

Female Academics' Leaders Ownership of Leadership Skills to Form Public Awareness and Knowledge: From the Viewpoint of Media Faculties Students in Jordanian Universities

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Abstract

This study aims to identify the extent of leading female academics' ownership of leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian Universities. This study is classified as an analytical descriptive research. The study population consists media faculties of the Jordanian universities that teach journalism and media in which the academic women occupy leadership positions in them (Dean, Deputy Dean, Department Head), there are (4) universities that fit these criteria. The study adopted the intended non-probability sampling, which included (400) respondents from male and female students who study in the Faculties of Media and the Departments of Journalism and Media in these universities, and their total number is (1046). The study found that academic female leaders possess a high degree of technical, human, organizational, and intellectual skills to form public awareness and knowledge from the viewpoint of students. It was also found that they also possess the necessary capabilities to use and analyze numbers and information related to public awareness and knowledge. The study recommended emphasizing the importance of increasing the chances for advancing females in academic and managerial positions and to implement measures to achieve equality between the two genders, as well as the importance of possessing leadership skills and enhancing their role to better contribute to forming public awareness and knowledge among students.

Keywords: Female academic leaders; leadership skills; public awareness; knowledge; students; Media faculties; Jordanian Universities.

امتلاك الأكاديميات القيادات للمهارات القيادية لتشكيل الوعي العام والمعرفة: من وجهة نظر طلبة كليات الإعلام في الجامعات الأردنية

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ملخص

تهدف هذه الدراسة إلى تعرف مدى امتلاك الأكاديميات القيادات للمهارات القيادية لتشكيل الوعي العام والمعرفة. وذلك من وجهة نظر طلبة كليات الإعلام في الجامعات الأردنية، تصنف هذه الدراسة ضمن البحوث الوصفية التحليلية، وشمل مجتمع الدراسة كليات الإعلام في الجامعات الأردنية التي تدرس تخصص الصحافة والإعلام وتتبع المرأة الأكاديمية مركزاً قيادياً فيها ك (عميد، نائب عميد، رئيس قسم) والبالغ عددها (4) جامعات، واعتمدت الدراسة العينة العمدية غير الاحتمالية؛ حيث شملت (400) مستجيباً من الطلبة الذين يدرسون تخصصات الصحافة والإعلام في هذه الجامعات والبالغ عددهم الاجمالي (1046) أما أساليب جمع البيانات والمعلومات فتمثلت بالبيانات الأولية التي جرى جمعها من خلال الدراسة الميدانية وباستخدام الاستبانة التي جرى تطويرها لغرض هذه الدراسة. وكذلك البيانات الثانوية التي جرى الحصول عليها من المصادر المكتبية المختلفة. وتوصلت الدراسة إلى أن الأكاديميات القيادات يمتلكن وبدرجة مرتفعة المهارات القيادية الفنية والإنسانية والتنظيمية والفكرية لتشكيل الوعي العام والمعرفة وذلك من وجهة نظر طلبة كليات الإعلام في الجامعات الأردنية، كما أظهرت امتلاكهن القدرات اللازمة لاستخدام وتحليل الأرقام والمعلومات المتعلقة بالوعي العام والمعرفة، وقدراتهن على التعامل الإنساني بما يساهم في بناء الروح المعنوية للطلبة على أساس قوي، إضافة إلى امتلاكهن مهارات إبداعية لإيجاد أفكار جديدة ومبتكرة تساهم في تشكيل الوعي العام والمعرفة عند الطلبة، وأوصت الدراسة بالتأكيد على أهمية زيادة فرص ارتقاء المرأة في المناصب الأكاديمية والإدارية والقيام بالإجراءات التي تساعد على تحقيق المساواة بين الجنسين، وكذلك أهمية امتلاكها للمهارات القيادية وتعزيز دورها لتساهم على نحو أفضل في تشكيل الوعي العام والمعرفة لدى طلبة كليات الإعلام في الجامعات الأردنية..

الكلمات الدالة: الأكاديميات القيادات، المهارات القيادية، الوعي العام والمعرفة، الطلبة، كليات الإعلام، الجامعات الأردنية.

Introduction:

Leadership is considered to have a great impact on the workflow and on its employees, as strong leadership directs employees towards the required work mechanism, and organizes it in line with the goals that the educational institution seeks to achieve, in addition to that, strong leadership mainly contributes to reducing the effort and tension resulting from the work pressure, as many studies related to the topic of leadership indicated that a leader who understands his employees, listens to them, and takes into consideration their suggestions and complaints, not to mention that the workers improve their performance significantly and be enthusiastic about work.

Since the performance of universities and their educational staff for the duties entrusted to them reflects the aspirations and ambitions they seek to achieve, translating the philosophy of society into thoughts and values should be done by presenting these universities to the builders and leaders of the future, and this matter requires making a constant effort in order to provide leaders capable of responding to the continuous requirements and changes, and to modern technological progress in a scientific and positive manner that brings benefit to individuals and society.

Leadership plays an effective role in universities through spreading an atmosphere of positivity, innovation and creativity in order to bring about change in structures, institutions and working methods at the institutional level, and also in thinking awareness and knowledge at the students' level. Leadership in universities, and similar to other administrations, enjoys great interest in contemporary societies, given the important role played by them in achieving the university's vision and mission represented largely in: Preparing trained and qualified human cadres compatible with the needs of the local, regional and international work market, conducting applied scientific research for the development and enhancement of the local community, and then achieving distinction in providing scientific, research and community services at different levels (Alzaydiyeen, 2013).

