

The academic empowerment of saudi women in the light of the Saudi Arabia Vision 2030

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ABSTRACT

The study is designed to determine the effective demographic variables on the academic empowerment in general and to identify the most important barriers that may prevent the women empowerment in various sectors. The descriptive analyses are used to find the level of academic empowerment. We do not find any statistically significant differences in the Saudi women academic empowerment due to the demographic variables i.e. gender, age, score, place of residence, nature of work and experience. It is found that the most effective barriers on the Saudi women academic empowerment are weaknesses in some equipment and capabilities which may provide to the female segment in some educational institutions. The study recommends to continual support for decision makers in state institutions in general and educational institutions in particular to empower women in the academic side, activating the media role in continuing awareness of the importance of empowering women in the academic side and expanding the provision of vocational training opportunities.

Keywords: Women empowerment, academic empowerment, barriers, solutions

1. INTRODUCTION

Saudi women represent half of the society and no development can be achieved if half of society is marginalized. Lack of awareness of the importance of the women and role of women may be considered as

obstacles facing by women's academic empowerment in the Kingdom of Saudi Arabia. The current study is aimed at identifying the level of the Saudi women's academic empowerment in the light of Kingdom Vision 2030. Academic empowerment of women is defined as providing tools, means and mechanisms to get education and knowledge with equal opportunities like men and freedom of expression (Zayed, 2015). Al-Mizar (2015) added in defining women's academic empowerment as increasing women's capabilities and opportunities in teaching and learning internally and externally would help them participating in decision-making at the personal and societal level. Shalhoub (2015) defined as increasing women's participation in the educational system. Saudi women should be empowered in the field of education and work gradually until they could be reached at highest levels in educational institutions and may achieve higher ranks as a deputy minister or a university director and this empowerment may enable women to achieve Shura Council membership (Chalhoub, 2017).

Academic empowerment indicators are consisted of the number of educational and academic programs offered to the women. It may raise the women's skills in computer and multimedia, scientific research and problem solving, self-learning and scientific capabilities and scholarships and professional specialties. Moreover, the number of female students should be compared to the total number of students at different educational levels (Al-Mizar, 2015) and the number of jobs assigned to women in the academic field should be compared to the total number of jobs available (Najm, 2013). The level of academic and educational empowerment of Saudi women is reflected from the fact that Saudi women are ranked the first among the Arab countries and are ranked the tenth in the world in terms of education according to Spector index indicator. In 2019, Saudi female students joined King Fahd University of Petroleum which was previously intended for male students only. Besides, participation of Saudi women in foreign scholarship programs increased, especially at the postgraduate level which were not previously available to women.

The Human Resources Development Fund (2019) mentioned the provision of the of training and qualification program for women in many professions required by the labor market and there should be increased in the supply of qualified specialists to the female teachers' support program in private schools. This program should be aimed to increase the job stability of female teachers working in private and foreign schools which has benefited the 11,910 women in third quarter of 2019. Saudi women represent half of the society and no development can be achieved if half of society is marginalized. Lack of awareness of the importance of women and their role can be considered the obstacle facing women's academic empowerment in the Kingdom of Saudi Arabia (Taha and Al-Ahmadi, 2017). It is also observed that the level of academic empowerment to which Saudi women have reached is still below the required level.

The theoretical importance is of the present research is the scarcity of studies in the field of women's academic empowerment for Saudi women in light of Vision 2030, which would motivate the state by developing academic human resources, in which, Saudi women are an essential element. This study can contribute in a practical way by providing the decision-makers with a vision of the most prominent indicators which the ministry has overlooked in its plans for educating Saudi women, as women's education still suffers from a lack of specialties and lack of diversity. The results of the index of equal opportunities for education between the two genders in the education and training, conducted by Statistics Authority (2017), showed that the reading ability at the age group of 15-24 years is reached to 99.5% equally among males and females. The average expected school years for Saudi students is 15.7 years which is approximately same for males and females. For example, 28.1% of males and 25.5% of females are getting university education.

