


Challenges Affecting Workforce Performance of Human Resources at Jazan University from the Perspective of a Sample of Faculty Staff Members (Exploratory Study)

Sali Mohammed Al-Mohammed
Educational Science Department, College of Arts and Humanities, Jazan University, Kingdom Saudi Arabia

التحديات المؤثرة على الأداء المهني للموارد البشرية بجامعة جازان من وجهة نظر عينة من أعضاء هيئة التدريس (دراسة استكشافية)

سالي محمد آل محمد
قسم العلوم التربوية، كلية الفنون والعلوم الإنسانية، جامعة جازان، المملكة العربية السعودية

	DOI https://doi.org/10.63908/ayx65h69	RECEIVED الاستلام 2025/04/07	Edit التعديل 2025/06/19	ACCEPTED القبول 2025/06/25
	NO. OF PAGES عدد الصفحات 23	YEAR سنة العدد 2025	VOLUME رقم المجلد 1	ISSUE رقم العدد 14

Abstract

This qualitative study aimed to explore the workplace challenges that affect the professional performance of faculty members at the College of Arts and Humanities at Jazan University. The research employed an inductive qualitative approach based on open-ended interviews. A purposive sample of (14) faculty members from different departments participated in the study, offering diverse perspectives on institutional challenges and the impact on their professional roles. Thematic analysis revealed several recurring challenges, including administrative overload, participation in numerous committees, and a conflict between teaching responsibilities and additional academic or administrative duties. Participants also reported a lack of access to targeted professional development opportunities and inadequate institutional resources to support academic activities. Despite these challenges, the study noted that communication between faculty members and college administration exists, although it is often limited and ineffective in addressing core issues. Moreover, while faculty members are generally encouraged to engage in research and training, logistical constraints and competing demands hinder their involvement. The findings underscore the need for institutional reforms that prioritize workload balance, strategic support for professional development, and enhancement of physical and academic resources. The study recommends reducing administrative burdens, providing more flexible and relevant training opportunities, and improving communication channels between faculty and leadership. By addressing these issues, the college can create a more supportive environment that promotes faculty well-being and advances academic performance. These insights contribute to the broader discourse on higher education challenges in the Saudi context and offer practical implications for university policy and leadership.

Keywords: Workplace Challenges, Human Resources, Professional Performance.

المخلص:

هدفت هذه الدراسة النوعية إلى استكشاف تحديات بيئة العمل التي تؤثر على الأداء المهني لأعضاء هيئة التدريس في كلية الآداب والعلوم الإنسانية بجامعة جازان. اعتمد البحث على منهج نوعي استقرائي قائم على مقابلات مفتوحة. شاركت في الدراسة عينة هادفة من (14) عضو هيئة تدريس من أقسام مختلفة، حيث قدموا وجهات نظر متنوعة حول التحديات المؤسسية وتأثيرها على أدوارهم المهنية. كشف التحليل الموضوعي عن العديد من التحديات المتكررة، بما في ذلك العبء الإداري، والمشاركة في لجان متعددة، والتعارض بين مسؤوليات التدريس والواجبات الأكاديمية أو الإدارية الإضافية. كما أفاد المشاركون بنقص فرص التطوير المهني المستهدفة، وعدم كفاية الموارد المؤسسية لدعم الأنشطة الأكاديمية. ورغم هذه التحديات، أشارت الدراسة إلى وجود تواصل بين أعضاء هيئة التدريس وإدارة الكلية، وإن كان محدودًا وغير فعال في معالجة القضايا الجوهرية. علاوة على ذلك، وبينما يشجع أعضاء هيئة التدريس عمومًا على الانخراط في البحث والتدريب، إلا أن القيود اللوجستية والمتطلبات المتنافسة تعيق مشاركتهم. تؤكد النتائج على الحاجة إلى إصلاحات مؤسسية تُعطي الأولوية لتوازن عبء العمل، والدعم الاستراتيجي للتطوير المهني، وتعزيز الموارد المادية والأكاديمية. توصي الدراسة بتخفيف الأعباء الإدارية، وتوفير فرص تدريب أكثر مرونة ومناسبة، وتحسين قنوات التواصل بين أعضاء هيئة التدريس والقيادة. ومن خلال معالجة هذه القضايا، يمكن للكلية تهيئة بيئة داعمة تُعزز رفاهية أعضاء هيئة التدريس وتحسن الأداء الأكاديمي. تُسهم هذه الرؤية في النقاش الأوسع حول تحديات التعليم العالي في السياق السعودي، وتقدم انعكاسات عملية على سياسات الجامعة وقيادتها.

الكلمات المفتاحية: تحديات بيئة العمل، الموارد البشرية، الأداء المهني.

1. INTRODUCTION

1.1 Background

Educational institutions in our current era face a series of changes and violations that require reaching modern administrative methods and developing the job performance of the workforce, to improve work outcomes and raise the performance and efficiency of the institution. This has forced officials to invest in their human resources through their formation, training, motivation, and promotion, given that they are considered an important pillar of the institution. This is due to the combination of experiences, capabilities, and knowledge that they possess.

