

Male students' perceptions of female teachers in theoretical majors at KSU in Saudi Arabia: Study in Social Attitudes

Wedad Abdolrhman Al Karni*

College of Humanities and Social Science - King Saud University- Riyadh - Saudi Arabia
walkarni@ksu.edu.sa

Abstract:

This paper determinized perceptions of male Saudi students with female Saudi teachers handling theoretical the university level. By using the descriptive approach in the form of a social survey with a simple random sample of (195) students from 6 different colleges, by using two tools, one of which is an electronic questionnaire through Google Drive, where the SPSS program, The second tool was an interview form, which was designed in light of the dimensions of male students' attitudes, namely (cognitive attitudes, affective attitudes, and behavioral attitudes), by asking fifteen questions, five questions for each dimension.

The most important results of the study are as follows:

- There are statistically significant differences at a significant level (0.05 or 0.01) between the arithmetic mean of the study sample and the general average of the attitudes of King Saud University students towards teaching by women for theoretical majors,
- There are statistically significant differences at a significant level (0.05 or 0.01) between the arithmetic mean of the study sample and the general average of suggestions to support King Saud University's initiative to teach male students by female teachers to contribute to the quality of education in universities,
- Women can be accepted in higher education not only as

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lecturers or researchers, but mainly in the academic field as university lecturers.

The study reached a number of recommendations, including.

- (1) The field application is in all Saudi universities at the level of the geographical regions of Saudi Arabia
- (2) Future research should focus on qualitative research methodology.
- (3) Conducting research comparisons between male and female students' expectations of female teachers' teaching and their contribution to the quality of university education.

Keywords:

Saudi women, Quality of higher education, Teaching, Components of attitudes, Theoretical majors.

1. Introduction:

Although, the restrictions imposed on the participation in public life by cultural values, Saudi women have entered scientific and social life at an accelerated rate, and have made unprecedented advances, despite the preservation of the heritage and culture of the Kingdom of Saudi Arabia. In recent years, no area in Saudi society has been subject to more debate and discussion than women and their role in the development process (Hamdan, 2005, pp. 46-47).

And, it should toward transforming toward a knowledge economy (Baslom & Tong, 2019, p. 7). And since the identifier, Knowledge is an asset and the main component of the modern economic and social system. Saudi women may be able to contribute to this transformation by playing multiple roles, including those related to human capital in increasing economic development and societal progress, especially higher education at KSA in the shadow of digital technology and the Kingdom's vision 2030 (Jawhar et al., 2022, p. 3).

Women's education has been crucial to Saudi national development, as it has improved the country's social and cultural development. It is associated with vital measures of human resource development, such as reducing population growth and mortality rates, improving health and nutrition, and increasing literacy rates (AlMunajjed, 2009, p. 8) which increased by 31.8%, exceeding the 2020 target of 27.6%, increasing the rate of economic participation of Saudi females by 33.5%, exceeding the 2020 target of 26.15% and receiving 80/100 points in the Women, Business, and the Law (WBL) by the World Bank Group in 2021.

According to (Alshangeeti et al., 2009) King Saud University (KSU) launched an online education initiative. it was depended on the theory of innovation diffusion and standard survey designs to investigate KSU faculty members' perceptions of the key attributes of online teaching, and their overall attitude toward this innovative form of teaching.

So, (Rfah, 2016) study were determined Saudi Women's Education and Work Opportunities, such as the appointment of Mrs. Noura Al-Fayez in 2009 as the first Saudi woman to direct the education of girls.

According to Alsharif (2019) traced the impact of gradual changes in higher education on women's inclusion into the Saudi workforce. Against this backdrop.

The Government of the Kingdom of Saudi Arabia (KSA) has identified several core areas of women education in need of improvement such as curriculum development, teacher training, accreditation, and school capacity and access, and has introduced various initiatives to address these areas, most of which focus on higher education. One of the biggest challenges at this level is gender.

The Government of the KSA announced in its ambitious Vision 2030. "Saudi women are yet another great asset. With over 50 percent of our university graduates being female, we will continue to develop their talents, invest in their productive capabilities and enable them to strengthen their future and their social role" (Alotaibi, 2020).

According to (Omair et al., 2020) The Saudi women participation in development index, such as dimensions of measurements, to be employed on Saudi Arabian datasets. The index incorporates 54 indicators to capture the complexity of national development in five key areas: health, education, economy, social engagement, and legislative structure to decision makers to allocate necessary strategic policies that will help increase women participation in development in order to play their anticipated role in achieving the goals of Saudi Arabia's Vision 2030.

Furthermore, another study recommended enhancing awareness of the importance of women's economic empowerment and implementing awareness programmes encouraging women to contribute to Saudi Arabia's economic development (Alessa et al., 2022).

So, this article examined the perceptions for attitudes of male students from KSU toward female teachers in theoretical majors, which will be reflected in the quality of education in Saudi universities.

Literature review:

Women and quality of higher education at KSA

The Saudi government seeks to enhance the status of women in society through its contribution to the quality of education in Saudi universities, which was referred to in the Kingdom's Vision 2030, and the literature that dealt with the contributions of Saudi women in the fields of development, in addition to studies and research that monitored, revealed and described the role of the Saudi government in Empowering Saudi women (Yahya et al., 2015, pp. 2-3). High quality education remains a priority. So, the education sector is expanding rapidly in Saudi Arabia (Tausif, 2017, pp. 2-3), as part of the Human Capital Development Vision Realization Program the Saudi (Jamal, 2021, p. 3). Women in the KSA are more motivated to pursue college degrees today than they had been in the past, as result their support and enhancement from Saudi government and the changing of culture at KSA, although they limit their choices of college majors, however, such as the humanities and social sciences fields (Onsman, 2011, p. 8). In recent years, the Saudi government has strongly invested in higher education, especially for women, while instituting a series of initiatives to enable ease of access (Alhujaylan, 2014, p. 4). Saudi women have made progress in higher education despite the complex social, religious, cultural, and organizational barriers (Alsubaie & Jones, 2017, pp. 3-4). Women can enhance the quality of Higher Education in KSA by teaching, conducting workshops, conferences and

seminars for, hosting focus group discussions with, expanding accreditation culture for, and implementing research projects with male students.

