at Tabuk University differ based on the age variable (less than 30, 31-36, 37-42, 43-50, 51 and above)?
- Does the level of agreement on the academic problems faced by faculty members at the College of Education and Arts at Tabuk University differ based on the experience variable (less than 5 years, 6-10 years, 11-15 years, 16 years and above)?

## **2.2. Significance of the study**

The significance of the research lies in the following:

- The study gains its importance from the significance of teaching, as it represents the primary function of higher education, and because it grants its institution scientific reputation in academic circles.
- The study identifies a number of academic problems from various elements in the College of Education and Arts at Tabuk University, which may provide an opportunity for those responsible for the institution to become aware of them.
- It benefits university administrators, especially at Tabuk University, in understanding the academic problems faced by faculty members, which may help in finding appropriate solutions.
- It assists educational planners in developing educational programs that align with the faculty members' needs.
- The current study addresses a subject worthy of study and research, as these problems, suffered by a large number of faculty members, have become significant. Therefore, understanding these problems, their scope, and the factors influencing them is highly important.

## **2.3. Study aims**

The objectives of this study were as follows:

Identify the academic problems faced by faculty members at the College of Education and Arts at Tabuk University, from their perspective.

Determine the differences in the prevalence of academic problems among faculty members at the College of Education and Arts at Tabuk University, from their perspective, based on gender, academic rank, age, and teaching experience.

## 2.4. Study Determinants

Specify the study's determinants, which include:

2.4.1 Human and spatial determinants: Limited to male and female faculty members with varying academic ranks teaching at the College of Education and Arts at Tabuk University.

2.4.2 Temporal determinants: The study was conducted in the second semester of the academic year 1433/1432 AH.

2.4.3 Measurement tool determinants: The study is characterized by its measurement tools in terms of content validity and reliability.

## 2.5. Procedural definitions

Academic problems: Operationally defined in this study as the challenges encountered by faculty members, as assessed on an academic problems scale based on their estimations.

Faculty members: Individuals engaged in teaching at Tabuk University's College of Education and Arts, holding doctoral degrees with academic ranks (Professor, Associate Professor, Assistant Professor), including both males and females, contributing to the university's objectives.

## 3. Theoretical Framework and Literature Review.

Universities rely on faculty members to ensure the quality of higher education, making the development of their skills essential for the process of advancement. Despite facing difficulties and challenges such as academic and research participation, training courses, and participation in academic conferences and seminars, the continued focus on academic problems hindering progress day by day poses a barrier for faculty members, especially in our Arab universities. [2]

The growing interest in the academic problems of university educators is due to the diversification of roles in modern universities, the variety of lecturer tasks, the spread of contemporary global challenges, increased demand for education, and the problems facing higher education. Identifying these problems has become an educational necessity, as they hinder faculty members in achieving their goals in a legal and appropriate manner. Experiences in advanced countries such as the United States and England have been characterized by diverse programs designed to address the academic problems facing faculty members, including direct alignment with teaching, academic research objectives, and community service. Additionally, administrative flexibility and adaptation to all changes occurring in the university environment and responding to them as quickly as possible are essential factors.

The university lecturer and student are among the most important elements of the educational process. Changes have occurred in their roles, which contribute to the vitality of this process. The role of the university lecturer is no longer limited to transferring knowledge relevant to their curriculum subjects but has expanded to include other roles, such as guidance, social roles, and fostering healthy competition among students. [4]

University and higher education teaching faces a range of problems stemming from its various elements due to the absence of necessary conditions. These problems result in a decline in teaching effectiveness in lecture halls, potentially hindering the achievement of desired goals. [5]

Research indicates [6] that the university stage is crucial in the lives of faculty members, particularly in their development, stability, and goal achievement. Higher education faces numerous challenges and difficulties, prompting decision-makers to reassess their goals,

philosophies, methods, educational programs, relationship with their communities, and address present and anticipated difficulties. Education is inherently a continuous process.