Institutions can achieve success and excellence through effective investment in human capital. This recognition has led many institutions to focus on enhancing the quality of work life. They have begun to study and analyze workplace practices to better meet employees' needs. The aim is to create a work environment that improves employees' well-being, which in turn positively affects institutional performance (Harariya & Bou, 2018). Additionally, the quality of work life plays a key role in improving individuals' mental health and increasing their performance and productivity. As a result, institutions can enhance the quality of their outcomes and progress toward achieving their strategic goals (Al-Rashidiya et al., 2024).

A healthy and safe workplace significantly contributes to developing employees' job absorption behaviors. This development stimulates their creative energies and strengthens their competitive abilities. It also fosters a deeper integration with the institution to which they belong. As a result, employees become more engaged, responsive, and able to harness their capabilities to complete their tasks effectively. Such engagement ultimately supports the achievement of institutional goals and enhances its competitive advantage (Tia & Na'roura, 2021).

Job involvement is also seen as a key indicator that helps human resource management understand and interpret employee behavior in the workplace. It is considered a functional behavior with broad implications for organizational dynamics. Furthermore, job involvement is viewed as an advanced stage of professional commitment. This

stage is marked by greater employee satisfaction, better adaptation to the work environment, and improved individual performance—factors that contribute to the long-term continuity and success of the organization (Al-Shamimari, 2022).

From this standpoint, the current research aims to identify the workplace challenges that affect workforce performance in a professional context, as perceived by faculty members at the College of Arts and Humanities, Jazan University, Kingdom of Saudi Arabia.

1.2 Research Problem

Academic workplaces are increasingly facing complex challenges that directly influence the professional performance of their workforce. At Jazan University—particularly within the College of Arts and Humanities—faculty members have expressed concerns through internal reports, personal communications, and anecdotal observations regarding several issues. These include administrative overload, limited research support, insufficient infrastructure, and unclear pathways for professional development. Despite the strategic role of this college in advancing humanities and cultural studies in the southern region of Saudi Arabia, there is a noticeable gap in empirical research that specifically addresses the professional challenges encountered by its academic staff.

A review of local studies conducted at Jazan University reveals a lack of focused exploration into these challenges, particularly from the faculty's perspective. This highlights a critical need to qualitatively investigate the workplace environment, its challenges, and their implications for faculty performance. Therefore, this study aims to explore these challenges in depth and offer recommendations grounded in the lived experiences of faculty members at the College of Arts and Humanities.

Although numerous international studies have investigated workplace challenges in higher education, there is a noticeable gap in qualitative research conducted within the Saudi academic context—especially in the field of humanities. Existing Saudi studies tend to adopt quantitative

approaches and often overlook the lived experiences of faculty members. This study aims to fill this gap by offering an in-depth exploration of the workplace challenges perceived by faculty members at the College of Arts and Humanities at Jazan University. By capturing context-specific insights, the study provides a unique scientific contribution that may guide institutional reforms and inform future strategies in Saudi higher education.

1.3 Study Questions

1.3.1 Main Research Question

What are the workplace challenges that affect the workforce performance of faculty members at the College of Arts and Humanities at Jazan University from their point of view?

1.3.2 Sub-Questions

1- To what extent do the following factors in the workplace (infrastructure, professional support, availability of resources, relationships between colleagues) affect the workforce performance of faculty members at the College of Arts and Humanities at Jazan University from their point of view?

2- What future challenges may affect the workforce performance of faculty members in the college?

1.4 Study Objective:

This study aims to explore the workplace challenges that affect the professional performance of faculty members at the College of Arts and Humanities at Jazan University from their perspectives. Specifically, it seeks to:

1- Identify the current workplace challenges influencing the workforce performance of faculty members at the College of Arts and Humanities at Jazan University.

2- Examine the extent to which specific workplace factors—including infrastructure, professional support, availability of resources, and interpersonal relationships among colleagues—affect faculty members' performance from their point of view.

3- Explore the potential future challenges that may impact the professional performance of faculty members in the college.

1.5 Study Importance

This study holds both theoretical and practical importance within the field of higher education and workplace development.

1.5.1 Theoretical Importance

1- This study contributes to the limited body of literature concerning workplace challenges in Saudi public universities, particularly in the humanities context.

2- It provides deeper insights into the lived experiences of faculty members at the College of Arts and Humanities at Jazan University, an area that has not been adequately explored through qualitative research.

3- The study adopts a thematic analysis framework that enriches understanding of how organizational, relational, and resource-related challenges influence professional academic performance.

1.5.2 Practical Importance

1- The study's findings are expected to assist university administrators and decision-makers in identifying key institutional and administrative barriers faced by faculty members.

2- Based on the participants' input, the study proposes actionable recommendations that can help improve faculty support systems, resource allocation, and workplace conditions.

3- The results may guide the development of targeted policies to reduce professional burnout, support academic innovation, and strengthen collegial collaboration.

4- By addressing faculty-perceived challenges and proposing future-oriented solutions, the study aims to enhance the quality of teaching, research, and service outcomes, ultimately contributing to the strategic goals of Jazan University.

Study Boundaries

1.6.1 Subjective Boundaries

This study is limited to exploring the workplace challenges that specifically affect the professional performance of faculty members at the College of Arts and Humanities, Jazan University. The research focuses on key thematic areas derived from participants' experiences, including:

- 1-The current state of the professional work environment.
- 2- Specific professional challenges encountered by faculty members.
- 3- The influence of administrative and collegial relationships on professional performance.
- 4- The availability and effectiveness of professional development resources.
- 5- Anticipated future challenges and evidence-based recommendations for workplace improvement.