Therefore, the process of interaction between the characteristics of administrative leadership of academic female is an important factor in developing the performance of universities, to find ways and methods that help in forming public awareness and knowledge among students, in light of the rapid technological changes and the knowledge economy based on maximizing the educational service provided to them by these universities, where Universities have begun to shift away from traditional models of management and leadership, and this requires a wide range of leadership skills and styles through which it is possible to adapt to the continuous environmental changes.

And since universities are the institutions most capable of building personality, instilling values and virtues, developing talents, refining the arts, translating slogans and theories into scientific reality, they are the most capable of communicating with the external community with all its institutions and elements in the hope of attracting it to help in raising the generation (AL-Ajez, 2009).

Public awareness and knowledge have become one of the many advantages that academic leaders should have in order to direct thought toward a specific issue. They have the ability and skill to know how an individual thinks and to indicate the sources of forming public awareness and knowledge through thinking and analysis, specifically in light of the spread of new media based on the use of The Internet (Al-Razn, 2015).

This study aims to identify the extent to which academic female leaders. academics possess leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities, and therefore the importance of this study comes from its expected contribution to knowing the ability to lead male academics to possess leadership skills to form public awareness and knowledge Among students, it is their responsibility to persevere, look at everything new, pay attention to modern methods of thinking, and work to employ them in a way that reflects positively on the level of students 'thinking and knowledge.

The study's Problem and its Questions:

In light of the rapid technological changes and the wide spread of various means of communication and their impact on the preoccupation of young people specifically with interests that may be far from their reality and surroundings, public and private universities face challenges represented in finding means and methods that help in forming public awareness and

knowledge among students, specifically students of media colleges the nature of their specialization to dictates they own information and knowledge that requires general familiarity with issues, events and rapid and continuous changes.

The availability of leadership characteristics with female academics is one of these methods for developing the performance of universities in forming students 'awareness and knowledge, which requires that the female academics leaders possess a wide range of leadership skills that enable them to fulfill this role by following up on issues, developments and constant changes.

The cultural and cognitive outcome and public awareness have also become among the basic requirements that female academic leaders should have to guide thought towards a specific issue or topic, given that they possess the capabilities and skills to know how students think and form their awareness and knowledge of matters, events and developments by motivating them to think, analyze and conclude.

Therefore, the study tries to answer the following question: Do female academic leaders have the leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities? The following questions stems from it:

- 1- Do the academic female leaders possess the technical leadership skills to form public awareness and knowledge?
- 2- Do academic female leaders possess the human leadership skills to form public awareness and knowledge?
- 3- Do the academic female leaders possess the organizational leadership skills to form public awareness and knowledge?
- 4- Do the academic female leaders possess the intellectual leadership skills to form public awareness and knowledge?

The Importance of the Study:

The importance of this study lies in its discussion of The academic female leaders and the extent to which they possess leadership skills to form public awareness and knowledge, from the viewpoint of students of media colleges in Jordanian universities, which calls for concerted and complementary efforts to study, interpret and analyze this role, with the aim of getting to know it better, especially in the Jordanian higher education sector Which can benefit from the results of this study.

The importance of the study also appears in the important benefits it is hoped to provide to the relevant authorities in the Jordanian universities by the need to pay attention to the value and role of the academic female leaders in predicting the future. Its importance is further illustrated in keeping abreast with what is new in the realm of leading educational institutions which puts emphasis on development, change, and keeping abreast with emerging conditions and consecutive changes.

This study will be a feedback to female academic leaders by providing recommendations and suggestions to decision-makers by acquainting the university to the level of leadership skills available with academic female leader's and their level of performance in leadership to help formulate the university's general policy and take the necessary decisions. This study will also open the way for future, more profound studies.

Objective of the study:

The study aims to identify the extent to which female academic leaders possess leadership skills as the technical, human, organizational and intellectual leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities.

Procedural Terms and Definitions:

Academic Leader: They are the academic teachers who occupy a position in senior management positions in the Faculties of Media in Jordanian universities (Dean, Deputy Dean, Department Head), and their job is to lead the faculty staff in these universities within the tasks and duties assigned to them.

Public Awareness: is the extent to which students of media faculties in Jordanian universities are aware of things and knowledge about them, so that they are in direct contact with all the events that take place around them, and awareness represents the student's relationship with his surroundings and his environment. It includes a set of ideas, information, facts, figures, opinions, viewpoints, as well as terminologies and concepts related to everything material and moral.

Knowledge: is the perception and understanding of facts through abstract thinking, or through the acquisition of information through learning and scientific and theoretical comprehension of a field, or experiences or experiences that have been acquired from readings, discussions, facts of life, contemplation of the contents of things, or contemplation of the self Or, learn about the experiences of others and read their conclusions.

Jordanian Universities: They are national institutions of higher education and are established according to the Higher Education Law, with conditions including that the duration of study in these universities is not less than four years or its equivalent to granting the first university degree (Bachelor's). They are research centers and beacons of cultural and intellectual radiation, reflecting a civilized level and calling to present it, which are dynamic, moving systems, which are all interacting elements, and it is a human society to which the rules of social interaction apply.

The Limits of the Study:

1- Spatial Boundaries: Faculties of Mass Communication in Jordanian universities, which academic females occupy a leading position (Dean, Deputy Dean, Head of Department).