Social change in the KSA in teaching by women at the university

Change has permeated all aspects of political and economic life in Saudi Arabia with transformative social effects, not least a growing demand for gender equality (Al-Ghamdi, 2020, pp. 50-66). There have been many social changes in the KSA, such as the grant of permission for Saudi women over the age of 21 years to travel without a male guardian's permission since 2019, the empowerment of women in the economic and political spheres, and the enhancement of opportunities for women's leadership in higher education (Pilotti et al., 2021, pp. 1-3). Educational institutions continued to implement national plans aimed at preparing women to work in universities as faculty members through academic programs inside and outside the universities in other educational institutions, to address the great shortage of women in the workforce, be it as faculty and staff. (GOV SA, 2022). Women can build their personal networks by taking advantage of formal and informal opportunities for networking, while proactively seeking mentors, sponsors, and referrals, a result of lifting the restrictions on women's engagement in public life. This was achieved through the achievements of Saudi women in senior positions, they were can share their experience and step up to act as leaders for their female colleagues, and training programs designed to enhance capabilities (particularly in STEM and other areas), upgrade their soft skills and emotional intelligence; communicate new skill-sets with confidence and enthusiasm; and adopt a life-long learning approach (Assi & Marcati, 2020, pp. 8-11).

The initiative of KSU in teaching by Saudi women to contribute to the quality of education.

Vision 2030 tasked the Ministry of Education with educating students and preparing them for the workforce. With these objectives in mind, through overhauling curricula and raising education standards nationwide, so, it is announced that, for the first time, female teachers would be permitted to teach male pupils across 1460 government-run schools (Oxford business group, n.d).

KSU offers distinctive academic programs, consistent with the development plans and needs of the labour market by creating a motivating educational environment and effective partnership with the community, in fields such as the humanities, science, engineering, and health sciences, through community colleges, preparatory year programs, Arabic Linguistics Institutes, and two girls' education centres. By setting up distinctive partnerships and applying state-of-the-art technology, KSU has implemented a high-quality program to create professional graduates with a high standard of ethics. Therefore, it was provide students with the skills they need to succeed in their academic and

professional lives, and special focus laid on creativity and self-development (The Department of Statistics and information, 2017, <https://sciences.ksu.edu.sa/en/statistics>, p. 15). Since granting the ISO 9001: 2008, it were investigated KSU faculty members' perceptions of the key attributes of online teaching, and their attitude toward this innovative form of teaching (Alshangeeti et al., 2009, p. 1), addition, there is initiative the field of student affairs represented in supportive programs that help students peruse their academic achievement and personal growth, improving student life skills and services for students with special need (Hasna & Hessah, 2020, pp. 649-651).

This is study as initiative from initiatives of KSU in teaching by Saudi women to contribute to the quality of education for students' men for theoretical majors, through determine male students' perceptions of female teachers in theoretical majors at KSU in Saudi Arabia.

2. Methodology:

Methods and participants

The study relied on the descriptive method through two tools, one of which is an electronic questionnaire by triangulated two-shot study was conducted to examine male students' attitudes toward female teachers handling theoretical majors at KSU. So, this study was focused two divisions through two-axis the first, the examine male students' attitudes toward female teachers handling theoretical majors at KSU and the second, suggestions to support King Saud University's initiative to teach students by Saudi women to contribute to the quality of education in universities using one questionnaire of electronic by google drive program. A detailed demographic sheet was used to collect information from the students (supplementary 1). A simple sample method was used to conduct the survey among 195 out 400 males. Mean, Standard Deviation, and Independent Sample T-tests were used with other scientific test method is one-way ANOVA. The questionnaire had three sections. Section 1 gathered demographic data. Section 2 gathered data on the cognitive and intellectual aspects of the students' acceptance of female teachers at the university, students' emotional aspects toward the elements or content of social change in the KSA in teaching by Saudi women and their contribution to the quality of education in universities, student behavioural aspects in spreading the culture of teaching by Saudi women and their ability to contribute to the quality of education in universities. Section 3 gathered data on proposals to support KSU's initiative to enable more female teachers to enhance the quality of education. For the one-way ANOVA, the indicators were divided into 4 axes, which were sub-divided into 10 units, namely college, specialization, academic level, age, marital status, father and mother's educational levels, economic level, residential area, and Own House.

We can determine this information in the axis follows:

The first axis; cognitive and intellectual aspects of the student's acceptance of the teaching of Saudi women at the university

The second axis; students' emotional aspects toward the elements or content of social change in the KSA in teaching by Saudi women and their contribution to the quality of education in universities

The third axis; student behavioural aspects in spreading the culture of teaching by Saudi women and their ability to contribute to the quality of education in universities.

The fourth axis; proposals to support the initiative of KSU in teaching students by Saudi women to contribute to the quality of education in universities.

The second tool is an interview form, which asks fifteen questions, five questions for each dimension of male students' attitudes towards female teachers who teach theoretical specializations at King Saud University, which are (cognitive attitudes, emotional attitudes, and behavioural attitudes) (see Figure 1)

Figure 1. The interview questions on male students' cognitive, emotional and behavioural attitudes towards teaching women

Cognitive attitudes	Emotional attitudes	Behavioral attitudes
What do you think about women teaching subjects at different educational levels?	How do you feel when you attend a class taught by a female teacher compared to a male teacher?	How do you behave in the classroom when the teacher is teaching compared to the teacher?
Do you think there is a difference between men and women teaching in terms of efficiency and quality? Why?	Have you ever felt uncomfortable or embarrassed when taking lessons from a female teacher? Why?	Do you find yourself more or less engaged with a female teacher than a male teacher? And why?
What factors influence your acceptance of the idea of being taught by a woman?	How do you see the impact of teachers' teaching style on your interaction in the classroom?	Have you ever avoided interacting with a teacher in class? Why?
Do you think that women's education differs based on the type of subject (science, literature, mathematics)?	Do you feel that female teachers are more understanding of students' feelings than male teachers?	How does the learning experience with a teacher affect your academic performance and classroom participation?
In your opinion, what are the positives and negatives of having female teachers in educational institutions?	Do customs and traditions affect how you feel about receiving education from a female teacher?	Does the experience of teaching women affect your general view of the role of women in society?

Data collection process and coding strategy

Phase 1 of the paper, I checked the initiative of KSU in teaching by Saudi women to contribute to the quality of education in universities, it were formulated through using questionnaire of electronic via drive program, it focused on sample snowballing method. The questionnaire gathered the participants' demographic information and details of their experiences, with identifying the components of the attitudes of male students towards teaching by female teachers, and through these the attitudes that have been formed, opens the door to the possibility of female teachers contributing in quality of higher education. Accordingly, four questions were identified, then the four axes that were referred to earlier were identified, and each axe included eight paragraphs. The participants were asked to choose the response that expresses their point of view according to the three-way Likert method, which is (agree - neutral - disagree). These questions were the following four:

What are the cognitive aspects and the student's personal readiness to accept the teaching of Saudi women at the university? In terms of personal practice

What are the students' emotional aspects toward the elements or content of social change in the KSA in teaching by Saudi women and their contribution to the quality of education in universities?

What are the behavioural aspects of students in spreading the culture of teaching by Saudi women and their ability to contribute to the quality of education in universities?

What are the proposals that can support the initiative of KSU in teaching students by Saudi women to contribute to the quality of education in universities? Subsequently, the questionnaire was applied to ten participants from the study population other than (195) participants, to verify the validation of the data and the trustworthiness of the analytic process. Following the preliminary findings in Phase 1, participants (195) as pilot to contribute to the questionnaire conducted students.