1.6.2 The Spatial Boundaries

This study is restricted to the College of Arts and Humanities at Jazan University, Kingdom of Saudi Arabia. It includes only faculty members affiliated to this college, excluding other colleges or administrative units.

1.6.3 The Temporal Boundaries

The study was conducted during the second semester of the academic year 2024–2025. Data collection took place in February 2025, and the findings reflect the workplace conditions and challenges experienced by faculty members during this specific academic period.

1.6 Study Terminology

1.7.1 Workplace Challenges

The workplace is defined as: all the tangible or intangible material, moral and social factors and conditions surrounding the employee, which directly or indirectly affect the performance of employees (Belhawas, 2019)

A challenge is a task, a duty, or a situation that is difficult to handle: a lot of effort, determination, and

skill is required to face it and overcome it successfully (Elham & Roshan, 2022).

Workplace challenges are problems that is stopping the achieving workplace or career success (Kinne, 2024).

The workplace challenges in this research are defined is a tangible or intangible material, moral and social factors and conditions, task, a duty, or a situation, that are difficult to handle by faculty staff members in the College of Arts and Humanities at Jazan University.

1.7.2 Human Resources

Human resources (HR) is the division of a business responsible for finding, recruiting, screening, and training job applicants and administering employee benefit programs. The primary goal of HR is to support employee recruitment, retention, engagement, and overall productivity, which can vary between organizations and positions (Kenton, 2024).

Human resources (HR) in this research are the management of faculty staff members within Jazan University, including their recruitment, training, management, reward, and development. HR is a vital component of any organization's success, contributing to the building and development of an effective and productive workforce.

1.7.3 Professional Performance

Professional performance is a measure of an individual's competence in performing their job duties, meeting performance expectations, achieving established objectives, and demonstrating the required level of job knowledge, attitude, and behavior in their position. This also includes an individual's ability to apply acquired knowledge and skills, benefit from training and continuous learning, and make valuable contributions to the organization they work for. (Vulpen, n.d.).

The professional performance in this research refers to the performance of a faculty staff member, which includes the teaching plan for the curricula the member teaches or contributes to developing during the year, the activities undertaken to develop and update the courses, as well as the activities carried

out to enhance teaching methods and strategies and increase their effectiveness, and the use of advanced educational techniques and tools in the field of specialization.

2. LITERATURE REVIEW

2.1 Workplace Challenges and Their Impact on Professional Performance in Universities

The academic workplace encompasses numerous challenges that can markedly influence faculty members' professional performance. These challenges are commonly classified into two primary dimensions: psychosocial and physical. Addressing these issues is vital for maintaining high levels of productivity, academic excellence, and job satisfaction.

2.1.1 Psychosocial Challenges in the Workplace

Psychosocial challenges involve emotional and interpersonal stressors that affect individuals' psychological well-being and social functioning. Ineffective communication among faculty, administrators, and students often leads to misunderstandings, reduced cooperation, and lower morale (Backhaus et al., 2024).

Additionally, workplace disputes arising from stress, workload, or differing academic perspectives may disrupt departmental cohesion and impede cross-disciplinary collaboration (Saleh, 2017).

The dynamic nature of universities, driven by evolving policies, technological advancements, and shifting student needs, requires adaptability, yet resistance to change can inhibit innovation and performance (Bond et al., 2021).

Faculty members frequently manage teaching, research, and service duties, and a lack of work-life balance often results in burnout and diminished scholarly output (O'Meara et al., 2018).

Furthermore, continuous technological advancements necessitate constant upskilling, and faculty members without sufficient training may experience technostress, which hampers their effectiveness (Berhanu, 2023). When unaddressed, these stressors undermine motivation, impair collaboration, and compromise the overall quality of teaching and research.

2.1.2 Physical Challenges in the Work Environment

The physical conditions of the workplace are equally critical and encompass tangible environmental factors that influence faculty comfort and performance (Al-Kahtani, 2020).

Issues such as workspace design, poor ergonomics, inadequate lighting, or uncomfortable furniture can significantly reduce concentration and academic productivity (Han & Yin, 2016). Moreover, environmental conditions characterized by excessive noise, cramped spaces, and poor air quality negatively impact cognitive performance and overall well-being (Al-Mashwat, 2017).

Access to essential resources also presents a persistent challenge; insufficient infrastructure, including limited laboratory access, unreliable internet connectivity, or outdated digital tools, often hinders instructional delivery and research productivity (Al Hajjaj, 2022).

These physical challenges collectively impair faculty members' ability to fulfill their roles in teaching, conducting research, and mentoring students effectively.

2.2 Impact of Workplace Challenges on Professional Performance in Universities

The cumulative impact of psychosocial and physical workplace challenges is most evident when examining the professional performance of faculty members. In the context of higher education, professional performance encompasses several domains, including teaching effectiveness, research output, institutional service, and academic innovation. Workplace challenges influence both the quantitative and qualitative dimensions of performance.

Quantitative aspects relate to measurable indicators such as the number of publications, teaching load, research projects, and attendance. On the other hand, qualitative dimensions involve elements such as instructional innovation, student mentorship, participation in academic discourse, and overall engagement (Babelova et al., 2015).