AL-Shurman [8] is defined as a disturbing state experienced by individuals that causes discomfort and disrupts their adaptation to their surroundings, acting as a barrier to achieving desired goals. Academic problems refer to the difficulties and challenges faced by faculty members, hindering their work and leading to a decrease in their academic performance. These problems manifest in irregular attendance at lectures, lack of precise course descriptions, difficulty in designing theoretical and practical examinations, inappropriate teaching methods, and neglect of academic requirements such as research and reports. [9]

Regarding academic problems, the researcher found a range of studies, arranged chronologically from oldest to most recent. For instance, Al-Khalili [10] conducted a study titled "University Teaching Problems from the Perspective of Faculty Members at Yarmouk University," aiming to identify the most prominent teaching problems faced by faculty members at Yarmouk University. The results indicated that the problems facing university lecturers include language of instruction, low teacher-to-student ratio, student evaluation and the resulting pressure from students and society regarding grades, increased teaching burden, reliance on part-time lecturers, and limited time for scientific research.

Betty and Hatcher [11] conducted a study aimed at identifying areas of satisfaction and dissatisfaction among faculty members in technical colleges, community colleges, and universities in Tennessee, USA. The study sample consisted of 813 faculty members. The results indicated general dissatisfaction with salaries, working conditions, and employment policies. Technical colleges showed the highest dissatisfaction levels, followed by universities. Areas of dissatisfaction included increased lecturing workload, long working hours, difficulty accessing research facilities and attending conferences, and the heavy teaching burden.

Moreover, Mahafza and Al-Muqaddam [12] conducted a study titled "Academic Problems Facing Faculty Members at Yarmouk University." The study aimed to identify the main academic problems faced by faculty members at the university and their impact based on variables such as gender, academic rank, experience, and college affiliation. The study sample included 302 faculty members. The results revealed student-related issues such as students' reliance primarily on what faculty members deliver, students' focus on grades rather than the academic content, reluctance of many students to write research papers related to the course material, students' preference for lecture-based teaching, and students' perception of the futility of university education due to unemployment among graduates.

Furthermore, Al-Majedal [13] conducted a study titled "Academic Problems of Faculty Members at Damascus University," aiming to identify academic problems faced by faculty members at Damascus University, their severity, and potential solutions. The study sample consisted of 400 faculty members. The results indicated academic problems related to university students, such as negative impacts of increased student numbers on faculty performance, heavy teaching loads, lack of access to global and foreign databases, inadequate facilities, and marginalization of faculty members and their active roles in university development.

Additionally, Fulman [14] conducted a study titled "Obstacles to Teaching Performance Development and Methods to Improve the Productive Efficiency of University Lecturers," which aimed to identify obstacles affecting faculty performance and offer suitable

solutions. The researcher identified various obstacles, including academic weaknesses such as insufficient academic and practical knowledge, lack of proficiency in foreign languages, inadequate native language skills, lack of time, and intellectual dependency on specific schools. Other obstacles included the scarcity of research output, increased teaching burdens due to numerous curricula and hours, and the absence of accountability for less-performing teachers.

Al-Halaw [15] conducted a study aimed at assessing the level of academic problems among faculty members at An-Najah National University, in addition to determining the impact of variables such as gender, years of experience, academic rank, and college type on these problems. The study was conducted on a sample of 144 members, representing 45% of the study population. Results showed that the most severe problems were related to student issues and research problems, while the least severe were related to promotion systems. The study also indicated that the severity of academic problems varied based on academic rank, years of experience, and college type, with more experienced faculty members and humanities colleges facing fewer problems. The study included several conclusions and recommendations, including the need for a comparative analysis study of academic problems encountered by universities.

Additionally, Shatnawi [16] conducted a study to identify administrative and academic problems faced by faculty members in intermediate community colleges and the government university affiliated with Al-Balqa Applied University, and their relationship with variables such as gender, type of employment, college type, and educational qualification. Results showed statistically significant differences for all variables. The study recommended the standardization of the faculty working under the teaching staff, adherence to the number of students accepted annually in all specialties, faculty involvement in academic decision-making, and adherence to academic norms in appointing deans and department heads.