In stage 2, to submit a report and obtain feedback on the results of credibility and reliability, the link to the electronic questionnaire was sent to the study community, whose size is (401) single, after taking (10) ten participants to that total (411), and (195) participants responded in the application Data collection process from Population, Sample (see Table 1).

Table 1. Population sample

Course	N	S	Total
Social Change	35	32	
Principles of Sociology	256	152	
Generalist Practice	9	9	
Human Behavior and the Environment	15	14	
Sociology and Human Rights	22	19	
Generalist Practice with Macro Units	22	19	
History of Social Thought	37	36	
Social Work in Family and Childhood	16	14	
Total	411	295	195

In Phase 3 which included the coding strategy, the response was given (agree) = 3, the response (neutral) = 2, and the response (disagreeable) = 1, for each paragraph of each axis of the questionnaire, to determine the achievement of the objectives of the study, which were represented in the following:

(1) Determining the components of the female students' attitudes in accepting the teaching of Saudi women at the university, which are:

A: The cognitive aspects and the extent of the student's personal readiness to accept the teaching of Saudi women at the university? In terms of personal practice.

B: Students' emotional aspects towards the elements or content of social change in the Kingdom of Saudi Arabia in teaching by Saudi women and their contribution to the quality of education in universities.

C: Behavioural aspects of students in spreading the culture of teaching among Saudi women and their ability to contribute to the quality of education in universities.

Proposals that can support the initiative of King Saud University in teaching Saudi female students to contribute to the quality of education in universities.

On the other hand, a qualitative tool was designed in the form of an interview form in which fifteen questions were asked about trends (cognitive, emotional, and behavioural) to represent an in-depth interview of the subject of the study from a social and cultural perspective that is consistent with the initiative of King Saud University to have female faculty members teach theoretical specializations to male students at the university, which is considered one of the achievements of the Kingdom's Vision 2030. (See, p.10).

The following axes were relied upon to reach the qualitative results of the responses of the study sample of (5) students;

- ✓ Change in social and cultural values
- ✓ Transformations in the educational system and the presence of female academics
- ✓ Media and cognitive influence
- ✓ Openness to global experiences
- ✓ Legal and structural changes
- ✓ Change in the young generation and redefining cultural identity
- ✓ Economic transformation and its link to education
- ✓ Gradual change towards a more flexible society

Ethical considerations and approval

This study was approved by the ethics committee at KSU and adhered to the four ethical principles of seeking informed consent from, ensuring the autonomy, self-determination, privacy, and confidentiality of, and doing no harm to the participants. All participants provided their informed consent in advance. The author personally collected and analyzed the data (see Appendix No. 1). All digital material were stored in a password-protected computer. All hard copies of documents were kept in a locked space. The participants' names were concealed by coding and remained concealed throughout the analysis.

Participants' demographic information

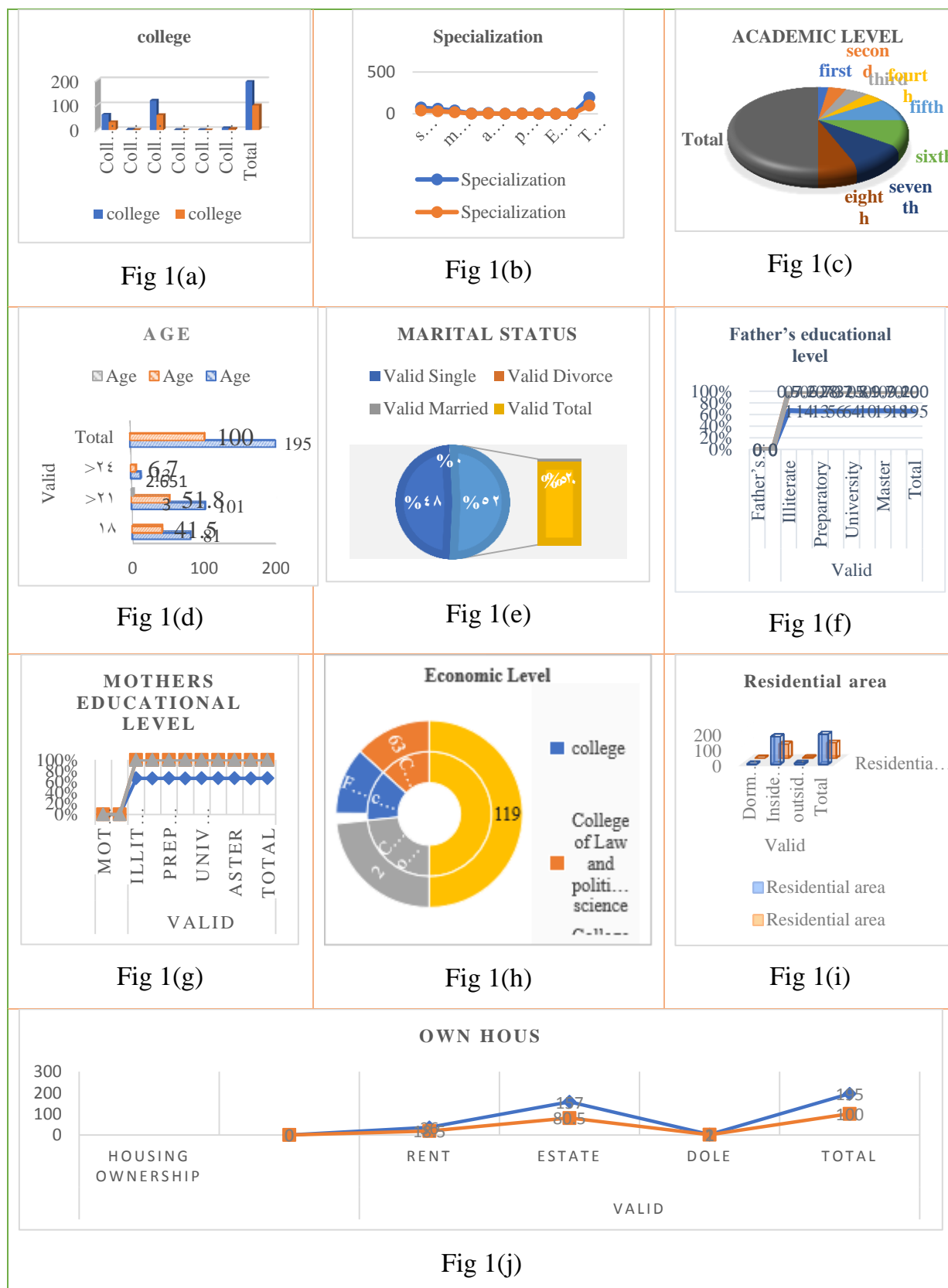
A total of 411 male students enrolled across 8 courses (Social change, Principles of Sociology, Generalist Practice, Human Behavior and the Environment, Sociology and Human Rights, Generalist Practice with Macro Units, History of Social Thought, and Social Work in Family and Childhood; Table 1) participated in this study. A representative sample of 10 students was drawn to check the reliability (Table 2).