The current study is aimed at identifying the level of academic empowerment for Saudi women, finding the statistically significant differences in the level of the academic empowerment of Saudi women due to demographic variables i.e. gender, age, score, place of residence, work and experience and identifying the most important barriers which may prevent the empowerment of women in various sectors. Then, we propose several appropriate solutions to overcome these barriers and to formulate a future vision for the academic empowerment of Saudi women in the light of Vision 2030. We would determine the problems faced by academic empowerment of Saudi women and the most effective solutions to these problems. It

can also open the horizon for further studies on the topic of academic empowerment and can link it with multiple variables which might benefit development progress.

2. LITERATURE REVIEW

The Kingdom of Saudi Arabia (KSA) has given a great attention to women empowerment issue including women rights such as the right to get education, work in social and health care, and many other rights besides providing them with opportunities in many areas of empowerment including economic, social, political, administrative and academic empowerment. Empowerment in the field of education is regarded as one of the oldest areas in which the empowerment of Saudi women has occurred (Al-Mizar, 2015). Education is the best way to empower women effectively and support their roles. It makes women more aware of social, political and cultural issues (Al-Zahrani, 2012). Political and societal efforts must be combined to achieve the explicit empowerment of the women. KSA has made efforts to provide the women higher education, which is aimed to achieve development, community service and politics stemming from the Islamic religion (Al-Zahr, 2003).

This is confirmed by the Kingdom Vision 2030 that KSA is preparing qualified female leaders in the important specialties for the development of the Saudi economy. Empowering Saudi women would create national models and pioneering role models in various fields which in turn would serve the Saudi economy (Aman, 2018). Malhotra et al. (2002) aimed to identify the indicators of women's empowerment. The study adopted the methodology of investigating the theoretical framework and previous researches of several studies applied in several countries i.e. Africa, Asia and Latin America. The study reached a number of results, the most important of which was the main difficulty in measuring empowerment, which have different meanings from one place to another, and it was found that the most important areas of women's empowerment. The results also indicated that there were a set of indicators for women's empowerment such as independence of knowledge, freedom of decision-making, economic and social independence, self-dependence, education, access to vocational training, higher education and employment.

Mason and Smith (2003) analyzed to clarify whether societal or individual appearances were the best to enable women, and whether the various dimensions of empowerment were related to the characteristics of society or individuals. The study relied on the descriptive analytical approach. The study concluded that age and education are important indicators for empowering women. Women's access to education contributed to increasing their empowerment in society. Afterward, Davis (2009) developed a counseling program that reflected many considerations due to the existing issues of inequality, especially for African American women. The study followed the descriptive analytical approach and concluded that African women were successful in advancing their careers in higher education.

Kabeer (2012) aimed to explore the economic empowerment of women by focusing on the employment of women. The study relied on the theoretical methodology to obtain comprehensive information from several researches on the economic empowerment of women. It was found that gender equality can boost economic growth, such as women's access to employment and education, and this reduces the possibility of family poverty. Later, Abdel Mawjood (2014) intended to identify the reality of social and economic empowerment of educated and uneducated women in the village of Juhaina in Sohag and revealed government and civil efforts regarding social and economic empowerment of women in Egypt. The study relied on the ethnographic approach. It concluded that education affects the women positively in possessing the ability to make decisions that affect their lives.

Ghosh et al. (2015) explored the indicators of women's empowerment in West Bengal and Mizoram, India. It concluded that empowerment is the result of education processes which in turn leads to women independence with their lives and the freedom to act. Al-Thaqafi (2017) intended to identify the manifestations of the social and cultural transformation resulting from the economic empowerment of women. The study relied on the methodology of the field survey and the qualitative approach and it concluded that education has a role in enhancing women's self-confidence and has helped to change the

society's perception towards women. Al Omar (2018) study aimed to identify the estimation of the level of empowerment of Saudi women in higher education institutions as well as the extent of the development of their future empowerment within the framework of higher education institutions. The study relied on a descriptive and analytical approach. The results showed that the barriers for women to reach leadership positions and their weak empowerment are due to customs and traditions, poor training and rehabilitation, and the negative attitude of men towards women.