Thomas and Michelle [18] conducted a study focusing on the impact of variables such as academic degree, position, and years of experience on the attitudes of university faculty towards the problems they face in the fields of scientific research and teaching. They selected 233 university professors from 6 colleges at State University. The results revealed that teaching experience significantly influenced faculty attitudes towards scientific research. Additionally, rewards received by faculty members had a positive effect on their teaching performance. However, position did not have a significant impact on attitudes towards scientific research or teaching. Furthermore, faculty members with experience ranging from 20 to 60 years had lower attitudes towards scientific research compared to those with less experience. Moreover, professors holding the position of professor demonstrated stronger beliefs that financial incentives for faculty members affect their teaching performance.

On the other hand, Michael's study [19] focused on identifying the problems faced by faculty members in educational colleges in Syria through their work and their assessment of the actual magnitude of these problems collectively and individually, distributed across their six areas. The study required the development of a specific tool to cover these problems after identifying the six areas they fall under, related to the conditions surrounding the research process, faculty members, their published research, scientific references, measurement tools, and utilizing research results. Efforts were made to provide the necessary tool requirements and ensure its standard characteristics, making it suitable for use in this study and in further research. The study revealed a significant number of problems exceeding the average in terms of severity, suggesting the necessity of addressing

these problems as expressions of a major crisis collectively and proposing the establishment of a priority scale to continually address and subject them to successive studies.

Badr Khan [20] conducted a study aiming to identify the problems faced by faculty members at the University of Jordan and their impact on their job performance. The study sought to answer the following questions: What are the problems encountered by faculty members at the University of Jordan? Do these problems vary according to college, rank, or years of experience? The study population included all faculty members from all colleges at the University of Jordan for the academic year 2005/2006, totaling 1026 individuals, including 848 males and 177 females. The study sample consisted of 105 members, including 86 males and 19 females, randomly selected. A specific questionnaire was designed for data collection, and the data were analyzed using arithmetic means, standard deviations, t-tests, and analysis of variance. The results revealed differences in problems attributed to the variable of college, while no differences were found attributable to rank or level of experience.

Moreover, Al-Mukhlafi [21] conducted a study aimed at identifying the problems affecting the job performance of faculty members at Taiz University. The study results showed statistically significant differences in the average severity score of problems affecting the job performance of faculty members attributed to the variables of human, scientific, and administrative teaching positions, as well as academic rank (professor, associate professor, assistant professor), and nationality (Yemeni and non-Yemeni). The study found that all items of the tool, totaling 46 items, exceeded the theoretical severity threshold, indicating the urgency of addressing these problems and obstacles hindering the work of faculty members in fulfilling their job duties in teaching, research, and community service. The study also made several recommendations, urging the university leadership to promptly address and remove the obstacles hindering the job performance of faculty members, ensuring the availability of academic work supplies, providing a motivating work environment conducive to creativity, scientific research, and community service.

Through reviewing the results of previous studies addressing academic problems among faculty members, it becomes evident that some of these studies approached the problems from the perspective of students, conducted at universities that may have their own characteristics. Therefore, this study aims to investigate the problems encountered by faculty members at Tabuk University from their own perspective. Perhaps the region of Tabuk, being a magnet for all segments of Saudi society due to the presence of the military city and its location on the northern border of the kingdom, has its own uniqueness. The university also has its own characteristics, making it justified to identify and address the problems of faculty members and assist them in academic adaptation.

## **4. Methods and Procedures**

### **4.1 Study Methodology**

The current study employed a descriptive survey methodology, which relies on studying the phenomenon as it exists in reality. This approach is deemed suitable and optimal for such studies.

### **4.2 Study Sample**

The study population comprised all faculty members from various academic ranks (Professor, Associate Professor, Assistant Professor) of both genders, totaling (167) faculty

members, located in the College of Education and Arts at Tabuk University. The study sample consisted of (122) faculty members after excluding (45) members for stability procedures. This indicates that the study sample comprised (88) male and (34) female members. The age variable was categorized into five groups: less than (30) years old, (31) to (36) years old, (37) to (43) years old, (44) to (50) years old, and (51) years old and above. The academic rank variable was categorized into three groups: Professor, Associate Professor, and Assistant Professor. The experience variable was categorized into four groups: less than (5) years, (5) to (10) years, (11) to (15) years, and (16) years and above. Table (1) illustrates the distribution of the sample according to the study variables.