Table 2. Reliability analysis scale (alpha)

Validity					Reliability coefficients
Validity arbitrators	of	R	M	SD	Number of cases = 10 Number of items = 25
		53.00	7.500	16.35882	
			0		
Constructive honesty		Axis 1	Axis 2	Axis 3	Axis 4
		.867*	.853*	.902*	.744*
		*	*	*	

A total of 63 participants came from the College of Law and Political Science (coded 1), 2 from the College of Languages and Translation (coded 2), 119 from the College of Arts (coded 3), 1 each from the Colleges of Education (coded 4) and Tourism and Archeology (coded 5), and 9 from the College of Business Administration (coded 6). By specialization, 38.5% were specialized in the social studies, 30.8% in law, 20.0% in the media, 4.6% in administrative knowledge systems, 2.6% in human resources, 1.5% in political science, and 0.5% in others (Geography, French, English, and Arabic). In terms of academic semester, 39 were in semester 6, 36 in semester 5, 35 in semester 7, 23 in semester 8, 20 in semester 3, 16 each in semesters 2 and 4, and 9 in semester 1. By age, 101 participants were under 21 years, 81 were under 18 years, and 24 under 13 years. The mean age was 2.6513 and standard deviation was 0.60192. Of the participants, 118 were single, 6 were married, and 1 was divorced. In terms of their fathers' educational level, 64 participants' fathers were University BA holders, 56 were secondary school graduates, 19 were master's degree holders, 18 were PhD holders, 14 were primary school graduates, 13 were preparatory school graduates, 10 had a high school diploma, and 1 was illiterate. In terms of their mothers' educational level, 71 participants' mothers were University BA holders, 51 were secondary school graduates, 20 were primary school graduates, 17 were preparatory school students, 11 were illiterate, 10 had high school diplomas, 9 had master's degrees, and 6 had PhDs. A total of 91 participants came from in economic level, in category that more than 15000 Ryal, after 52 91 participants came from in economic level, in category that more than1000, after 45 participants came from in economic level, in category that more than500, after 52 91 participants came from in economic level, in category that less 5000,so that Mean (3.1641), and Std. Deviation (.90460). A total of 180 participants resided within Riyadh, 11 outside Riyadh, and 4 in dormitories. Of the total, 157 participants owned their residences, 36 took houses on rent, 2 had dole own housing (Appendix VII and Figure 2), We conclude from this presentation the possibility of scientific and social benefit in determining the expectations of male students for women to teach as faculty members in theoretical specializations at King Saud University in the Kingdom of Saudi Arabia; linked to the social and cultural reality of the study sample.

Figure 2. Population, sample, and response analysis



4. Results and Discussion:

Challenges and barriers

The participants identified three categories of personal challenges: (1) Social change in customs and traditions in KSA, (2) Fear and sensitivity around female Saudi teachers, and (3) Negative views of Saudi women's abilities to contribute to the quality of university education.

Checking reliability

The Cronbach's alpha was used to check the reliability of the instruments. It was at 0.8512, which was considered very good (see Table 2).

Correlation between male students' perceptions of female teachers in theoretical majors

Three categories of correlations among the components of the attitudes of male Saudi students toward female teachers were identified: (1) Cognitive and intellectual aspects of male student acceptance of female teachers at KSU; (2) Male students' emotional aspects toward social change in KSA, as manifested by female teachers teaching male students at KSU; and (3) Behavioral aspects of students in spreading a culture involving female teachers engaging in KSU, and their ability to contribute to the quality of education in universities. So, this correlation between students' perceptions of female teachers in theoretical disciplines indicates the social and cultural changes of Saudi society in accepting women in university teaching and empowering them with regard to quality, and as a result, gender equality is achieved in university education in the Kingdom of Saudi Arabia. (See Table 3).

Table 3. Results of the relationship Correlation between male students' perceptions of female teachers in theoretical majors

Correlations		Cognitive and intellectual aspects	Students' emotional aspects	Behavioral aspects
Cognitive and intellectual aspects of male student acceptance of female teachers at KSU	Pearson	1	.441**	.544**
	Correlation			
	Sig. (2-tailed)		.000	.000
Male students' emotional aspects toward the present social change in KSA	N	195	195	195
	Pearson	.441**	1	.718**
	Correlation			
Behavioral aspects of students in spreading a culture involving female teachers engaging in KSU	Sig. (2-tailed)	.000		.000
	N	195	195	195
	Pearson	.544**	.718**	1
	Correlation			
	Sig. (2-tailed)	.000	.000	
	N	195	195	195

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

Therefore, it was the similarities and interconnectedness reveal between two dimensions (first and second) perceptions, value (.441**) that correlation is significant at the 0.01 level (2-tailed). Furthermore, it is the similarities and interconnectedness reveal between two dimensions (first and third) perceptions, value (.544**) that correlation is significant at the 0.01 level (2-tailed). Also, it is the similarities and interconnectedness reveal between two-dimensions (second and third) perceptions, value (.718**) that correlation is significant at the 0.01 level (2-tailed).

The differences between the average responses of the participants to the components of the attitudes of Saudi student's male toward teaching by women at the university for theoretical majors

a. The results of the independent sample t-test

There were differences among the male students' responses to various components of their attitudes toward female teachers handling theoretical majors at KSU. Thus, there are differences between the average responses of the participants to cognitive and intellectual aspects, (see Table 4)

In this table, we note (t) value is for Cognitive and intellectual aspects is 46.322, Sig. (2-tailed) = .000, while (t) value is for Students' emotional aspects is 46.339, Sig. (2-tailed) = .000, and (t) value is for Behavioural aspects is 55.572, Sig. (2-tailed) = .000.

So, we conclude that the zero hypothesis is rejected, and the alternative hypothesis is accepted: There are statistically significant differences at a significant level (0.05 or 0.01) between the arithmetic mean of the study sample and the general average of the attitudes of King Saud University students towards teaching by women for theoretical majors.

By calculating the effect size (A) for Cognitive and intellectual aspects, a value of 3.3171 was obtained, which is a large size.

While calculating the effect size (A) is for Students' emotional aspects is 3.3184 which is a large size, and calculating the effect size (A) value is for Behavioural aspects is 3.9796 which is a large size.