3. METHODS

The descriptive analytical method is used as it is the most appropriate method to study the opinion of segment of society. The category of educational personnel is including teachers, faculty members, and university leaders. The study population is included individuals available in the academic workplaces, who work in the various education sectors in the governorates of south of Riyadh i.e. Al-Kharj, AlDalam, Wadi Al-Dawasir, Al-Sulayl, Al-Aflaj and Al-Hotat Bani Tamim. The study sample is consisted of 219 individuals who were chosen randomly and regularly. After excluding the 6 incomplete forms, the sample is remained for 213 respondents. The sample members are distributed on six demographic variables i.e. gender, age, score, residence, work and experience. Table (1) shows the distribution of the sample among the demographic variables.

Table 1 Distribution of the sample among demographic variables

Demographic variables	Categories	Number	Total
Sex	Male	45	213
	Female	168	
Age	20-29	18	213
	30-39	77	
	40-49	91	
	50 and above	27	
Academic Score	Bachelor	90	213
	Master's	33	
	Ph.D.	90	
Residence	Alkhurj	90	213
	Al-Dalam	56	
	Alhotta	10	
	Aflaj	47	
	Al-Sulayyil	2	
	Wadi Al-Dawasir	8	
Post	Instructor	68	213
	Faculty teaching	128	
	University leadership	17	
Experience	Less than 10 years	89	213
	From 10-20 years	92	
	From 20-30 years	26	
	30 years and more	6	

A questionnaire was designed to fulfill the study objectives and its basic structure is consisted of the following dimensions: the reality of academic empowerment, academic empowerment barriers and proposed solutions for academic empowerment. It is comprised of 23 items distributed over the three dimensions as follows: 9 paragraphs for the dimension of the reality of academic empowerment, 7 paragraphs for obstacles to academic empowerment and remaining 7 paragraphs for proposed solutions for academic empowerment. The answers are measured on a scale Likert pentagram i.e. very agree, agree, somewhat agree, disagree and totally disagree and grades were given as 5, 4, 3, 2 and 1 respectively. To verify the validity and stability of the scale for the purposes of the current study, validity and stability are tested. The validity of the structure is judged on the three dimensions of the scale (level of academic empowerment, academic empowerment barriers and proposed solutions for academic empowerment) by the correlation coefficient of the total score and the results are presented in table 2.

Table 2 Predictive validity: the level of academic empowerment

		Para. 1	Para. 2	Para. 3	Para. 4	Para. 5	Para. 6	Para. 7	Para. 8	Para. 9
Level of Empowerment	Pearson Correlation	0.697	0.761	0.741	0.474	0.758	0.801	0.786	0.831	0.779
	Sig. (2tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	213	213	213	213	213	213	213	213	213
Questionnaire total score with its three dimensions	Pearson Correlation	0.442	0.411	0.41	0.357	0.347	0.463	0.424	0.456	0.435
	Sig. (2tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	213	213	213	213	213	213	213	213	213

**Correlation is significant at the 0.01 level (2-tailed)

Table 3 Predictive validity: academic empowerment barriers

		Para. 1	Para. 2	Para. 3	Para. 4	Para. 5	Para. 6	Para. 7
Barriers of Empowerment	Pearson Correlation	0.776	0.683	0.814	0.797	0.866	0.813	0.791
	Sig. (2tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	213	213	213	213	213	213	213
Questionnaire total score with its three dimensions	Pearson Correlation	0.461	0.567	0.565	0.515	0.54	0.564	0.5
	Sig. (2tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	213	213	213	213	213	213	213