**Table 1.** Distribution of study sample members according to study variables

<b>RATIO</b>	<b>REPETITION</b>	<b>CATEGORIES</b>	
72.1	88	male	<b>Sex</b>
27.9	34	Female	
9.8	12	professor	<b>Rank</b>
16.4	20	Associate Professor	
73.8	90	Assistant Professor	
6.6	8	Less than 03	<b>lifetime</b>
20.5	25	31-36	
36.1	44	37-43	
21.3	26	44-50	
15.6	19	above 51	
22.1	27	Less than 2 years	<b>Experience</b>
37.7	46	5-10 years 11-15 years	
27.9	34	Year15-11	
12.3	15	6 years and above	
100.0	122	Total	

### 4.3 Study tool

To achieve the study objectives, the researcher developed a tool to measure the level of problems faced by faculty members. The tool was constructed based on a review of psychological and educational literature related to academic problems, as well as previous studies addressing academic issues. The initial form of the tool consisted of a questionnaire comprising (43) items, each representing a problem encountered by faculty members at Tabuk University. A three-point Likert scale was used to assess the presence of the problem among the study sample, with options: Agree (3 points), Neutral (2 points), and Disagree (1 point), for all items.

### 4.4 Instrument Validity

The researcher presented the scale to a group of experts from King Abdulaziz University, Taif University, Tabuk University, Mutah University, and Yarmouk University to verify the apparent validity of the scale. The aim was to assess the representativeness of the scale items for the intended problems, as well as their suitability for faculty members. Based on



the experts' feedback, several items were modified, resulting in the reduction of the scale from (43) to (32) items.

#### 4.5 Instrument Reliability

To ensure the reliability of the instrument, internal consistency was calculated using a pilot sample of (45) faculty members outside the study sample, using Cronbach's alpha equation. The reliability coefficient was found to be (0.88), which was considered suitable for the purposes of this study, indicating that the study instrument was ready for application.

#### 4.5 Study Procedures.

The study procedures were conducted as follows:

1. Constructing the study instrument and ensuring its validity and reliability through scientific methods.
2. Identifying the study participants, where all members of the study population, totaling (167) individuals, were initially considered. However, (45) members were excluded for the purpose of assessing the instrument's reliability, resulting in a final sample size of (122) members.
3. Administering the instrument to all study participants by the researcher, ensuring that all instrument copies were completed.
4. Conducting appropriate statistical analysis, extracting, presenting, and discussing the results.

#### 5. The Results

The results related to the first question, "What is the degree of agreement on the most prevalent academic problems faced by faculty members in the College of Education and Arts at Tabuk University from their perspective?" were obtained by calculating the means and standard deviations of the academic problems among faculty members at the College of Education at Tabuk University. Table (2) illustrates this.

**Table 2.** Arithmetic averages and standard deviations of academic problems facing faculty members in the Faculty of Education at the University of Tabuk in descending order

Rank	figure	Paragraphs	Arithmetic mean	Standard deviation
1	11	The complexity of the university's procedures for the promotion process from one scientific rank to another	2.83	.42
2	10	Placing obstacles to the procedures for granting bonuses due to a faculty member.	2.81	.50
3	12	The university does not meet the needs of faculty members related to carrying out their work.	2.80	.49
4	9	The university does not count the success of the faculty member in the fields of teaching and service	2.79	.45
5	13	Community for promotion purposes.	2.67	.47
6	2	The university does not help faculty members in publishing their research and scientific production. Assigning faculty members to administrative work	2.64	.55