2- Temporal Boundaries: This study was completed during the period between January 2020 and February 2020

3- Human Boundaries: Students of Faculties of Media in Jordanian universities.

The Theoretical Attribution of the Study:

The researcher relied on the functional structural theory that explains how to influence individuals and adopt the issues, trends and ideas that the communicator wants to focus on, as the theory is based on the principle of the existence of a communication system or human relations through which information and instructions are passed from the leadership centers to the base centers, and the theory believes that the functions performed by the group or institution or by society are rather satisfying the needs of individuals, which may be basic, social or spiritual needs, and the theory indicates that the functions performed by these institutions or groups may be apparent or latent functions, constructive functions or destructive functions, furthermore, it indicates the existence of a value or standard system that guides the structural foundations of the society or institution in its field, the value system is the one that divides work among individuals and defines the duties and rights of each individual, as well as defines methods of communication and interaction with others.

This theory is considered an application of the process of forming public awareness and knowledge among students and the role that academic leaders can play in this field. The general idea around which the theory converges confirms the ability of academic leaders to influence students' knowledge and awareness of the world around them, and what it encompasses, including the ideas and terminologies, information, facts, figures, opinions, and access to other people's experiences and technology developments.

Study Type, Population and Sample:

This study is classified as an analytical descriptive research. The study population consists media faculties of the Jordanian universities that teach journalism and media in which the academic women occupy leadership positions in them (Dean, Deputy Dean, Department Head), there are (4) universities: (Middle East University, Petra University, Zarqa Private University, Arab Open University) according to what was stated in the (Jordan Higher Education Accreditation Commission Handbook, 2018). The inspection and analysis unit consisted of students who study in the Faculties of Media and the Departments of Journalism and Media in these universities.

The study adopted the intended non-probability sampling, which included (400) respondents from male and female students who study in the Faculties of Media and the Departments of Journalism and Media in Four universities, and their total number is (1046).

Study Tool:

A questionnaire was designed specifically for the current study in order to achieve its objectives. It contains a number of

closed questions and was filled out by the sample members.

Credibility of the Stability of the Tool:

The questionnaire was presented to a panel of referees from Jordanian universities professors specialized in media studies and statistics, and the proposed amendments were made, and the reliability test was conducted, the Cronbach Stability Coefficient of stability which was determined to (87%).

Statistical Treatment:

The statistical methods were used within the Statistical Program for Social Sciences (SPSS) such as the arithmetic mean, frequencies, percentages, standard deviation, and the (One sample t- test) and it was used in testing the hypotheses of the study.

Methods of Collecting Data and Information:

First: Secondary Data: These are data obtained from various library/disk sources such as books, magazines, specialized periodicals, pamphlets, and scientific materials that research media, women and leadership.

Second: Primary Data: These are data that were collected through the field study and using the questionnaire that was developed for the purpose of the this study.

Previous Studies:

The study (Al-Lamky, 2007) examined the qualities and experiences of women leaders in the Sultanate of Oman, and the most prominent challenges they face in an environment where men dominate. The study sample consisted of (10) women who achieved advanced positions and levels of success in the field of work. Women in the Sultanate of Oman who hold leadership positions have a great degree of ambition and motivation to perform the leadership duties required of them in the positions they occupy, and this is due to the fact that the social environment gives great attention to education.

The study (Ozkanli et al., 2008) reviewed leadership styles and gender equality in higher education by examining female academic representation in Turkish and Australian higher education institutions, and the study found that there are a set of factors that hinder women's advancement in the job, especially leadership positions The study explained that the high rate of representation among female academics in Turkey is due to the existence of legislative frameworks and strategies to improve their representation in higher leadership and administrative positions.

The study (Al-Nimrat, 2012) aimed to identify the degree of leadership skills practice by academic Department Heads at Yarmouk University from the point of view of faculty members, and concluded that the degree of practicing leadership skills by academic department heads was of a medium degree, and came first for technical skills, second in intellectual and third human. And it was found that there were no statistically significant differences due to the experience variable, the country where the certificate was obtained. The results also indicated the existence of differences in the degree of practicing human skills among department heads, and the existence of differences in the degree of practicing technical and intellectual skills among department heads due to the variable of the total study, as the differences were in favor of faculty members working in scientific colleges compared to faculty members working in humanitarian colleges.

The study (Alison and Christy, 2014) aimed to uncover the institutional analysis and the transformations that occur in the acquirement of women of higher leadership positions. The results of the study indicated the existence of a set of obstacles and barriers that prevent women from assuming higher leadership positions in institutions, and this reality reflects that some Women do not reach the highest leadership positions, which calls for the importance of stating that reality in light of the promotion of the status of women, and the study indicated that women who reach senior leadership positions are represent exceptions and that these women leaders lack the key leadership qualities that should be characteristics of female leaders leadership, such as assertiveness, self-development, and self-evaluation. The study explored those granting women more powers at the institutional level may contribute to the advancement of women to higher positions. The study also found that

differences between decision-makers increase the likelihood that women will advance to higher leadership positions.

The study (Al-Shahrani, 2018) aimed to identify the degree of innovative leadership practice among academic leaders at the University of Bisha in the Kingdom of Saudi Arabia from the viewpoint of faculty members. The study used the descriptive survey approach, and the sample consisted of (209) faculty members. The study used the questionnaire as a tool to collect data, and the results showed that the degree of innovative leadership practice among academic leaders was of a moderate degree, and the domains were ranked in descending order as follows (toward perseverance and persistence, toward personal initiatives, toward new ideas, toward problems). The study showed no existence of statistically significant differences between the averages of the responses of faculty members in their assessment of the degree to which academic leaders practice innovative leadership, which is attributed to the variables of gender, academic degree, experience, specialization, and workplace.