Table 4. The results of the independent sample t-test

	One-Sample Statistics				One-Sample Test			
	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Mean Difference
Cognitive and intellectual aspects	19	2.456	.74051	.05303	46.32	19	.000	2.45641
	5	4			2	4		
Students' emotional aspects	19	2.128	.64134	.04593	46.33	19	.000	2.12821
	5	2			9	4		
Behavioral aspects	19	2.466	.61983	.04439	55.57	19	.000	2.46667
	5	7			2	4		

b. The results of Regression

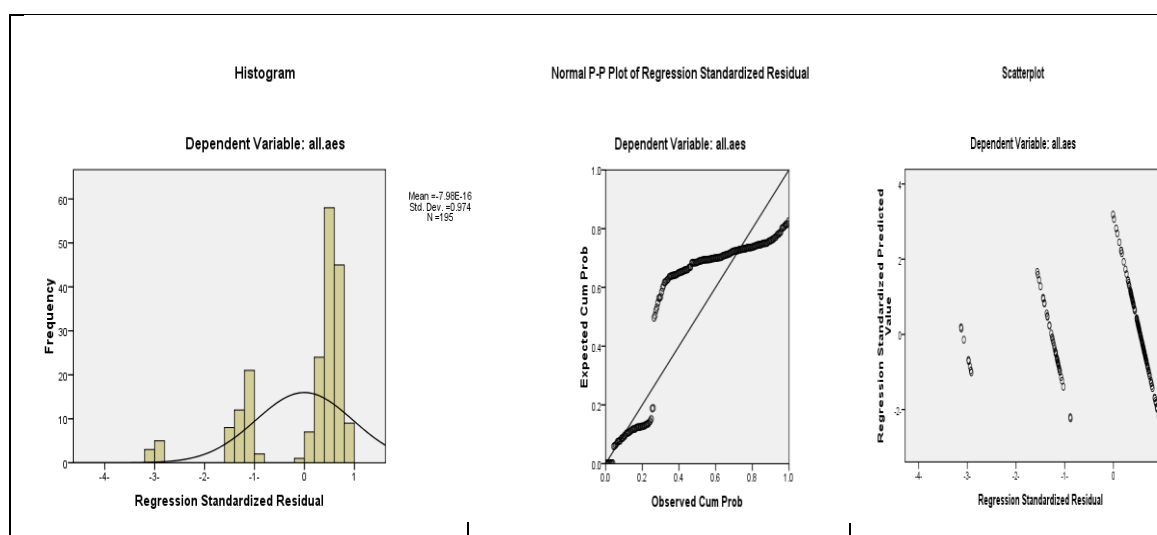
The independent variables (Own House, Residential area, college, Age, Mothers educational level, Specialization, Economic Level, Academic level, Marital status, Father's educational level), were not statistically significant, according to the (t) test. At the level of significance ($P \leq 0.05$), (see Table 5 & Fig. 2)

Table 5. The results of Regression

R Square		.032
F Value		.599
Sig.		.814
Beta of	college	-.024-
	Specialization	-.035-
	Academic level	.025
	Age	.000
	Marital status	.057
	Father's educational level	.030
	Mothers educational level	-.063-
	Economic Level	-.127-
	Residential area	-.070-
	Own House	.061
	college	1.114

	Specialization	1.404
	Academic level	1.386
	Age	1.291
VIF Factor	Marital status	1.410
	Father's educational level	1.563
	Mothers educational level	1.552
	Economic Level	1.346
	Residential area	1.095
	Own House	1.234

Figure 3. The results of Regression



In this table, we note that the values of the three (Pearson) correlation coefficient, which are the simple correlation coefficient R , reached (.178a), while the coefficient of determination R^2 reached (.032), while the corrected coefficient of determination R^2 was $-(-.021-)$, which means that the explanatory independent variables (. Own House, Residential area, college, Age, Mothers educational level, Specialization, Economic Level, Academic level, Marital status, Father's educational level) was able to explain (.021) of the changes that occurred in (King Saud University students' attitudes test towards teaching by Women for theoretical majors) required and the rest (.098) is attributed to other factors.

It is also noted that it includes the values of the analysis of variance, through which the explanatory power of the model as a whole can be known through the F statistic, as noted from the table of the analysis of variance, the high significance of the F test ($P < .814a$), which confirms the low explanatory power of the multiple linear regression model from a statistical point of view Where we

accept the null hypothesis saying, "There is no effect of the independent variables (Own House, Residential area, college, Age, Mothers educational level, Specialization, Economic Level, Academic level, Marital status, Father's educational level) on the dependent variable (male students' perceptions of female teachers in theoretical majors at KSU in Saudi Arabia).

It is also noted that the value of the standardized regression coefficients (Unstandardized Coefficients) and the standard error (Std. Error), and the value of the (t) test with the probability value of the tests (statistical significance).

Therefore, we conclude that the independent variables (Own House, Residential area, college, Age, Mothers educational level, Specialization, Economic Level, Academic level, Marital status, Father's educational level), were not statistically significant, according to the (t) test. At the level of significance ($P \leq 0.05$), this regression equation can be reached using the non-normative Beta (fixed limit) as follows:

Predicted (JS) = $3.033 + 008 \times \text{college} + -.012 \times \text{Specialization} + .007 \times \text{Academic level} + .000 \times \text{Age} + .087 \times \text{Marital status} + .010 \times \text{Father's educational level} + -.022 \times \text{Mothers educational level} + -.076 \times \text{economic level} + .137 \times \text{Residential area}$.

So, it is possible to reject the null hypothesis and accept the alternative hypothesis saying, "There is an effect of the independent variables (Own House, Residential area, college, Age, Mothers educational level, Specialization, Economic Level, Academic level, Marital status, Father's educational level) on the dependent variable (male students' perceptions of female teachers in theoretical majors at KSU in Saudi Arabia).

c. The results of the General Linear Model

There are no differences results the independent sample General Linear Model for responses the sample by personally variables, such as, (Father's educational level. Mothers educational level, and Economic Level) and aspects of the attitude of male students to teach women as a faculty member for theoretical disciplines at King Saud University, because values Sig. > 0.05. (See Table 6& Fig. 3) (see Table 6& Fig. 4)

Table 6. The results of the General Linear Model

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III	df	Mean	F	Sig.	Partial
		Sum of		Square			Eta
		Squares					Squar ed