		and academic guidance in addition to Their process of teaching students		
6	26	Lack of scientific references and sources of knowledge required for scientific research.	2.64	.55
8	25	Lack of centers to provide statistical services for research.	2.61	.54
9	18	Frequent office and routine work and preparation of materials for faculty members.	2.57	.63
9	20	The large number of subjects taught by the faculty member, which requires great effort.	2.57	.63
11	16	The university issued contradictory administrative and academic decisions.	2.56	.66
11	17	Adopting a system of centralization in decision-making and issuance.	2.56	.63
13	15	Lack of objectivity of the university in evaluating the faculty member.	2.53	.55
14	3	The large number of students in the hall, which puts great pressure on the faculty member.	2.52	.61
14	21	The university discourages faculty members from participating in seminars and conferences.	2.52	.58
14	22	Not consulting the faculty member in many academic matters.	2.52	.50
17	14	Not involving the faculty member in the decision-making issued by the university.	2.51	.65
18	1	Failure to apply promotion criteria equally to all faculty members	2.50	.65
18	7	Insufficient library contents of books and references to benefit from them for the number of students at the university.	2.50	.59
18	8	Job instability for a faculty member at the university.	2.50	.72
21	27	The difficulty of publishing in some refereed scientific journals.	2.46	.56
22	6	Poor distribution of the academic schedule of the faculty member so that lectures are distributed morning and evening	2.43	.62
22	19	Lack of faculty members, which leads to many burdens on them.	2.43	.62
24	30	Lack of time to conduct scientific research	2.40	.65
24	32	The absence of a clear method of employing the results of scientific research.	2.40	.78
26	29	Lack of resources allocated for scientific research.	2.35	.62
27	23	Unfair distribution of courses to faculty members.	2.34	.64
28	24	Inappropriateness of some subjects taught by the faculty member	2.31	.63
29	28	Lack of specialized journals to publish research	2.21	.59

30	31	The lack of objectivity of some arbitrators to whom research is sent for arbitration.	2.19	.61
31	4	The inadequacy of classrooms for teaching certain courses.	2.18	.63
32	5	The unavailability of industrial labs and educational laboratories to facilitate delivering the material.	2.17	.75
		The overall grade.	2.40	.21

Table (2) shows that the arithmetic means ranged between (2.17 - 2.83), where paragraph number (11) which states the complexity of the university's procedures for promotion from one academic rank to another ranked highest with an arithmetic mean of (2.83). Following it in the second rank is paragraph number (10) which mentions the obstacles the university puts in the way of granting entitled bonuses to faculty members with an arithmetic mean of (2.81). In the third rank is paragraph number (12) stating "The university not meeting the needs of faculty members related to their work," with an arithmetic mean of (2.80). Conversely, paragraph number (5) stating "The lack of industrial labs and educational laboratories to facilitate teaching" ranked lowest with an arithmetic mean of (2.17). The overall arithmetic mean of the total grade was (2.40).

Regarding the results related to the second question: "Does the degree of agreement on academic problems facing faculty members in the College of Education and Arts at Tabuk University differ from their perspective based on the gender variable (males, females)?" To answer this question, the arithmetic means and standard deviations of academic problems facing faculty members in the College of Education and Arts at Tabuk University were extracted according to the gender variable. There appears to be apparent differences in the arithmetic means, where it reached (2.44) for males and (30.2) for females. To determine the statistical significance of the differences between the arithmetic means, the t-test was used, and Table (3) illustrates this.

	Sex	Number of	arithmetic mean	Standard Deviation	The value "t"	Degrees of freedom	Statistical significance
<b>Quantitative score</b>	<b>male</b>	88	2.44	0.21	3.528	120	0.001
	<b>female</b>	34	2.3	0.17			

Results related to the second question: "Does the degree of agreement on academic problems facing faculty members in the College of Education and Arts at Tabuk University differ according to gender (males, females)?" To answer this question, the arithmetic means and standard deviations of academic problems among faculty members in the College of Education and Arts at Tabuk University were extracted based on the gender variable. There are apparent differences in the means, where it reached (2.44) for males and (3.02) for

females. To demonstrate the statistical significance of the differences between the arithmetic means, a t-test was used, and Table (3) illustrates this.

Faculty members in the College of Education and Arts at Tabuk University based on the variable of academic rank level, and Table (4) illustrates this.