Theoretical framework:

Concept of Managerial Leadership

Leadership is one of the most important elements of human behavior, as it represents one of the pillars of helping to develop creativity in others, if the appropriate environment for creativity is provided, which in turn works on the progress and prosperity of the institution. Leadership has also become an important focus on which the activities of the various institutions are based. Interest in managerial leadership is as early as the beginning of the last century after it was limited to management only, because of the transformations and changes that faced the institutions and that prompted scholars and researchers to strive to define the role of leadership and leaders who have the capabilities and skills to adopt future visions (Alison et al., 2014).

Therefore, the successes of the institutions were not a coincidence, but rather due to those factors that are driven by the minds of leaders who are skilled in managing their institutions or societies towards achieving private and public goals. As the development of institutions requires the presence of managers possessing leadership skills and competencies, which enable them to perform their roles and tasks well, and who work to meet the administrative and technical needs of the institution and its clients (Ozkanli et al., 2008).

Many researchers and thinkers have pointed out that the concept of leadership is based on the fact that it is a process of directing and organizing the work of others by persuading them and leading them towards a certain thing, and some referred to the ability that a person possesses in influencing others to accept a law, policy or idea aimed at achieving the goals to be realized, And their ability to define ways and methods to relate and influence workers. The primary importance of leadership is that it is a link between employees and the organization, and it is the most effective way to achieve the goals, mission and vision of the organization in the short and long term (Mahmoud, 2017).

The concept of leadership implies that the leader has capabilities that affect the behaviors of others and works to direct their behavior and unify and coordinate their efforts to provide the best for achieving common goals and achieving the desired results (Al Ashhab, 2015).

Administrative Leadership and the Academic Woman:

For academic women, leadership represents the degree of excellence in the leadership performance that she possesses in the areas of planning and attracting and maintaining distinguished competencies, coupled with her ability to think, act, and influence others in a manner that enables the institution to obtain the desired results. In spite of the great contribution that women's leadership makes in achieving organizational goals, there is a need for leadership skills with great effectiveness that affect the course of the organization, and an important influence on the way of thinking, relationships and emotions of academic women (Al-Badri, 2012).

The common denominator between a woman's academic leadership and her skills is the connection between them in a way that allows her to make the right decisions and think properly, as her possession of technical, human, organizational and intellectual skills helps her to work according to a professional scientific methodology and gives her sufficient freedom

in her movements through her preparation and qualification And developing it, based on her various knowledge and experiences, in order to create a kind of differentiation in performance in an effort to advance the status of the institution (Al-Jabiri, 2018). The following is an overview of these skills:

First: Technical skills: That the leader is able to do his/her work diligently and proficiently, and to be aware of the nature of the work performed by his subordinates, through knowledge of their stages and their relationships, as well as having the ability to use and analyze information coupled with knowledge of the methods and means available to accomplish the work, and there are features and capabilities related to these skills, including: his/her ability to assume responsibility and his/her deep and comprehensive understanding of things, as well as firmness and belief in the goal for which he/she is striving, and perhaps the most important features associated with these abilities are self-confidence, ability to accomplish and the desire to perform duties, make appropriate decisions and pursue ideas new, implementation capacity, acceptance of criticism and self-reliance (Al-Dweik, 2009).

Second: Human Skills: It means the leader's ability to deal with his subordinates and coordinate their efforts in creating a spirit of teamwork among them, and human skill is highly concerned with the art of dealing with people, coordinating their efforts and creating a spirit of collective cooperation between them. A leader with advanced human skills is characterized as a person who knows him/herself and knows his/her weaknesses and strengths, is aware of his trends and axioms and is confident in his ability to deal with renewed ideas and alternatives, in addition to his ability to contribute through his human dealings with system workers to bring about an orderly change in all the system and its workers. Human skills are related to a good understanding and mutual confidence in oneself and others, in addition to a good understanding of the demands of others and the satisfaction of their psychological and social needs (Al-Ghazo, 2009).

Third: Organizational Skills: These are the skills that enable the leader to view the organization on the basis that it is a system of integrated systems, in terms of understanding its plans, objectives and various dimensions, with an emphasis on the importance of the authority's work, delegating tasks and powers, and how to organize administrative work, distribute duties and coordinate various efforts in The institution and that the individual is aware of all laws, regulations and instructions issued in this regard (Al-Khashali, 2003).

Fourth: Intellectual skills: These are the skills that the leader should possess because they give him/her the abilities to study facts, analyze them and draw conclusions after carrying out comparisons between all aspects related to the group's work. These processes give the leader sufficient flexibility and give him/her a mental readiness to accept proposals and ideas proposed by other individuals, As well as assimilating the data and organizational aspects to change the institution's regulations and instructions and develop them in line with the requirements, circumstances and changes imposed on them (Dagher & Saleh, 2010).

The concept of Public Awareness and knowledge:

Public awareness expresses the understanding and awareness of the general environment, and it is formed from the interactions and schemes that individual actors in the community carry out in their dealings with all the events that revolve around them, and this awareness may consist of the behaviors shown by individuals in the surroundings and the environment based on understanding the current prevailing conditions at the local, regional or international levels (Pages et al., 2009).