Corrected Model	Cognitive and intellectual aspects	36.929 ^a	74	.499	.862	.754	.347
	Students' emotional aspects	24.066 ^b	74	.325	.700	.951	.302
	Behavioral aspect	25.400 ^c	74	.343	.838	.794	.341
Intercept	Cognitive and intellectual aspects	337.272	1	337.272	582.753	.000	.829
	Students' emotional aspects	250.914	1	250.914	540.290	.000	.818
	Behavioral aspect	322.423	1	322.423	787.457	.000	.868
Fatheris.edu	Cognitive and intellectual aspects	2.448	7	.350	.604	.751	.034
	Students' emotional aspects	1.910	7	.273	.588	.765	.033
	Behavioral aspect	1.479	7	.211	.516	.821	.029
Motheris.edu	Cognitive and intellectual aspects	1.833	7	.262	.453	.867	.026
	Students' emotional aspects	2.656	7	.379	.817	.575	.045
	Behavioral aspect	.833	7	.119	.291	.957	.017
economic. Lev	Cognitive and intellectual aspects	2.265	3	.755	1.304	.276	.032
	Students' emotional aspects	1.026	3	.342	.736	.532	.018
	Behavioral aspect	1.959	3	.653	1.595	.194	.038
Fatheris.edu * Motheris.edu	Cognitive and intellectual aspects	15.168	23	.659	1.139	.315	.179
	Students' emotional aspects	5.144	23	.224	.482	.977	.085
	Behavioral aspect	6.467	23	.281	.687	.851	.116
Fatheris.edu * economic. Lev	Cognitive and intellectual aspects	2.702	10	.270	.467	.908	.037
	Students' emotional aspects	3.358	10	.336	.723	.701	.057
	Behavioral aspect	4.505	10	.451	1.100	.367	.084
Motheris.edu	Cognitive and intellectual aspects	4.101	14	.293	.506	.926	.056
* economic.	aspects						

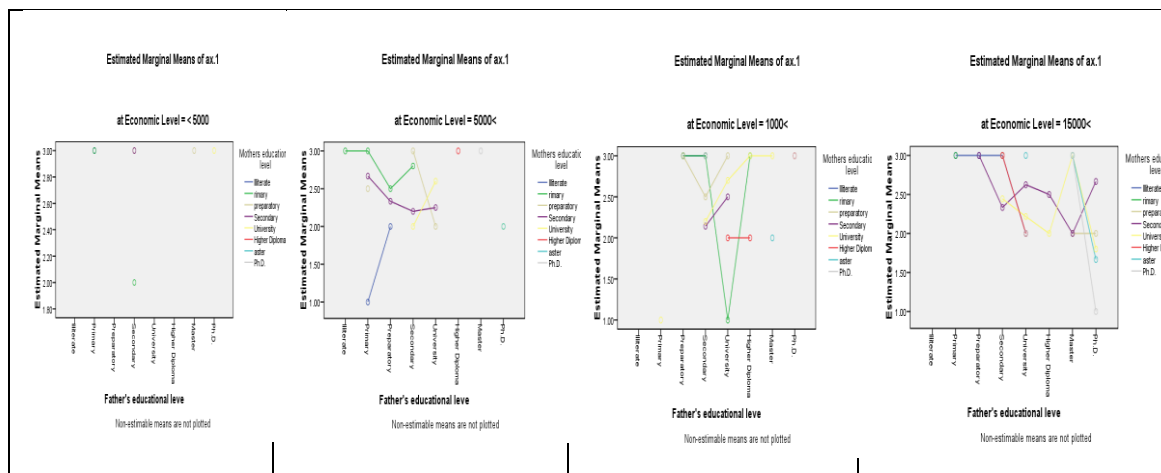
Lev	Students' emotional aspects	5.199	14	.371	.800	.668	.085
	Behavioral aspect	3.951	14	.282	.689	.781	.074
Fatheris.edu *	Cognitive and intellectual	1.270	4	.317	.548	.700	.018
Motheris.edu	aspects						
* economic.	Students' emotional aspects	.351	4	.088	.189	.944	.006
Lev	Behavioral aspect	1.697	4	.424	1.036	.392	.033
Error	Cognitive and intellectual	69.451	120	.579			
	aspects						
	Students' emotional aspects	55.729	120	.464			
	Behavioral aspect	49.134	120	.409			
Total	Cognitive and intellectual	1283.00	195				
	aspects	0					
	Students' emotional aspects	963.000	195				
	Behavioral aspect	1261.00	195				
		0					
Corrected	Cognitive and intellectual	106.379	194				
Total	aspects						
	Students' emotional aspects	79.795	194				
	Behavioral aspect	74.533	194				

- a. R Squared = .347 (Adjusted R Squared = -.055)
- b. R Squared = .302 (Adjusted R Squared = -.129)
- c. R Squared = .341 (Adjusted R Squared = -.066)