While these challenges are often discussed individually, their combined effect becomes

particularly significant when analyzing the comprehensive performance of university faculty members.

2.2.1 Role of Performance Indicators

Performance indicators provide measurable insights into how workplace conditions influence faculty productivity and well-being. These indicators can be classified into direct and indirect measures. Direct measures focus on observable outputs such as the quality and quantity of courses taught, research production, and feedback from student evaluations. In contrast, indirect measures capture broader patterns and sentiments, including absenteeism rates, staff turnover, and levels of job satisfaction and psychological well-being (Posoldova, 2017). These metrics are essential for understanding both the immediate and long-term implications of the work environment on faculty performance.

2.2.2 Control and Evaluation Systems

To address the influence of workplace challenges on faculty performance, universities must adopt robust evaluation systems that align institutional objectives with faculty outcomes. These systems are designed to compare actual performance results with predefined institutional goals, thereby offering continuous feedback for improvement (Szabo et al., 2017).

Monitoring elements such as academic workload, job satisfaction, and strategies for resolving conflicts plays a critical role in minimizing the negative effects of professional challenges. Furthermore, by integrating incentive structures—including promotions and rewards—into these systems and linking them to clearly defined performance indicators, universities can foster motivation and reinforce desired behaviors (Babelova et al., 2015).

2.3 Integrative Analysis

Faculty performance is intricately connected to the psychosocial and physical conditions within the academic workplace environment. Psychological stressors, limited access to essential resources, and ineffective communication can significantly hinder task execution, reduce intrinsic motivation, and

weaken commitment to institutional objectives (Kinman & Wray, 2018).

To address these concerns, universities must work to strengthen communication channels, provide ongoing professional development and psychological support, and invest in ergonomically designed, technologically advanced workspaces (Smith, et al., 2023).

In addition, adopting data-driven performance evaluation systems that account for both qualitative and quantitative indicators is essential. Ultimately, a proactive and holistic response to workplace challenges is fundamental to maintaining high levels of faculty performance and achieving institutional excellence (Alzeaideen, 2019).

2.3 Previous Studies

Recent and foundational studies collectively provide valuable insights into the multifaceted relationship between workplace conditions and academic performance.

Yu et al. (2025) found that distributed leadership enhances faculty job satisfaction and performance via empowerment, collaborative decision-making, and resource allocation. Job satisfaction partially mediates the relationship between leadership and performance, highlighting the value of participatory governance.

Alakoum, et al. (2024) explored how HR strategies and technological integration improve faculty satisfaction in Kuwaiti HEIs. Their findings emphasized that proactive HR policies and digital tools outweigh institutional challenges in predicting satisfaction.

Chen and Lin (2024) proposed a socio-cognitive framework in which perceived diversity and procedural justice impact job performance through job self-efficacy and engagement. Leadership style was a significant moderator.

Chen (2024) reviewed key factors influencing employee performance, including personal competencies, emotional commitment, remuneration, and organizational practices, underscoring the need for holistic performance management.

Smith, et al. (2023) used a mixed-methods approach to examine the evolution of managerial roles in digital organizations. Their findings support agile leadership and digital transformation as crucial to effective resource management and employee engagement.

Berhanu (2023) found a strong link between staff development, job satisfaction, and teacher performance in Ethiopia. Job satisfaction was shown to partially mediate this relationship, emphasizing the value of ongoing training.

Elnagar, et al. (2023) demonstrated that person-environment fit significantly enhances creative performance among academic staff at Mansoura University.

Giday and P. (2023), in a study from Mekelle, Ethiopia, concluded that training needs assessment and resource availability significantly influence employee performance, while employees' perceptions toward training played a lesser role.

Zhenjing et al. (2022), using SEM, found that a supportive work environment boosts employee commitment and achievement-striving behavior, which in turn enhances performance among university faculty.

AIOqlah (2021) investigated leadership styles' impact on communication within Saudi universities. Preliminary findings suggest that inclusive leadership fosters more effective communication, with direct implications for faculty performance.

Farooq et al. (2021) explored the challenges and solutions in promoting Employee Ecological Behavior (EEB) in sustainable university workplaces. Through interviews with 24 academics from Malaysian green universities, they identified key obstacles such as poor infrastructure, high costs, limited top management support, and weak environmental awareness. The study highlighted that training, incentives, and strong enforcement could foster effective ecological behavior among faculty.

Alghamdi (2019) investigated English language needs for academic purposes among Saudi business students, language instructors, and business

lecturers. Using a mixed-methods design, the study revealed that current English programs do not sufficiently meet students' academic and professional needs, emphasizing the need for programs that better align with the demands of the business environment and higher education expectations.

Abramo et al. (2019) examined the relationship between research collaboration and performance within the Italian academic system. Using bibliometric analysis, the study found that both international and institutional collaboration positively correlate with scientific productivity, supporting policies that encourage co-authorship and knowledge sharing across institutions and sectors.

Kamel (2016) reviewed literature on Faculty Development Programs (FDPs), discussing their historical evolution, implementation challenges, and effectiveness. The study emphasized the importance of FDPs in enhancing teaching quality and recommended expanding their scope to include social and leadership skills, particularly within Saudi higher education institutions.