**Table 4. Arithmetic Means and Standard Deviations of Academic Problems Among Faculty Members in the College of Education and Arts at Tabuk University According to the Variable of Academic Rank Level**

Categories	Numbers of lecturer	Mean	Standard Deviation
<b>Professors</b>	12	2.28	.21
<b>Associate Professor</b>	20	2.36	.17
<b>Assistant Professor</b>	90	2.43	.21
<b>Total</b>	122	2.40	.21

The table (4) demonstrates apparent differences in the means and standard deviations of academic problems faced by faculty members at the College of Education and Arts at Tabuk University from their perspective based on the variable of academic rank. To indicate the statistical significance of the differences between the means, one-way analysis of variance was employed, as shown in Table (5).

**Table 5. One-Way Analysis of Variance for the Effect of Academic Rank on the Presence of Academic Problems Faced by Faculty Members at the College of Education and Arts at Tabuk University from Their Perspective**

Source	Sum of Squares	Degrees of Freedom	Mean Square	F-value	Statistical Significance
<b>Between Groups</b>	.282	2	0.141	3.374	0.038
<b>Within Groups</b>	4.975	119	0.042		
<b>Total</b>	5.257	121			

From Table (5), it is evident that there is a difference in means based on academic rank. To demonstrate the significance of this difference, pairwise comparisons were conducted using the Scheffe method, as shown in Table (6).

	Mean	Professor	Associate Professor	Assistant Professor
<b>Professor</b>	2.28			
<b>Associate Professor</b>	2.36	0.09		
<b>Assistant Professor</b>	2.43	0.15*	0.06	

From Table [(6)], there appears to be a noticeable difference in the means between the rank of Professor and the rank of Assistant Professor. The differences favored the Assistant Professor rank, where they face more issues regarding the complexity of university promotion procedures with an average of (2.86), and the university placing obstacles in front of faculty members' entitlements to bonuses with an average of (2.83). Meanwhile, Associate Professors face fewer problems with the scarcity of specialized journals for research publication with an average of (2.00), and the inadequacy of classrooms for teaching some courses with an average of (1.95). Professors encounter fewer issues with the shortage of faculty members leading to excessive burdens with an average of (1.83), and the unsuitability of classrooms for teaching some courses with an average of (1.58).

The results related to the fourth question: "Does the degree of agreement on academic problems faced by faculty members at the College of Education and Arts at Tabuk University differ depending on the age variable (less than 30, 31-36, 34-37, 50-58, and 51 and above)?" To answer this question, the means and standard deviations of the academic problems faced by faculty members at the College of Education and Arts at Tabuk University were extracted according to the age variable. Table (7) illustrates this.

**Table 7. Means and standard deviations of the academic problems faced by faculty members at the College of Education and Arts at Tabuk University from their perspective, according to the age variable.**

Categories	Number	Mean	Standard Deviation
<b>Less than 30</b>	8	2.42	0.21
<b>31-36</b>	25	2.37	0.15
<b>37-43</b>	44	2.39	0.23
<b>44-50</b>	26	2.49	0.19
<b>51 and above</b>	19	2.35	0.22
<b>Total</b>	122	2.40	0.21

The table (7) illustrates apparent variation in the means and standard deviations of the academic problems faced by faculty members at the College of Education and Arts at Tabuk University from their perspective due to differences in the age variable. To indicate the statistical significance of the differences between the means, one-way analysis of variance was utilized, as shown in Table (8).

**Table (8).** One-way analysis of variance for the effect of age on academic problems faced by faculty members in the College of Education and Arts at Tabuk University from their perspective.

Source	Sum of Squares	Degrees of Freedom	Mean Square	F-value	t-test
<b>Between Groups</b>	.903	4		1.827	.821
<b>Within Groups</b>	4.948	117	770		

<b>Quantitative</b>	5.257	121	240		
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The table (8) indicates the absence of statistically significant differences at the significance level (0.05= $\alpha$ ) attributed to age. The most prominent problems they faced were the complexity of university promotion procedures with an average of (3.00) and the university placing obstacles in front of faculty members' entitlements to bonuses with an average of (3.00).