Figure 4. The results of Profile Plots

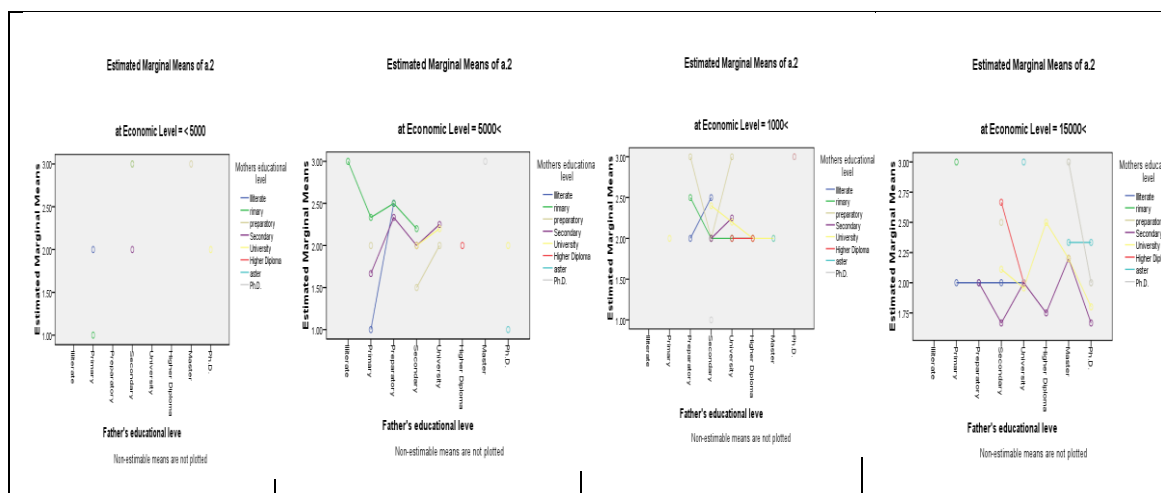
ax.1

Father's educational level * Mothers educational level * Economic Level



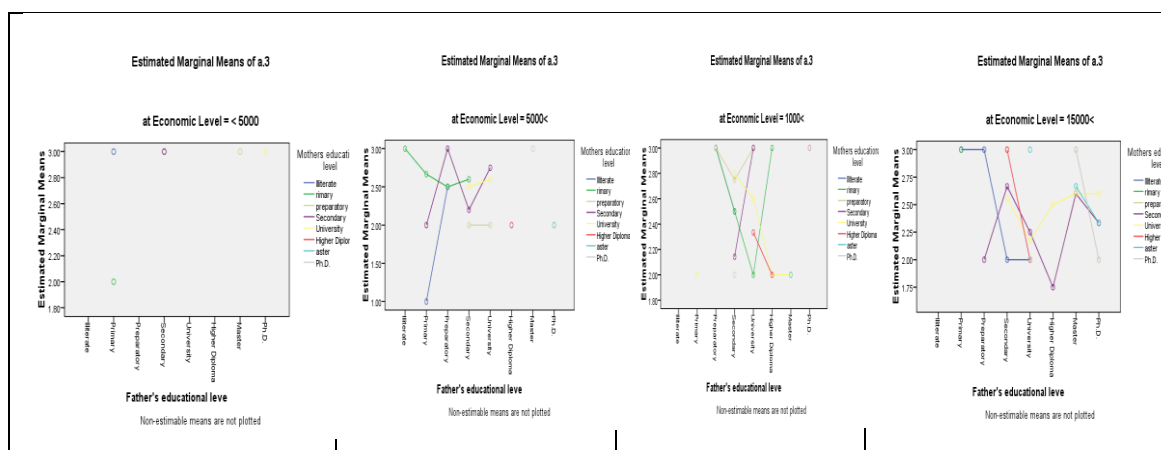
a.2

Father's educational level * Mothers educational level * Economic



a.3

Father's educational level * Mothers educational level * Economic Level



GLM ax.1 a.2 a.3 BY economic. Lev Residential Own House

/METHOD=SSTYPE (3)

/INTERCEPT=INCLUDE

/PLOT=PROFILE (economic. Lev*Residential*Own House)

/PRINT=DESCRIPTIVE ETASQ HOMOGENEITY

/CRITERIA=ALPHA (.05)

/DESIGN= economic. Lev Residential Own House economic. Lev*Residential economic. Lev*Own House Residential*Own House econ
.lev*Residential*Own House.

d. The results of the independent sample t-test

There were differences among the male students' responses to various for suggestions to support King Saud University's initiative to teach students by Saudi women to contribute to the quality of education in universities. Thus, there are differences between the average responses of the participants to cognitive and intellectual aspects, (see Table 5)

In this table, we note (t) value is for Expanding the opportunity for women to teach students, which contributes to the quality of education in Saudi universities is 41.028, Sig. (2-tailed) = .000, while (t) value is for Introducing strategies for university education focusing on teaching students by women at the university is 42.907, Sig. (2-tailed) = .000, (t) value is for Empowering women to hold scientific events at the university for students is 45.598, Sig. (2-tailed) = .000, , (t) value is for Focus on opening channels of communication between students and the women who study for them through the regular channels of the university is 46.322, Sig. (2-tailed) = .000, and (t) value is for Supervising students in their preparation for master's and doctoral theses, which contributes to the quality of education in universities is 43.681, Sig. (2-tailed) = .000.

So, we conclude that the zero hypothesis is rejected, and the alternative hypothesis is accepted: There are statistically significant differences at a significant level (0.05 or 0.01) between the arithmetic mean of the study sample and the general average of suggestions to support King Saud University's initiative to teach students by Saudi women to contribute to the quality of education in universities.

By calculating the effect size (A) for expanding the opportunity for women to teach students, which contributes to the quality of education in Saudi universities, a value of 2.3026 was obtained, which is a middle size.

While calculating the effect size (A) is for Students' Introducing strategies for university education focusing on teaching students by women at the university is 2.3128, which is a middle size, and calculating the effect size (A) value is for Empowering women to hold scientific events at the

university for students is 2.4000 which is a a middle size, the effect size (A) is for Students' Introducing strategies for Focus on opening channels of communication between students and the women who study for them through the regular channels of the university is 2.4564, , which is a middle size and While calculating the effect size (A) is for Supervising students in their preparation for master's and doctoral theses, which contributes to the quality of education in universities is 2.4103, , which is a middle size.

Table 5. The results of the independent sample t-test

	One-Sample Statistics				One-Sample Test			
	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Mean Difference
Expanding the opportunity for women to teach students, which contributes to the quality of education in Saudi universities	19 5	2.302 6	.78369	.05612	41.02 8	19 4	.000	2.30256
Introducing strategies for university education focusing on teaching students by women at the university	19 5	2.312 8	.75272	.05390	42.90 7	19 4	.000	2.31282
Empowering women to hold scientific events at the university for students	19 5	2.400 0	.73499	.05263	45.59 8	19 4	.000	2.40000
Focus on opening channels of communication between students and the women who study for them through the regular channels of the university	19 5	2.456 4	.74051	.05303	46.32 2	19 4	.000	2.45641
Supervising students in their preparation for master's and doctoral theses, which contributes to the quality of education in universities	19 5	2.410 3	.77052	.05518	43.68 1	19 4	.000	2.41026

e. The results of Qualitative for interview Form

Qualitative results obtained from the in-depth interview analysis is, "Women's acceptance in higher education can be enhanced not only as lecturers or researchers, but as an integral part of the academic environment, when teaching for male students"

The following sub-results emerged from this result.

- ✓ Promoting academic integration and equal opportunity policies
- ✓ Establishing clear official policies in universities that emphasize the principle of competence and merit rather than gender in academic recruitment
- ✓ Directing universities to provide training programs for new academics to support teaching skills and interaction with students
- ✓ Introducing courses that enhance awareness of equal opportunities, empowering women in the academic field, and linking this to the development of modern societies
- ✓ Offering elective courses that discuss issues of diversity and inclusion in higher education, to enhance social acceptance of new practices
- ✓ Encouraging university research that studies the impact of women teaching male students on academic performance and the level of educational interaction
- ✓ Supporting graduation projects and master's and doctoral theses that address issues of equality in higher education from a social and cultural perspective
- ✓ Launching student initiatives that enhance the culture of accepting women as an active member of higher education, such as seminars and awareness campaigns
- ✓ Producing documentaries and media content that highlight the successes of Saudi female academics and their positive impact
- ✓ Providing incentives for universities to enhance gender diversity in teaching
- ✓ Providing training and employment opportunities for female graduates in the academic and research sectors, which enhances their role In the labor market

5. Conclusion:

While I made a few edits here, it seems a bit of a stretch to say that this study does not demonstrates the potential contributions of female teachers - rather, it speaks of how female teachers are perceived by male students and does not particularly dwell on their capacity for contribution (and does not establish what the contributions pertain to, either). There were correlations among the individual components of male students' attitudes toward female teachers handling theoretical majors. There were some differences in the average responses of the participants to the individual components of their

attitudes. There are no differences that, the results There were differences among the male students' responses to various components of their attitudes toward female teachers handling theoretical majors at KSU. Thus, there are differences between the average responses of the participants to cognitive and intellectual aspects, The independent variables (Own House, Residential area, college, Age, Mothers educational level, Specialization, Economic Level, Academic level, Marital status, Father's educational level), were not statistically significant, according to the (t) test. At the level of significance ($P \leq 0.05$), and by using the multiple linear regression test, the results showed that there is no effect in the interaction between the independent variables and aspects of male students' attitudes towards teaching women as a faculty member for theoretical specializations at King Saud University, and by using the general linear model (triple analysis of variance), a result of statistically significant differences between the variables was obtained. Independent (the level of education of the father and the level of education of the mother and the economic income of the family) and aspects of the attitude of male students to teach women as a faculty member for theoretical disciplines at King Saud University.