Vangrieken et al. (2015) conducted a systematic review of 82 studies on teacher collaboration, highlighting its forms, benefits, and challenges. The review emphasized collaboration as a continuum from individual work to team-based practices and underscored its positive impact on both teaching quality and school development, while also identifying key enablers and barriers to effective collaboration in educational settings.

2.3.1 Commentary on Previous Studies

The reviewed literature presents a multifaceted understanding of the factors influencing faculty performance, satisfaction, and organizational commitment across diverse higher education contexts. A consistent theme across several studies (e.g., Berhanu, 2023; Yu et al., 2025; Zhenjing et al., 2022) is the mediating role of job satisfaction and psychological states—such as commitment and achievement-striving ability—in translating supportive organizational practices into improved job performance. These findings reinforce the argument that faculty performance cannot be

isolated from the institutional environment and the leadership dynamics within universities.

Yu et al. (2025) and Berhanu (2023), in particular, underscore the significance of distributed leadership and staff development, respectively, highlighting how empowering structures and professional growth opportunities enhance faculty satisfaction and productivity. Similarly, Zhenjing et al. (2022) provide empirical evidence that a positive workplace environment fosters higher performance by promoting employee commitment and motivation. These findings collectively emphasize the importance of both structural and emotional dimensions of the work environment in shaping academic performance.

Parallel to these findings, Alakoum et al. (2024) and Giday and P. (2023) draw attention to the strategic role of human resources and training provisions in enhancing faculty performance. Their results suggest that proactive HR strategies and sufficient training resources play a more pivotal role than merely overcoming institutional challenges, offering a valuable perspective for institutions aiming to strengthen academic outcomes through internal policy reforms.

The influence of leadership styles and self-efficacy on academic performance is further validated by AIOqlah (2021). AIOqlah study finds democratic leadership to be the most effective in enhancing communication—an essential aspect of performance. These studies highlight the critical role of leadership behavior and personal competence in fostering commitment and engagement among faculty members.

Other studies offer a broader organizational lens. For instance, Chen and Lin (2024) and Smith et al. (2023) present insights into the evolving expectations of job performance in the digital era, stressing the importance of procedural justice, perceived diversity, and agile leadership. These perspectives enrich the theoretical discourse by aligning individual performance with broader technological and structural transformations in modern institutions.

Lastly, the studies by Farooq et al. (2021) add depth by addressing ecological and attitudinal

dimensions. Farooq et al. explore sustainable workplace behavior, uncovering significant organizational and behavioral barriers. The study underscores the necessity of a supportive institutional culture to drive meaningful change in performance and values.

In sum, the reviewed studies converge on the conclusion that leadership style, institutional support, environmental fit, and staff development are pivotal in shaping faculty performance. The current study builds upon this foundation by exploring how workplace challenges—both structural and interpersonal—affect faculty professional performance in a specific institutional context. Unlike many previous studies that employed quantitative methods or focused on single variables, this study adopts a qualitative approach to gain a deeper understanding of the interplay between organizational environment and faculty outcomes. This positions the study to fill a gap in the literature by offering context-rich insights that can inform targeted interventions in similar academic settings.

3. METHODOLOGY

This study adopted a qualitative case study approach to explore workplace challenges affecting the professional performance of faculty members at the College of Arts and Humanities, Jazan University. A qualitative, inductive design based on open-ended interviews was employed, as this approach is well-suited for gaining in-depth insights into participants' perspectives within their specific context (Guba & Lincoln, 1994, p. 105).

Each participant received an interview protocol approved by the Jazan University Ethics Committee before data collection began. Participants were informed that their involvement was voluntary and that they could withdraw at any stage of the research. Informed consent was obtained from all participants prior to the interviews. To ensure confidentiality, participant identities were anonymized using pseudonyms, allowing them to respond freely and candidly.

The sample consisted of 14 faculty members selected using purposive sampling. This method was chosen to intentionally include participants

who met specific criteria: being current faculty members actively engaged in teaching activities at the College of Arts and Humanities and willing to participate in the study.

The researcher developed the interview protocol based on a review of relevant literature and previous studies related to the research topic. These sources informed the identification of key thematic areas and the formulation of open-ended questions under each theme. The final interview tool comprised 30 open-ended questions distributed across six thematic areas:

- 1-Description of the professional work environment at the College of Arts and Humanities.
- 2-Professional challenges faced by faculty members.
- 3- Relationships with administration and colleagues and their impact on professional performance.
- 4-Support for professional development and availability of resources.
- 5-The impact of the work environment on professional performance.
- 6-Future challenges and professional recommendations.

Trustworthiness of the Study

To ensure content validity, the initial version of the interview tool was reviewed by a panel of academic experts at Jazan University. They assessed the relevance, clarity, and alignment of the questions with the research objectives. Based on their feedback, the tool was refined through the addition, removal, or rewording of certain items.

A small pilot study was conducted with a subset of faculty members (who were not part of the main study sample) to assess the clarity, coherence, and relevance of the interview questions. This pilot phase aimed to ensure that the questions were understandable, contextually appropriate, and capable of eliciting rich and meaningful data. Feedback from the pilot participants was used to revise and refine the interview instrument before full-scale data collection.