**Correlation is significant at the 0.01 level (2-tailed)

Table 4 Predictive validity: dimensions of academic empowerment

	Para. 1	Para. 2	Para. 3	Para. 4	Para. 5	Para. 6	Para. 7
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Empowerment solutions	Pearson Correlation	0.851	0.784	0.905	0.832	0.886	0.884	0.858
	Sig. (2tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	213	213	213	213	213	213	213
Questionnaire total score with its three dimensions	Pearson Correlation	0.643	0.686	0.698	0.613	0.673	0.675	0.679
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	213	213	213	213	213	213	213

**Correlation is significant at the 0.01 level (2-tailed)

Tables 2, 3 and 4 indicate that the values of the correlation coefficients between the paragraphs and the total score in the dimension, to which it belongs to the paragraphs, are ranged between (0.697 - 0.831), (0.683 - 0.866) and (0.784 - 0.905) respectively, which are all statistically significant at the level of significance ($0.05 \leq \alpha$). This indicates that there is a high correlation between the paragraphs and the total score of the dimensions which achieve the internal validity. Looking at the values of the correlation coefficients between the paragraphs and the dimensions, and the paragraphs and the total score, it is clear that the paragraphs are related to the dimension that it belongs to higher than it is related to the total score. This confirms the achievement of construction validity. It has been validated with its three dimensions (the reality of academic empowerment, academic empowerment barriers and proposed solutions for academic empowerment) using internal stability methods of Cronbach Alpha and Gutman method in the Halftone split.

Table 5 Internal stability

No.	Dimensions	Stability variables	
		Internal stability (Cronbach Alpha)	Halftone split
1	The reality of academic empowerment	0.912	0.847
2	Academic Empowerment barriers	0.900	0.849
3	Suggested solutions for academic empowerment	0.939	0.883
4	The total score of the questionnaire	0.878	0.859

Table (5) indicates the level of academic empowerment, academic empowerment barriers and suggested solutions for academic empowerment which consisted of 9, 7 and 7 paragraphs respectively. The value of the stabilization coefficient in the Alpha Cronbach method are 0.912, 0.900 and 0.939 respectively. These values indicate that these dimensions have high stability factor, and when using the Gutman method in the Halftone split, the value of the stability factor are 0.847, 0.849 and 0.883 respectively, which are also high values indicating that the dimension have high stability factors.

4. RESULTS AND DISCUSSIONS

The SPSS18 program is used to analyze the study sample data. Results of the statistical analysis of the descriptive study variables are presented by answer research questions.

The first question: Are there statistically significant differences in the reality of the academic empowerment of Saudi women due to demographic variables i.e. gender, age, score, residence, work and experience?

To answer this question, mathematical averages, standard deviations and analysis of variance were extracted to identify the reality of academic empowerment according to demographic variables, which were as follows:

Gender: Two levels (Male and Female)

Age: Four levels (20-29, 30-39, 40-49 and 50 and over)

Score: Three levels (Bachelor, Master and Ph.D.)

Residence: Six levels (Al-Kharj, Al-Dalam, Al-Huta, Al-Aflaj, Al-Sulayyil and Wadi Al-Dawasir)

Work: Three levels (faculty member, university leadership and instructor)

Experience: Four levels (less than 10 years, 10-20 years, 20-30 years and more than 30 years) Table 6 is showing mathematical averages and standard deviations for demographic variables.

Table 6 Results of descriptive analysis of total academic empowerment according to demographic variables

Descriptive variables	Categories of descriptive variables	Mean	Std. Error
Gender	Male	36.454	1.233
	Female	35.419	0.766
Age	From 20 to 29	36.963	2.228
	From 30 to 30	36.389	1.078
	From 40 to 49	36.053	1.060
	50 and more	33.508	1.573
Scientific degree	Bachelor	36.369	1.059
	Master's	35.663	1.429
	Ph.D.	35.285	1.014
Residence	The Alkhurj	36.445	1.022
	The Dalam	34.284	1.432
	Al-Hotah	35.400	2.401
	Aflaj	35.846	1.281
	Al-Sulayyil	38.500	5.368
	Wadi Al-Dawasir	35.500	2.684
Nature of work	Faculty member	35.434	0.813
	University leadership	39.821	1.966
	Instructor	34.162	1.273
Experience	Less than 10 years	34.762	0.998
	From 10 years to 20 years	36.362	1.029
	From 20 years to 30 years	36.695	1.777
	More than 30 years	35.944	3.426

Table 6 indicates the presence of differences in the averages of the different levels. To identify the significance of the differences, a variance analysis test is conducted in table 7.