The results related to the fifth question: "Does the degree of agreement on academic problems faced by faculty members at the College of Education and Arts at Tabuk University differ depending on the experience variable (less than 5 years, 5-10 years, 11-15 years, 16 years or more)?" To answer this question, the means and standard deviations of the academic problems faced by faculty members at the College of Education and Arts at Tabuk University were extracted according to the variable of work experience, and Table (9) illustrates this.

**Table (9). Means and standard deviations of academic problems faced by faculty members at the College of Education and Arts at Tabuk University from their perspective, according to the experience variable.**

<b>Categories</b>	<b>Count</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Less than 5 years</b>	27	2.51	0.16
<b>5- less than 11</b>	46	2.40	0.22
<b>11-15</b>	34	2.37	0.21
<b>16 and above</b>	15	2.30	0.18
<b>Total</b>	122	2.40	0.21

The table (9) demonstrates a noticeable variation in the means and standard deviations of academic problems faced by faculty members at the College of Education and Arts at Tabuk University due to differences in the experience variable. To indicate the statistical significance of the differences between the means, one-way analysis of variance was utilized, as shown in Table (10).

**Table (10). One-way analysis of variance for the effect of experience on academic problems faced by faculty members at the College of Education and Arts at Tabuk University.**

<b>Source</b>	<b>Sum of Squares</b>	<b>Degrees of Freedom</b>	<b>Mean Square</b>	<b>F-value</b>	<b>Statistical Significance</b>
<b>Between Groups</b>	0.501	3	0.167	4.140	0.008
<b>Within Groups</b>	4.757	118	0.040		
<b>Quantitative</b>	5.257	12			

From Table (10), statistically significant differences at the 0.05 level were found, attributed to experience. To illustrate the statistically significant pairwise differences between the means, Scheffe post-hoc comparisons were utilized, as shown in Table (11).

**Table (11). Scheffe post-hoc comparisons for the effect of experience on the presence of academic problems faced by faculty members in the College of Education and Arts at Tabuk University.**

	Mean	Less than 5 years	Less than 11-5	11-15	Above 16
Less than 5 years	2.51				
Less than 11 - 5	2.40	.11			
11-15	2.37	.14*	.03		
Above 16	2.30	.21*	.10	.07	

\*Significant at the 0.05 level.

From Table (11), statistically significant differences were found at the (0.05) level, with experience less than (5) years on one side and both the experience groups of (11-15) years and (16) years and above on the other side. The differences favored the experience group less than (5) years. The most prominent problems in the experience group less than (5) years were the university not meeting the needs of faculty members associated with their job performance with an average of (3.00), and the complexity of university promotion procedures with an average of (2.89). On the other hand, the least problems were observed in the experience groups of (11-15) years, particularly regarding the objectivity of some referees to whom research is sent for arbitration, with an average of (2.15). Agreement was found among faculty members with (16) years of experience or more, where the least problem encountered was the lack of objectivity of some referees to whom research is sent for arbitration, with an average of (1.93).

The study aimed to identify the academic problems facing faculty members at the College of Education and Arts at Tabuk University and their relationship with gender, academic rank, age, and years of experience. The study yielded several results that will be discussed below:

## 5. Discussion of Results

The results indicated that the most prevalent problems facing faculty members at Tabuk University, from their perspective, include the lack of university objectivity in promotion procedures from one academic rank to another, and the university imposing restrictions on the procedures for faculty members to obtain timely promotions, which may challenge, frustrate, and hinder their efforts and enthusiasm in their work. Additionally, the problem of the university's procedures in granting second-level bonuses was prominent, where the university imposed restrictions on the procedures for granting bonuses to faculty members, negatively impacting their academic performance and professional satisfaction at the university.

Furthermore, the issue of the university not considering the needs of faculty members and working to meet them, which may encourage faculty members to seek employment at other universities that cater to their needs, was highlighted. Also, the problem of not facilitating the task of faculty members by providing technical resources and scientific laboratories to facilitate the delivery of scientific material to students was significant.