To ensure the credibility of the study, the researcher employed member checking by revisiting some participants to validate key interpretations derived from their responses. Despite the interviews being conducted through open-ended questions via Google Forms, sufficient follow-up communication was maintained to clarify responses where necessary.

Transferability was ensured by providing a rich description of the study context, participant characteristics, and data collection procedures, allowing other researchers to assess the applicability of the findings to similar environments.

The dependability of the findings was supported by maintaining a clear audit trail of the procedures followed in data collection and thematic analysis. All responses were coded and categorized systematically, and an experienced peer reviewed the process to enhance consistency.

To ensure methodological rigor, thematic saturation was determined when no new codes or themes emerged during the analysis of the final two interviews. Specifically, saturation was evident by the 12th interview, where the responses began to show significant repetition of previously identified patterns and categories. The coding process was conducted manually, guided by Creswell and Poth's (2018) approach to thematic analysis, which involves organizing raw data into meaningful segments, assigning codes, and clustering these into overarching themes. Manual coding allowed for close engagement with the data and deep familiarity with participants' narratives. To enhance reliability, codes were reviewed multiple times and cross-checked against raw data to ensure consistency and relevance.

For confirmability, the researcher ensured that the findings were grounded in the data by including direct participant quotations and minimizing personal bias through reflective journaling and external peer review of the interpretations.

4. DATA COLLECTION

Open-ended interviews were conducted with faculty members at the College of Arts and Humanities at Jazan University, Saudi Arabia, to

collect the study data. A purposive sampling technique was used to select participants, allowing flexibility due to their busy schedules. Faculty members from various academic departments and backgrounds were included to gain diverse perspectives on the workplace challenges impacting professional performance.

Participants met the criteria of being actively involved in teaching at the College of Arts and Humanities and were available and willing to contribute to the study. The interview questions were developed by the researcher and formatted using Google Forms. After finalizing the interview tool, the researcher obtained the participants' email addresses and distributed the electronic interview form via email.

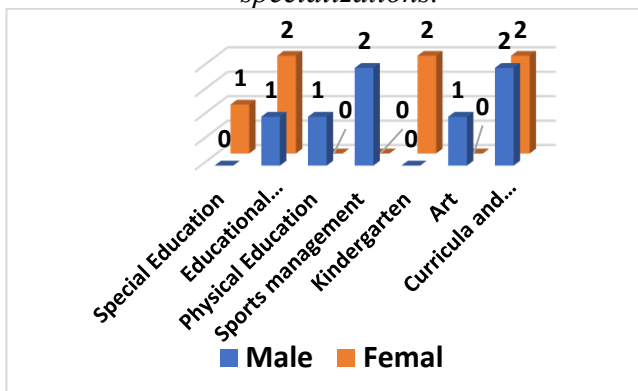
The completed responses were received within two weeks. Data collection for this study took place in February 2025.

5. DATA ANALYSIS

After obtaining informed consent from the participants, the interviews were conducted. The collected data were electronically stored and subsequently analyzed using thematic content analysis. Thematic analysis is a well-established method in qualitative research that involves identifying recurring patterns and meaningful categories within the data. A theme refers to a cluster of related categories that share a common meaning, and it typically emerges through the inductive analysis process characteristic of the qualitative research paradigm (Creswell & Poth, 2018).

6. RESULTS

Figure 1: Participants' gender, and academic specializations.



Thematic Analysis

6.1 Axis One — Describing the Professional Workplace

6.1.1 A Supportive and Motivating Professional Workplace

Most participants described the workplace in the College of Arts and Humanities as vibrant, healthy, cooperative, and conducive to academic and professional development. The presence of motivation, collaboration, and leadership aiming for excellence was repeatedly emphasized.

“We can describe it as a good, vibrant environment that helps with development and achieving the university's goals.” (Participant 8)

This aligns with the findings of Al-Kahtani (2020), who emphasized that a supportive academic environment enhances faculty members' commitment and productivity.

6.1.2 Existing Workplace Challenges

Despite the overall positive tone, several participants noted issues such as the lack of specialized resources, poor infrastructure, and limited recreational or research facilities.

“The workplace is unmotivating and lacks many basic requirements needed by faculty members...” (Participant 12)

This finding is consistent with Han and Yin (2016), who highlighted that limited access to resources and inadequate physical environments negatively impact faculty engagement and teaching effectiveness.

6.1.3 Impact of Infrastructure on Professional Performance

Infrastructure was widely regarded as a foundational component of professional effectiveness. Clean, well-equipped, and modern facilities enhance both teaching quality and faculty well-being.

“Infrastructure plays a crucial role in enhancing the professional performance of faculty members.” (Participant 14)

Studies such as Ahmed (2019) found a direct correlation between the quality of infrastructure and

faculty satisfaction, especially in practical disciplines.

6.1.4 Support for Professional Development

Many participants praised the availability of workshops and training programs. However, others noted insufficient financial support or a lack of integrated facilities for research and continuous growth.

“Yes, there are courses and different areas for development... but I hope more financial benefits are provided.” (Participant 11)

This mixed view reflects the findings of Omer and Musa (2021), who emphasized that both material and non-material support are essential for effective professional development.

6.1.5 Positive Aspects of the Workplace

Participants highlighted collegiality, strong leadership, diversity in disciplines, and access to advanced teaching tools as key strengths.