Public awareness is a state of mind that is based on continuous interaction expressing concepts, ideas, information, facts, and perceptions that community members carry about the conditions and conditions prevailing around them with its various components (Christie, 2012).

And knowledge is needed by a person in any work or thing in his life, even when he thinks he needs knowledge that his thinking is in the correct way, and knowledge acquires special importance as it contributes to exposure to, and knowledge of, others' experiences and it is related to technological developments, so it must be placed in a framework that is able to benefit from them and come up with the best results given that strategies and activities related to traditional aspects are no longer useful and sufficient for development and progress.

Knowledge is a mixture of experience, values, proactive information and expert insights that provide a framework for

evaluating and determining new experiences and information, and it is a rich and varied combination of symbolic structures that transcend information and experiences to a live and influential interaction with human reality with all its implications, contradictions and challenges (Yasien, 2007).

Knowledge is defined as the outcome of a subtle blending and interaction between the theoretical information of a field, scientific comprehension, experience, sensory perceptions and the ability to judge, and understand facts through thinking. The blending process takes place inside the mind of the individual to produce knowledge that reaches the best results, decisions and extracting new concepts (Al-Malkawi, 2007).

Field Study Results:

1) Results Related to the Study Sample Characteristics

The following tables illustrate the study sample characteristics. The recognized results are summarized hereinafter:

Firstly: Gender

Table (1): Distribution of Study Sample by Gender

Gender	Frequencies	%
Male	204	%51
Female	196	% 49
Total	400	%100

Table (1) shows that the percentage of respondents from students of media faculties in Jordanian universities constituted 51% male student and 49% female students.

Secondly: Age

Table (2): Distribution of Study Sample by Age

Age	Frequencies	%
Less than 20 years	165	41.2%
20 – 22 years	128	32%
More than 23 years	107	%8.26
Total	400	%100

Table (2) shows that the highest percentage of respondents from students of media faculties in Jordanian universities were less than 20 years old and constituted 41.2% from the total study sample. This was followed by the group 20 – 22 years old that constituted 32% from the total study sample. The group over 23 years constituted 26.8%.

Thirdly: Academic Year Level

Table (3): Distribution of Study Sample by academic year level

Academic year level	Frequencies	%
First - Year	88	%22
Second - Year	120	%30
Third - Year	128	%32
Fourth - Year	64	%16
Total	400	%100

Table (3) shows that the highest percentage of respondents from student of media faculties in Jordanian universities was from the third - year academic level and constituted 32% from the total study sample, followed by student from the second - year level with 30% of total study sample. This was followed by the first - year level students with 22% and lastly by fourth - year level student who represented 16% of total study sample.

2) Results related to the questions of the study:

Results related to the first question:

The question states: Do female academic leaders possess the technical leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities?

Table (4): The Arithmetic Means, Standard Deviations, the Rank and Degree for the Paragraphs of the First Question

Serial No.	Paragraph	Arithmetic Means	Standard Deviation	Degree	Relevance
1.	The academic female leader has the capacity to form students' public awareness & knowledge in a serious and profound way	3.760	0.8151	5	High
2.	The academic female leader is familiar with the nature of tasks she performs to form students' public awareness & knowledge	3.555	0.7902	12	Medium
3.	The academic female leader is knowledgeable with the phases of forming students' public awareness & knowledge	3.644	0.7887	8	Medium
4.	The academic female leader has sufficient familiarity with the necessary requirements for forming students' public awareness & knowledge	3.603	0.7949	10	Medium
5.	The academic female leader has necessary capabilities to use and analyze numbers & information relevant to students' public awareness & knowledge	3.857	0.7570	2	High
6.	The academic female leader has knowledge of the available methods & means to form students' public awareness & knowledge	3.571	0.7900	11	Medium
7.	The academic female leader has the capacity to employ the necessary resources necessary to form students' public awareness & knowledge	3.664	0.7791	7	Medium
8.	The academic female leader has the capacity to simplify adopted procedures in using necessary methods and means to form students' public awareness & knowledge	3.849	0.8002	3	High
9.	The academic female leader develops herself professionally in her field of specialization to contribute to form students' public awareness & knowledge	3.913	0.7459	1	High
10.	The academic female leader has the capacity to employ modern methods and techniques in her work to form students' public awareness & knowledge	3.734	0.7746	6	High
11.	The academic female leader has the capacity to specify responsibilities and duties requested from students contribute to forming students' public awareness & knowledge	3.614	0.7935	9	Medium
12.	The academic female leader recognized the important role of media in forming students' public awareness & knowledge	3.762	0.7625	4	High
General Arithmetic Means		3.710	High		

Table (4) shows the responses of the study sample to the paragraphs of the questionnaire, as it was found that the arithmetic average reached (3.710), with a high degree. This average expresses the extent to which the female academic leaders possess the technical leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities. The arithmetic averages related to this question ranged between (3.913-3.555) and that the paragraph which states that "the self-development of the female academic leaders professionally in the field of her specialization in a way that contributes to the formation of the public awareness and knowledge of the students" is the highest among the averages of the answers (3.913). Whereas the paragraph which states that "the female academic leader has familiarity of the nature of the tasks that she performs to form the public awareness and knowledge of students was the lowest among the average answers, with an average of (3.555). As for the standard deviations, the low values obtained indicate that the sample answers are close and somewhat similar.

Results Related to the Second Question:

It states: Do academic leaders possess the human leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities?