Table 7 Analysis of variance to show the effect of demographic variables on academic empowerment

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.
Corrected Model	5410.783	100	54.108	0.939	0.625

Intercept	65620.106	1	65620.106	1138.612	0.000
Sex	8.471	1	8.471	0.147	0.702
Age	373.369	3	124.456	2.160	0.097
Scientific degree	43.235	2	21.617	0.375	0.688
Residence	65.797	5	13.159	0.228	0.949
Nature of work	293.780	2	146.890	2.549	0.083
Experience	9.932	3	3.311	0.057	0.982
Error	6454.747	112	57.632		
Total	277078.000	213			
Corrected Total	11865.531	212			

Table 7 indicates that there are no statistically significant differences in the academic empowerment of women in Saudi Arabia due to demographic variables i.e. gender, age, score, residence, work and experience. It indicates all members of the sample, according to their gender, age, scientific degree, residence, work and experience. There is no difference among them with regard to academic empowerment of Saudi women, and they are all highly agreed on the academic empowerment of Saudi women in the academic aspect. The results show that there are no statistically significant differences in the reality of the academic empowerment of Saudi women due to demographic variables i.e. gender, age, academic degrees, residence, work and experience. The reason is also due to the change in the family and societal perception of women and that they have the ability to bring about positive change in the society through their education. The result is consistent with the result of the study of Abdel-Mawgood (2014), which indicated that the focus of participation in family decision-making is the share of educated women.

The second question: What is the reality of the academic empowerment of Saudi women?

To identify the reality of empowerment for Saudi women, arithmetic averages and standard deviations for the responses of the study sample of 213 individuals are examined on 9 paragraphs after the level of academic empowerment, which consisted of five-step grading according to Likert method i.e. very agree, agree, somewhat agree, disagree and disagree at all and the values 5, 4, 3, 2 and 1 were given to these grades respectively, as shown in the following table:

Table 8 Results of the descriptive analysis of the responses of the study sample individuals on paragraphs after the reality of academic empowerment

Descriptive Statistics					
No.	Item	Mean	Std. Deviation	Item arrangement	Score of Agreement
1	Women have the right to assume all leadership positions in the educational and academic fields.	4.11	1.029	1	High
2	Women receive a fair share of educational and academic positions.	3.98	1.037	2	High
3	Women have access to all academic specialties.	3.95	1.065	5	High

4	Female students receive scholarships internally and externally, without distinguishing them from male students.	3.96	1.146	4	High
5	The level of equipment and capabilities of women's educational institutions is not less than that of men.	3.69	1.209	9	Medium
6	There are appropriate support opportunities for distinguished women in education and scientific research.	3.96	1.045	3	High
7	Female students with special needs receive appropriate care and support.	3.84	1.065	8	High
8	Women have appropriate training opportunities to meet their needs in the area of academic empowerment.	3.87	1.074	7	High
9	Equal opportunities in scientific and academic promotions for women and men.	3.93	1.084	6	High
Overall-empowerment reality		35.29	7.481	High	
The number of valid data for analysis		213			

After the academic empowerment reality, it is divided into three categories i.e. 1-2.3 with a weak score, 2.31-3.7 with a moderate score and 3.71-5 significantly. As for the total score, the score was divided into three categories i.e. 21-9 with a weak score, 21.1-33 with a moderate score and 33.1-45 significantly. It is worth noticing that all the paragraphs of the reality of empowerment show a high level of score of occurrences except for paragraph No. 5 whose occurrence was medium high (very close to the great occurrence). As for the total score, the average responses of the study sample individuals reached 35.29 with a standard deviation of 7.481. This also indicates that the score of the reality of academic empowerment among the study sample was large.