“Many aspects such as cooperation, honesty, sincerity, and dedication to work...” (Participant 7)

6.1.6 Negative Aspects Requiring Improvement

Negative aspects included lack of integration between departments, outdated buildings, unbalanced workload distribution, and limited resources for applied subjects.

“Each department operates in isolation from the other, as if it were a separate college.” (Participant 12)

These findings are echoed by Saleh (2017), who reported that structural and administrative fragmentation within academic institutions can hinder collaboration and reduce performance.

6.2 Second Axis: Professional Challenges Facing Faculty Members

6.2.1 Administrative and Professional Burdens

Several participants indicated that administrative responsibilities hinder their professional performance.

“There are too many administrative tasks. We cannot focus on our core academic roles like

teaching and research. There are meetings and committee work almost every day.” Participant 2

“Sometimes workshops are assigned without considering our teaching load. This makes it hard to manage our time and affects our performance.” (Participant 4)

These responses reflect the tension between academic and administrative demands, suggesting that the current workload distribution does not always prioritize core teaching and research duties. This aligns with what Altbach and de Wit (2018) emphasized about the global issue of administrative overload limiting faculty productivity.

6.2.2 Student Numbers and Workload

Several participants mentioned that large student numbers and high teaching loads reduce the quality of instruction.

“The classrooms are not equipped to accommodate such a large number of students. It puts pressure on us during lectures and affects the quality of teaching.” (Participant 3)

“Teaching too many students limits our ability to provide individualized attention and proper evaluation.” (Participant 6)

Yet, other participants had different experiences:

“I don’t face any issue with the number of students. The situation is under control, and the class sizes are appropriate.” (Participant 12)

These divergent views reflect differences across departments or course types. Research by Gibbs and Jenkins (2014) confirms that faculty performance is often tied to manageable class sizes and reasonable student-teacher ratios.

6.2.3 Work Pressure and Its Impact on Performance

Participants frequently emphasized that the high volume of tasks they perform negatively affects the quality of their professional output.

“I am overwhelmed with tasks. I can’t be innovative in teaching or try new methods.” (Participant 2)

"I have no time for research. After teaching and following up with students, there's no time left at all." (Participant 7)

This indicates a work environment that does not allow space for professional development or creativity. According to Kinman and Wray (2018), excessive work pressure can lead to burnout and reduced quality of performance among university staff.

6.2.4 Dealing with Educational Technology

Most participants reported ease in using educational platforms and technology, highlighting the university's role in training.

"The university provides everything. Blackboard is easy, and there is constant training by the E-Learning Deanship." (Participant 8)

"I've attended multiple workshops on online teaching. I haven't faced any issues using Blackboard or smart boards." Participant 6

However, a few noted that technical difficulties still exist for some faculty:

"Some colleagues still struggle with uploading tests or managing the platform efficiently." Participant 10

These findings suggest general digital competency among staff, though varying from one individual to another. This corresponds with Bond et al. (2021) who highlight the role of institutional support in digital transformation within higher education.

6.2.5 Balancing Multiple Roles

One of the most frequently mentioned challenges was the difficulty of balancing teaching, research, and administrative roles.

"Committee work and meetings consume much of the time needed for teaching or research, and this affects my performance." (Participant 12)

"When I'm working on a research project, I get assigned to a committee or meeting out of nowhere. It disrupts my schedule completely." Participant 7

"I enjoy teaching and research, but I lose most of my time dealing with administrative tasks." (Participant 10)

In contrast, one participant reported no such issue:

"I don't face a problem because I manage my time well and avoid non-essential tasks." Participant 1

This reflects a need for structured time management policies and clarification of role expectations. According to O'Meara et al. (2018), faculty members' ability to maintain balance among their roles is a critical factor in their job satisfaction and effectiveness.

Conclusion of Axis Two

In summary, the professional challenges facing faculty members at the College of Arts and Humanities include administrative overload, large class sizes, time pressure, and role conflicts, though many appreciate the technical support provided by the university. These findings point to a need for institutional adjustments that prioritize faculty roles, reduce non-academic burdens, and enhance work-life balance to improve professional performance.

6.3 Axis Three: Relationship with Administration and Colleagues and Its Impact on Professional Performance

6.3.1: The Relationship with Administration Affects the Professional Performance of Staff Members' Academic Duties

The majority of participants emphasized that their professional performance is strongly influenced by their relationship with academic leaders. Participant 2 noted that:

"A good professional relationship with management positively impacts the completion of tasks and enhances greater quality and efficiency..."

This aligns with Almutairi (2020), who found that leadership self-efficacy significantly correlates with faculty members' organizational commitment and thus affects how well academic duties are performed.

Participant 12 echoed this by stating:

"If these relationships are positive, supportive, and good, this leads to the efficient completion and success at work. However, if these relationships are negative, they undoubtedly weaken the level of performance..."

This reflects findings by Yu et al. (2025), who showed that distributed leadership by academic deans improves faculty performance through enhanced job satisfaction.

6.3.2: The Administration Provides the Necessary Support to the College's Faculty Members

Several participants (e.g., 12, 14, 8) stated that administrative support exists but varies in quality and consistency:

"The administration attempts to provide the necessary support to faculty members according to its capabilities..." (Participant 12)

"Yes... but there are delays, particularly with regard to conferences." (Participant 8)

This corresponds to recent literature showing that HR and institutional support directly affect academic staff satisfaction and performance. A study by Alakoum, et al. (2024) demonstrated that HR-tech integration helps improve faculty support systems.