Implications

The findings of this paper have vital implications for the fields of women's empowerment and quality higher education. he, these effects can be identified as follows:

First, Saudi student's male could choose appropriate and targeted teaching by women at the university, that maybe help them in contribution to the quality of education in Saudi universities. According to Alsuwaida (2016, pp. 6–7) “offers implications for female empowerment via teaching and learning. Higher education has changed over time in accordance with Saudi cultural traditions and religious”.

Second, supporting the initiative of KSU in teaching by Saudi women to contribute to the quality of education and transferring this experience to Saudi universities at the level of the regions of the Kingdom of Saudi Arabia. It is what has been determined in (The Department of Statistics and information, 2017, <https://sciences.ksu.edu.sa/en/statistics>,, p. 15), represented by, “King Saud University is keen to adopt quality in its comprehensive concept to achieve the principle of excellence and world leadership. The aim of applying the principle of quality at KSU is to improve performance in all fields of academic activities, to set up systems that promote the implementation of procedures with optimal efficiency and effectiveness and provide precise means for assessment and measurement of performance according to specific criteria”.

Third, women can be accepted in higher education not only as lecturers or researchers, but mainly in the academic field as university lecturers (see, pp. 25-26)

Limitations

This study has several limitations. First, reliance on participants from students' male at theoretical majors at KSU. Second, participants from six different colleges, like (College of Law and political science, College of Languages and Translation, College of Arts, College of Education, Collage of Tourism and Archeology, and College of Business Administration). Third, participants came from different Specialization, like (social studies, law, Media, Human resource, Administration knowledge system, Geography, Political science, French, English, and Arabic). Fourth, participants from different Academic semesters, Economic Levels, Residential areas, and Own House) Fifth, the paper relied exclusively on quantitative data. A mixed-methods approach can enhance the knowledge of the correlation between the components of Saudi students' attitudes and female teachers handling theoretical majors at the university level. Finally, space constraints limited the elaboration of the challenges and barriers faced by male students. Accordingly, it is possible to take advantage of the previously presented restrictions in the future by:

- (1)The field application is n all Saudi universities at the level of the geographical regions of Saudi Arabia
- (2)Future research should focus on qualitative research methodology.
- (3)Conducting research comparisons between male and female students' expectations of female teachers' teaching and their contribution to the quality of university education.

Acknowledgements: We are very grateful to the department of social studies who helped me in collecting data for field study in College of Humanities and Social Sciences, and Standing Committee for Scientific Research Ethics, at King Saud University, Riyadh, KSA to give me document stating that the subject of my study is consistent with the rules governing the ethics of scientific research at the university (see Appendix No. 1).

Funding details: This study was had from my fund only.

Disclosure statement: There are no competing interests to declare.

Supplemental online material: In this study there are no Supplemental online.

المستخلص

توقعات الطلاب الذكور لتدريس المرأة كعضو هيئة تدريس للتخصصات النظرية بجامعة الملك سعود
بالمملكة العربية السعودية: دراسة في الاتجاهات الاجتماعية

وداد عبد الرحمن القرني

حددت هذه الورقة توقعات الطلاب الذكور لتدريس المرأة كعضو هيئة تدريس للتخصصات النظرية بجامعة الملك سعود، من خلال استخدام المنهج الوصفي بأسلوب المسح الاجتماعي بالعينة العشوائية البسيطة وقوامها (195) طالبا من 6 كليات مختلفة، عن طريق استخدام أداتين أحدهما استبيان إلكتروني من خلال جوجل درايف Google Drive، حيث تم استخدام برنامج SPSS، وتمثلت الأداة الثانية في استمارة مقابلة وتم تصميمها في ضوء أبعاد اتجاه الطلاب الذكور والمتمثلة في (الاتجاهات المعرفية والاتجاهات الوجدانية والاتجاهات السلوكية)، من خلال طرح خمسة عشرة سؤالاً بواقع خمس أسئلة لكل بُعد.

وكان من أهم نتائج الدراسة ما يلي:

- توجد فروق ذات دلالة إحصائية عند مستوى دلالة (0.05 أو 0.01) بين المتوسط الحسابي لعينة الدراسة والمتوسط العام لاتجاهات الطلاب الذكور بجامعة الملك سعود نحو التدريس من قبل النساء للتخصصات النظرية.
- توجد فروق ذات دلالة إحصائية عند مستوى دلالة (0.05 أو 0.01) بين المتوسط الحسابي لعينة الدراسة والمتوسط العام لمقترحات الطلاب الذكور بجامعة الملك سعود في تدعيم مبادرة جامعة الملك سعود للتدريس من قبل المرأة السعودية بهدف المساهمة في جودة التعليم في الجامعات السعودية.
- يمكن تعزيز قبول المرأة في التعليم العالي ليس فقط كمحاضرة أو باحثة، بل كجزء أساسي من البيئة الأكاديمية عند التدريس للطلاب الذكور بالجامعة.

وتوصلت الدراسة إلى عدد من التوصيات منها:

- (1) التطبيق الميداني في كافة الجامعات السعودية على مستوى المناطق الجغرافية في المملكة العربية السعودية
- (2) التركيز في البحوث المستقبلية على منهجية البحث النوعي.
- (3) إجراء مقارنات بحثية بين توقعات الطلاب والطالبات من تدريس المعلمات ومساهمتهن في جودة التعليم الجامعي.

الكلمات الدالة

المرأة السعودية، جودة التعليم العالي، التعليم، مكونات الاتجاه، التخصصات النظرية.

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Appendix No. 1; Document stating that the subject of study is consistent with the rules governing the ethics of scientific research.

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Ref. No.: KSU-HE-22-848

Researcher. ALKARNI, WEDAD ABDOLRHMAN A

Subject: Research Project No. KSU-HE-22-848

Project Title: "Women and Quality of Higher Education; Attitudes of Saudi students male towards teaching by women at the university for theoretical majors at KSU"

Dear Researcher: ALKARNI

With reference to the approval of the Institutional Review Board (Human and Social Researches), regarding the above-mentioned subject, please be informed that the Institutional Review Board of king Saud University has confirmed the approval of your project.

We wish you the best of success with your research endeavors.

Sincerely yours,

Prof. Prof. Yazeed A. Al-Shaikh

Vice President for Graduate Studies and Scientific Research
Chairman, Institutional Review Board (KSU)

1/5/1446 هـ
1446/5/1

Note; This title was the mention in this letter, the same now , Male students' perceptions of female teachers in theoretical majors at FSU in Saudi Arabia