The level of the academic empowerment of Saudi women in the study sample is somewhat high, and this is in line with the Kingdom's Vision 2030. Where the focus is on the importance of empowering Saudi women through education, capacity building and providing a possible environment for them. The results of the current study are consistent with the results of the Al-Thaqafi's (2017) study which indicated that education has performed a role in enhancing women's self-confidence in addition to helping them to change society's perception towards them. It is also consistent with the result of a study Malhotra et al. (2002), which indicated that the most important indicator of women's empowerment is education.

However, it differs with results of Al-Omar's (2018) study, which indicated that the percentage of female students in post-university education is very low.

The third question: What are the barriers that most affect the academic empowerment of Saudi women?

To answer this question, mathematical averages and standard deviations were extracted for the dimension of the academic empowerment of Saudi women, which consisted of 7 five-stepped paragraphs according to Likert method i.e. very agree, agree, somewhat agree, disagree and not agree at all and values were given as 5, 4, 3, 2 and 1 respectively, as shown in the following table.

Table 9 Results of descriptive analysis for the responses of the study sample individuals on the questionnaire paragraphs of academic empowerment barriers

Descriptive Statistics					
No.	Item	Mean	Std. Deviation	Item arrangement	Score of Agreement
1	Weak support to empower women in the academic field.	3.44	1.154	5	Medium
2	The scarcity of adult literacy centers.	3.36	1.223	7	Medium
3	Some scientific majors are not available to female students.	3.62	1.117	2	Medium
4	Deficiencies in some of the facilities and capabilities offered for the female part in some educational institutions.	3.62	1.139	1	Medium
5	The lack of appropriate training opportunities for women in the academic field.	3.46	1.175	4	Medium
6	Lack of effective coordination between the two parts of men and women in educational institutions, which maximizes the utilization of the capabilities of both groups.	3.51	1.166	3	Medium
7	Educational institutions limit their decision-making to the men's part, with no active participation of women.	3.43	1.190	6	Medium
Overall-empowerment reality		24.41	6.491		
The number of valid data for analysis		213			

It is worth mentioning from table 9 that all items of empowerment barriers show an average level of occurrence. As for the total score, the average responses of the study sample individuals reach 24.41 with a standard deviation of 6.491. This also indicates that the score of obstacles to academic empowerment among the study sample was average. It is found that the most influencing barriers to the academic empowerment of Saudi women in the study sample are medium. This result is attributable to the family refusal to enroll females in specialties equal with the male character. The study is consistent with the result of the Al-Omar's (2018) study, which indicated that the barriers that women access to leadership positions and the weak empowerment are due to customs and traditions, weak training, qualification and the negative attitude of men towards women, which is also confirmed by Mason and Smith (2003). **The fourth Question:** What are the suggested solutions to overcome the barriers of academic empowerment for Saudi women?

To answer this question, mathematical averages and standard deviations are extracted after the proposed solutions to the academic empowerment of Saudi women, which consisted of five-point paragraphs according to Likert method i.e. very agree, agree, somewhat agree, disagree and disagree at all given the values as 5, 4, 3, 2 and 1 respectively, as shown in the table 10.

Table 10 Results of descriptive analysis of proposed solutions to problems facing the academic empowerment of Saudi women

No.	Item	Mean	Std. Deviation	Item arrangement	score of use
1	Reviewing the bylaws and regulations to ensure that women have full educational and academic opportunities.	4.00	1.071	7	High
2	Expanding the number of adult literacy and education programs.	4.04	0.980	6	High
3	Expanding the provision of suitable vocational training opportunities for women.	4.11	1.008	5	High
4	Provide opportunities for female students to enroll in all academic majors.	4.12	0.957	4	High
5	Provision of awareness sessions to the community about the importance of women's academic empowerment.	4.22	0.901	2	High
6	Increasing opportunities for women to participate in the field of academic empowerment.	4.15	0.936	3	High
7	Highlighting successful leadership and models in the academic field	4.22	0.901	1	High
Solutions to the overall empowerment constraints		28.86	5.786	High	
The number of valid data for analysis		213			