Table (5): The Arithmetic Means, Standard Deviations, the Rank and Degree for the Paragraphs of the Second Question

Serial No.	Paragraph	Arithmetic Means	Standard Deviation	Degree	Relevance
1.	The academic female leader is keen to instill the culture and terminologies of human interaction with students in a way to contribute to forming their public awareness & knowledge	3.811	0.6610	1	High
2.	The academic female leader has the capacity to make students aware of the events and developments taking place in their surroundings and environment	3.773	0.6961	3	High
3.	The academic female leader is keen to instill the culture and terminologies of logic and rationale in perception with students	3.635	0.7801	8	Medium
4.	The academic female leader has the efficiency to recognize the requirements of forming public awareness and knowledge of students as individuals and groups	3.741	0.7566	5	High
5.	The academic female leader respect and enhances the personalities of students	3.529	0.7813	11	Medium
6.	The academic female leader has inclinations to establish programs that support public awareness & knowledge of students'	3.767	0.7785	4	High
7.	The academic female leader has the conviction of the need to build mutual confidence and respect among students	3.711	0.7629	6	High
8.	The academic female leader has the capacity to make students practice positive thinking and to benefit from the successful experiences of others	3.665	0.7887	7	Medium
9.	The academic female leader contributes to building the moral of students on a solid basis	3.796	0.6717	2	High
10.	The academic female leader contributes to building a spirit of teamwork amongst students	3.619	0.7721	9	Medium
11.	The academic female leader keen to achieve psychological satisfaction of students	3.560	0.7690	10	Medium
	General Arithmetic Means	3.691	High		

Table (5) shows the responses of the study sample to the paragraphs of the questionnaire, as it was found that the arithmetic average reached (3.691), with a high degree. This average reflects the extent to which the academic female leaders possess the human leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities. The arithmetic averages related to this question ranged between (3.811 - 3.529) and that the paragraph which states that "the academic woman leader has the ability to interact humanely with students in a way that contributes to forming their public awareness and knowledge" is the highest among the average answers, with an average of (3.811). The paragraph which states that "the academic leader respects and motivates students' personality" was the lowest among the average responses, reaching (3.529). As for the standard deviations, the low values obtained indicate that the answers of the study sample are close and similar to some extent.

Results Related to the Third Question:

It states: Do academic female leaders possess organizational leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities?

Table (6): The Arithmetic Means, Standard Deviations, the Rank and Degree for the Paragraphs of the Third Question

Serial No.	Paragraph	Arithmetic Means	Standard Deviation	Degree	Relevance
1.	The academic female leader has the capacity to plan the students' scientific and creative activities students in a way to contribute to forming their public awareness & knowledge	3.758	0.7611	2	High
2.	The academic female leader is proficient in its duties towards forming the public awareness & knowledge of students	3.580	0.7918	7	Medium
3.	The academic female leaders capable of organizing and distributing duties to students in a manner to help forming their public awareness & knowledge	3.827	0.7320	1	High
4.	The academic female leader is capable of organizing objectives and priorities in a manner to help forming the public awareness & knowledge of students	3.744	0.7512	3	High
5.	The academic female leader is capable of seeing reality, understanding it and to link its parts and constituents	3.540	0.7788	5	Medium
6.	The academic female leader teaches her students the importance of abiding by the work ethics in media work to contribute to the public awareness & knowledge of students	3.630	0.7710	6	Medium
7.	The academic female leader has the skills for effective communication work to contribute to the public awareness & knowledge of students	3.693	0.7708	4	High
	General Arithmetic Means	3.681		High	

Table (6) shows the responses of the study sample to the paragraphs of the questionnaire, as it was found that the arithmetic means reached (3,681), with a high degree. This average expresses the extent to which the female academic leaders possess organizational leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities. The arithmetic averages related to this question ranged between (3.827 - 3.540) and that the paragraph which states that "the female academic leader is able to organize and distribute the duties on the students and coordinate their efforts in a way that helps in forming their awareness and knowledge" is the highest among the

average answers, as it averaged (3.827). The paragraph which states that “academic female leader are proficient in their duties towards forming public awareness and knowledge among students” was the lowest among the average answers, reaching (3.540). As for the standard deviations, the low values obtained indicate that the answers of the study sample are close and similar to some extent.

Results Related to the Fourth Question:

It states: Do academic female leaders possess organizational leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities?

Table (7): The Arithmetic Means, Standard Deviations, the Rank and Degree for the Paragraphs of the Fourth Question

Serial No.	Paragraph	Arithmetic Means	Standard Deviation	Degree	Relevance
1.	The academic female leader is keen to raise the public awareness & knowledge of students with the objective of bringing about positive change in their direction & behaviors	3.653	0.7069	11	Medium
2.	The academic female leader has the capacity to deliver necessary information to students and move them from the descriptive mindset to the analytical & critical mindset	3.720	0.6891	9	High
3.	The academic female leader is capable of massing efforts and recruiting the necessary resources of students to motivate them to research and inquire and discover the unknown	3.573	0.7986	12	Medium
4.	The academic female leader is capable of massing efforts and recruiting the necessary resources for the success of the academic work through pressing the academic leaders to be thinkers and researchers and not just transporters of information	3.746	0.5987	8	High
5.	The academic female has analytical skills that reveal the strengths& weaknesses in programs supporting the public awareness & knowledge of students	3.706	0.8065	10	High
6.	The academic female leader has the skills for effective communication work to contribute to the public awareness & knowledge of students	3.500	0.5525	14	Medium
7.	The academic female leader is distinguished by her ability for convincing & influencing students	3.853	0.6169	3	High
8.	The academic female leader has creative skills to find new creative ideas contributing to forming the public awareness & knowledge of students	3.893	0.6477	1	High
9.	The academic female leader supports the culture of excellence for students thus contributing to forming the public awareness & knowledge of students	3.813	0.7816	6	High
10.	The academic female leader has the capacity to deal professionally and flexibly with the feedback from students on various issues & subjects contributing to forming the public awareness & knowledge of students	3.880	0.7154	2	High
11.	The academic female leader has the capacity to deliver sufficient to enhance awareness and knowledge of students with events and variables surrounding them	3.516	0.8397	13	Medium