These issues can be attributed to several factors, including the difficulty in obtaining promotions from one rank to another due to the numerous requirements in the promotion process, the university's insistence that faculty members publish in reputable journals, which often have stringent publication criteria, and the limited availability of specialized journals for faculty members' research publications.

Moreover, changes in university systems and the adoption of new policies in the promotion process to align with regional and global developments may have placed additional pressure on faculty members. Additionally, the university's pursuit of academic accreditation may have led to the establishment of criteria for promotion according to set standards, further burdening faculty members and affecting their work-life balance.

The lack of industrial facilities and educational laboratories to facilitate teaching certain subjects may be due to the fact that many subjects taught in the College of Education do not require industrial facilities and laboratories except for a few subjects such as psychology and curricula. Faculty members at the College of Education in Tabuk University may not desire these facilities as they could increase teaching workload and working hours, leading to more life challenges and pressures.

The findings of this study are consistent with previous studies conducted by Al-Halaw [15], Al-Amayreh [17], Mikhail [19], and Al-Makhlafi [21].

### **Discussion of Results Related to the Second Question**

The study investigated whether there are differences in the agreement level regarding academic problems faced by faculty members at the College of Education and Arts at Tabuk University based on gender (males, females). The results suggest that there is a significant difference in the perception of academic problems between male and female faculty members. This could be attributed to the clear and significant competition among male faculty members at the university, especially considering the high representation of males in the sample compared to females. The high competitiveness among males to obtain positions and recognition among colleagues may contribute to this disparity.

Moreover, the time-consuming and strenuous nature of research writing, publishing, teaching, and mentoring activities may disproportionately affect male faculty members, as these responsibilities are often perceived as primarily male-dominated. The expectations placed on male faculty members, particularly those responsible for female students, may also contribute to their higher perceived academic problems compared to female faculty members. This study's findings align with previous research by Al-Halaw [15], which found statistically significant differences between males and females in promotion-related problems, favoring males, and contradict the study by Shatnawi [16], which found no gender differences in academic problems faced by faculty members.

### **Discussion of Results Related to the Third Question**

The study aimed to determine whether there are differences in the agreement level regarding academic problems faced by faculty members at the College of Education and Arts at Tabuk University based on the variable of academic rank (Professor, Associate Professor, Assistant Professor).

The results can be interpreted as follows: Assistant professors are still at the early stages of their academic careers, which require them to meet various requirements related to their specialization, teaching their students, academic mentoring, and striving to establish themselves within their department and faculty. Consequently, they may face numerous academic problems, particularly in regards to research, publication, teaching, and seeking



promotions. This could explain why assistant professors encounter more academic problems compared to their counterparts at higher academic ranks.

Furthermore, assistant professors are often more active, given their relatively shorter teaching experience, in engaging in educational activities and university-related work. This increased workload may lead to a higher prevalence of academic problems among assistant professors compared to their senior colleagues.

Moreover, professors who have attained the highest academic rank may not feel the need to engage in extensive research or pursue further promotions, leading to fewer academic problems. Additionally, many professors may hold administrative positions such as deanship or other administrative roles, which could further distance them from certain academic problems faced by faculty members in lower ranks.

These findings align with previous studies by Thomas and Mitchell [18], Governor and Al-Muqaddasi [12], and Al-Halaw [15], which also found statistically significant differences based on academic rank, favoring lower ranks. However, these findings contradict the study by Badrakhan [20], which found no differences based on rank and experience level. Additionally, they contradict the study by Al-Amayreh [17], which found no statistically significant differences in the extent of academic problems faced by faculty members attributed to variables such as teaching experience, academic qualifications, and college type.

## **6. Recommendations:**

Based on the results obtained by the researcher, the following recommendations are made:

1. There is a need for further studies using new samples and other variables.
2. It is essential to establish specialized centers to monitor the issues facing faculty members in universities.
3. There is a necessity to reconsider the criteria for promotion to facilitate this process, and not rely solely on research performance in promotions.
4. Faculty members should be actively involved in decision-making processes, especially those affecting them.
5. It is crucial to enhance the infrastructure by providing facilities to facilitate teaching work, such as laboratories.

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