It is noted from table 10 that all paragraphs of the proposed solutions for the academic empowerment of women show a large level of score of occurrences. As for the total score, the average responses of the study sample individuals reach 28.86 with a standard deviation of 5.786. This also indicates that the score of solutions proposed for academic empowerment among the study sample is large. It is turned out that the most proposed solutions to overcome the barriers of academic empowerment of Saudi women to the study sample are large which are highlighting the successful leadership and models in the academic field. The result indicates the awareness of the Saudi citizen about the necessity of academically empowering women, because of their prominent role in creating a qualitative shift in the progress of country, and this result is consistent with the result of Ghosh et al. (2015). Empowerment is the result of education processes, which in turn leads to the independence of women in their lives and the freedom to act, and it is consistent with the studies of Mason and Smith (2003), Kabeer (2012), Davis (2009) and AbdelMawgood's (2014) results.

5. CONCLUSIONS AND RECOMMENDATIONS

The analytical descriptive approach is used in this present study and a questionnaire consisting of 23 paragraphs containing three aspects is developed. The study sample is consisting of 213 respondents. The validity of the scale is verified using Pearson coefficient method and the stability of the scale is verified using methods of Cronbach Alpha and Gutman method in the Halftone split. The study's results show that the level of the Saudi women academic empowerment among the study's sample population is high, even

the study sample responses average is large i.e. 35.29 with a standard deviation of 7.481. It is found that the most suggested solutions to overcome the Saudi women academic empowerment barriers among the study. The study sample responses average was 28.86 which is shedding the light on successful leaders and models in the academic field. It is concluded that there are no statistically significant differences in the level of the academic empowerment of Saudi women due to demographic variables, and the level of the academic empowerment of Saudi women is high and compatible with the Kingdom's Vision 2030. Saudi women have proven that they are capable to go in all fields and serve the country efficiently. Vision 2030 came and removed many challenges for Saudi women and made society more aware of the role of Saudi women in developing Saudi society. Through which women achieved several successful steps that received international acclaims. It is also concluded that the most influencing barriers to the academic empowerment of Saudi women in the study sample is emphasizing to increase the facilities and capabilities for developing the academic and training level provided to the female part in educational institutions compared to present available. The research sample unanimously agrees that the side of the equipment and capabilities is one of the most barriers to empowering women academically. It is determined from the study that the most proposed solutions to overcome the barriers of academic empowerment of Saudi women to the study sample are highlighting the successful leadership and models in the academic field, emphasizing the female students' admission ratios in scientific majors, activating communication between the men and women in educational institutions, increasing the feminization rate of jobs in the educational sector and expanding the provision of vocational training opportunities beside increasing legislation and amending bylaws and regulations by state authorities to support women's access whether by literacy or universities to full educational and academic opportunities which contributes to enhance growth of economy. It is recommended to provide continual support to decision makers in state institutions in general and educational institutions in particular to empower women in the academic side and to develop an attractive and encouraging environment to highlight their educational capacity and scientific excellence. It is suggested to activate the role of media in continuing awareness of the importance of empowering women in the academic aspect. It is also recommended to create specialties in university education which enable women to activate their academic role in the labor market and expand scientific researches in the field of women's empowerment academically beside increasing the researches related to the different areas of women's empowerment and the extent of the post-empowerment link to other dimensions, such as the social, political, administrative and other dimensions. It is suggested to shed the light on the successful leadership and models of Saudi women in the academic field to contribute to the formation of a national council to provide advice, guidance, training and qualification to Saudi women in order to enhance their role in the academic sector and thus reduce the barriers facing their academic empowerment. Moreover, it is necessary for the leaders of Ministry of Education to adopt the most effective proposals in facing the barriers of academic empowerment for Saudi women in line with the Kingdom Vision 2030.

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