Serial No.	Paragraph	Arithmetic Means	Standard Deviation	Degree	Relevance
12.	The academic female leader has the capacity to reduce the negative impacts from the variables of the surrounding environment	3.333	0.6644	15	Medium
13.	The subjects put forward by female academic leaders on public awareness & knowledge match the interests of students	3.852	0.6083	4	High
14.	The female academic leader s keen to offer a good example I performance and behavior in a way that contributes informing on public awareness & knowledge of students	3.814	0.7295	5	High
15.	The academic female leader has ideas that contribute to improving, transforming and developing university education	3.751	0.4932	7	High
16.	General Arithmetic Means	3.706			High

Table (7) shows the responses of the study sample to the paragraphs of the questionnaire, as it was found that the arithmetic means reached (3.706), with a high degree. This average expresses the extent to which the academic female possesses the intellectual leadership skills to form public awareness and knowledge, from the viewpoint of students of media faculties in Jordanian universities. The arithmetic means related to this question ranged between (3.893 - 3.333) and that the paragraph which states that "a female academic leader possesses creative skills to find new and innovative ideas that contribute to the formation of students' general awareness and knowledge" is the highest among the average answers, with an average of (3.893). The paragraph which states that "the academic leader is able to reduce the negative effects of the surrounding environment variables" was the lowest among the average responses, reaching (3.333). As for the standard deviations, the low values obtained indicate that the answers of the study sample are close and similar to some extent.

Results:

The results of the current study are consistent with its objectives, and the results are as follows:

1. Academic female leaders possess a high degree of technical leadership skills to form public awareness and knowledge from the viewpoint of students of media faculties in Jordanian universities. It was found that the female academic leaders develop themselves in their areas of specialization in a way to contribute to forming public awareness and knowledge amongst students, and that they also possess the necessary capabilities to use and analyze numbers and information related to public awareness and knowledge, in addition to having the capacity to simplify procedures followed in using tools and methods needed to form public awareness and knowledge amongst the students.

2. Academic female leaders possess a high degree of human leadership skills to form public awareness and knowledge. It was also found that they possess human interaction skills that contribute to forming public opinion and knowledge and building the moral strength of students on a strong foundation, and that they have the capacity to make students aware of events and developments in their environment and that they have inclinations to provide programs to support public awareness and knowledge amongst students.

3. Academic female leaders possess a high degree of organizational leadership skills to form public awareness and knowledge. The study also showed that they possess the capacity for organizing and distributing responsibilities over students and for coordinating their efforts and planning their scientific and creative activities in a manner that helps forming public opinion and knowledge amongst students. The study also showed that they possess effective communication skills that contribute to forming public opinion and knowledge of students in addition to the ability to perceive and understand the situation and to link its parts and components.

4. Female academic leaders possess a high degree of intellectual leadership skills to form public awareness & knowledge.

It was also found that they provide new and creative ideas that contribute to forming public awareness & knowledge amongst students. Additionally, female academic leaders have the capacity to deal professionally and flexibly with the feedback from students on various issues & subjects, and that they are distinguished by their ability for convincing & influencing students in forming public awareness & knowledge. It was also found that the subjects put forward by female academic leaders on public awareness & knowledge match the interests of students. The study also showed their keenness to present good role models in performance and conduct to contribute to forming public awareness and knowledge of students.

Discussion:

Finally, this study was based on the “Structural Functional Theory” which is considered an application of the process of forming public awareness and knowledge of students and the role that can be played by female academic leaders in this area. The general idea that the theory is built around ascertains the capacity of female academic leaders to influence the knowledge of students and their perception of the world surrounding them including the ideas, terminologies, information, facts, figures, opinions and views, as well as exposure to the experiences of others and technical developments through focusing on specific topics and ideas and passing them from leadership positions (represented by the female academic leaders) to the base – levels (represented by the students).

The study found that academic female leaders possess a high degree of technical leadership skills to form public awareness and knowledge from the viewpoint of students. This result differs with the results of the previous study (Al-Nimrat, 2012), which was mentioned in the theoretical framework, which concluded that the degree of leadership skills practiced by the heads of academic departments was of a medium degree, from the point of view of the faculty members at Yarmouk University.

Furthermore, the study found that the female academic leaders develop themselves professionally in their areas of specialization in a way to contribute to forming public awareness and knowledge amongst students; this result is consistent with the study (Al-Lamky, 2007), which indicates that women in the Sultanate of Oman who hold leadership positions have a high degree of ambition and motivation to perform the leadership duties required of them in the positions they occupy.

This result is also consistent with what was stated in (Al-Dweik, 2009) study which indicated that technical skills consist of: the leader being able to do his/her work diligently and proficiently, as well as having the ability to use and analyze information coupled with knowledge of the methods and means available to accomplish the work, having the ability to assume responsibility and having deep and comprehensive understanding of issues, having firmness and belief in the goal for which he/she is striving to achieve, having the desire and ability to make appropriate decisions and the necessary implementation capacity.

The study also showed that academic female leaders possess a high degree of human leadership and interaction skills to form public awareness and knowledge, and building the moral strength of students on a strong foundation. The study also showed that they have the capacity to make students aware of events and developments in their environment and that they have inclinations to provide programs to support public awareness and knowledge among students, this is indicated by (Al-Ghazo, 2009) about the leader's ability to deal with his/her subordinates and to coordinate their efforts in creating a spirit of teamwork among them, as the human skill is highly concerned with the art of dealing with people, coordinating their efforts and creating a spirit of collective cooperation between them. It is also concerned with good understanding and mutual confidence in oneself and others, and good understanding of the demands of others and the satisfaction of their psychological and social needs.

The study concluded that academic female leaders possess a high degree of organizational leadership skills and that they have the ability for planning / organizing goals and priorities in a manner that helps forming public opinion and knowledge amongst students. The study also showed that they possess the necessary effective communication skills that contribute to that outcome. Additionally they have the ability to perceive and understand the situation and to link its parts and components.

This result contradicts the study (Alison and Christy, 2014) which stated that women who reach senior leadership positions are represent exceptions and that these women leaders lack the key leadership qualities that should be

characteristics of female leaders, such as assertiveness, self-development, and self-evaluation. While this result is consistent with what the same study indicated namely that granting women more powers at the institutional level may contribute to the advancement of women to higher positions.

This result is also consistent with what was indicated by (Al-Khashali, 2003) about the organizational skills that enable the leader to view the organization as an integrated systems, in terms of understanding its plans, objectives and various dimensions, and how to organize administrative work, distribute duties and coordinate various efforts in it.

The study also concluded that the female academic leaders possess a high degree of intellectual leadership skills, and they provide new and creative ideas that contribute to forming public awareness & knowledge amongst students. This result contradicts the findings of the study (Al-Shahrani, 2018), which showed a medium degree of practicing innovative leadership among academic leaders. The domains of (Al-Shahrani, 2018) were ranked in descending order as follows: (toward perseverance and persistence, toward personal initiatives, toward new ideas and toward problems).

The theoretical framework in the study agrees with this result, as (Mahmoud, 2017) indicates that the concept of leadership represented by the ability that a person possesses in influencing others to accept a law, policy or idea aimed at achieving the goals to be realized, which was what indicated by (Al Ashhab, 2015) regarding that the concept of leadership implies that the leader has capabilities that affect the behaviors of others and works to direct their behavior and unify and coordinate their efforts to provide the best for achieving common goals and the desired results.

(Dagher & Saleh, 2010) also indicates that the leader should possess the intellectual skills because they give him/her the abilities to study facts, analyze them and draw conclusions. These processes give the leader sufficient flexibility and give him/her a mental readiness to accept proposals and ideas proposed by other individuals.

The researcher believes that leadership is the process or activity practiced by the female academic leaders to influence students and form their public awareness and knowledge and make them cooperate to achieve the desired goals in a way that reflects on the students themselves in terms of their familiarity with the developments, changes and international, regional and local issues surrounding them, and leadership is represented by the high capacity of the female academic leaders through which they can motivate others to change their habits, attitudes and behavior.

The researcher also recognizes that female academic leaders possess leadership skills, competencies and experiences that they can effectively employ in efforts to form students public awareness and knowledge, influence them, coordinate their efforts and direct their behavior to achieve specific goals.

The researcher also believes that public awareness and knowledge are the outcome of using data, information and experience that is obtained through learning and practice. This outcome enables those who possess them to respond to developments and changes. Public awareness and knowledge make those who possess more able to reach better solutions to the challenges they face in their environment and surroundings. Public awareness and knowledge also include ideas, facts, perspectives, opinions, methods of work, experiences, information, data, concepts, and principles that students possess.

The importance of the role of the female academic leaders is stressed by the accelerated technological changes and the wide – scale spread of communication tools and the opportunities for students to be influenced by different ideas handled in specific ways by the media. This situation compels them to continuously enhance their capacities with full knowledge of issues, events and rapid changes to contribute to forming public awareness and knowledge of issues, events and developments by enticing them to think, analyze and reach conclusions leading to forming sound opinions.

Recommendations:

Based on the results of the study, the researcher recommends the following:

- Enhancing role of female academic leaders to better contribute to forming public awareness & knowledge of students of media faculties in Jordanian universities.
- Enhancing the opportunities for female academic leaders for advancement in academic and managerial positions and implement steps to assist in realizing gender equality
- Reinforcing the skills of Female academic leaders and their knowledge in the nature of their tasks, while

highlighting the methods available to form general awareness and enhancing student's knowledge.

- Reinforcing female academic leaders' capacities to enhance their role in forming general awareness and enhancing the knowledge of Media faculties' students through related workshops and courses.
- Enhanced self –awareness of female academic leaders regarding the importance of their role in forming public awareness and knowledge and enhancing team work spirit of students and respect their personalities and provide them incentives, as well as helping them appreciate the prevailing conditions and understand them and link their components and elements. This is in addition to enhancing scientific thinking, analysis and deduction amongst students by encourage them to pursue research and development.

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