However, two participants (5 and 9) reported insufficient support, indicating potential gaps that may hinder performance.

6.3.3: The Effective Communication Between Faculty Members and Administration in Resolving Issues Related to the Workplace

Most participants (e.g., 8, 12, 14) reported effective communication, though they acknowledged limitations in addressing deeper institutional issues:

"Yes, communication is fast and effective, using all available means." (Participant 8)

"Communication is extensive, but does not always lead to radical solutions due to jurisdiction limits." (Participant 12)

These comments support research by Alogla (2021), which showed that open and structured communication improves faculty engagement and issue resolution, though higher-level institutional constraints often limit outcomes.

6.3.4: The Faculty Staff Relationship with their Colleagues Affects their Professional Performance

Participant 12 stated: "Relationships with colleagues are very important for completing tasks... A positive relationship affects performance."

This is reinforced by Vangrieken et al. (2015), who emphasized that teacher collaboration fosters professional development, instructional quality, and job satisfaction.

Other participants highlighted both supportive and strained colleague dynamics. For instance:

"There are cooperative colleagues, but it's sometimes difficult to reach some of them." (Participant 3)

"When faculty members escape the team environment and focus on personal interests... it affects the administrative and educational process." (Participant 10)

These responses underline the importance of fostering positive interpersonal environments among faculty teams.

6.3.5: The Collaboration with Colleagues Enhances Faculty Staff Member Professional Performance& how does this Happen?

Most participants confirmed that collaboration improves their professional output:

"Yes, definitely. Collaboration creates camaraderie, fills gaps, leads to speedy completion..." (Participant 10)

"Yes, sharing tasks and supporting each other in conferences and research." (Participant 14)

These align with Abramo et al. (2018) who found that research collaboration—both local and international—is significantly correlated with increased productivity and academic performance.

Team-based environments, shared academic interests, and departmental collaboration were all cited by participants as factors that enhance their performance.

6.4 Axis Four: Professional Development Support and Available Resources

The fourth axis explores the extent to which the college provides support for professional development and whether the available resources meet the academic and professional needs of the faculty members. Participant responses revealed a duality in experience—while many confirmed the availability of training opportunities, others emphasized resource limitations and insufficient institutional support for academic advancement.

6.4.1 Training and Professional Development Opportunities

The majority of participants indicated that the college offers regular professional development programs accessible to all faculty members. For instance, Participant 12 stated that these opportunities are “available and open to all members without exception,” and applications are processed through various supportive deanships, including the Deanship of Professional Development and the Human and Technical Resources Deanship. Likewise, Participant 14 confirmed the institutional commitment, noting that announcements are disseminated through “emails, the university website, and WhatsApp groups,” with certificates of attendance awarded as motivation.

This institutional practice aligns with recent literature emphasizing the significance of continuous professional development (CPD) in enhancing teaching effectiveness and faculty satisfaction. For example, Kamel (2016) stress that faculty development programs must be inclusive, well-communicated, and aligned with strategic institutional goals.

However, not all participants were equally satisfied. Participant 3 remarked that training was “not enough,” indicating possible inconsistencies in program frequency, content relevance, or accessibility.

6.4.2 Evaluation of Resources (Books, Technology, and Facilities)

Participants expressed concerns about the inadequacy of academic resources, particularly

printed materials and internet connectivity. Participant 8 acknowledged that while “facilities and technology are pioneering,” books “do not fully fulfill their role.” Participant 10 added that resources were “weak, especially books and references,” and Participant 11 emphasized challenges in “finding books,” with unreliable internet access. Conversely, Participant 12 noted a more optimistic view, stating that “the Saudi Digital Library is available to all members,” providing sufficient access to knowledge sources.

This gap between available infrastructure and perceived utility is reflected in the literature. Han and Lin (2016) note that access to high-quality resources is directly linked to academic performance and research output. Poor infrastructure and outdated libraries continue to be major challenges in many institutions in the Arab world and beyond, affecting the overall teaching and research environment.

6.4.3 Sufficiency of Support for Academic Activities

Responses varied regarding the sufficiency of support provided by the college for academic duties. Participant 12 expressed dissatisfaction, stating that “there is insufficient support for academic activities, especially in scientific research.” Participant 5 noted that institutional support was “not comprehensive,” while Participant 8 viewed it more positively, suggesting that the college “provides everything necessary.”

These contrasting perceptions underscore the importance of targeted support systems. As emphasized by Vangrieken et al. (2015), institutional policies should go beyond generalized support and address specific needs, such as funding for conferences, publication incentives, and mentorship in research activities.

6.4.4 Opportunities for Participation in Research or Academic Activities

Half of the participants confirmed the existence of opportunities to engage in additional research activities, albeit with some administrative obstacles. For instance, Participant 1 affirmed that “the college provides faculty members with opportunities to participate in additional research,”

while Participant 8 noted that "approvals are often delayed." On the contrary, Participant 12 claimed that the college "does not prioritize providing opportunities to participate in research."

These mixed views align with Altbach and de Wit (2018), who highlight that administrative inefficiencies and lack of strategic prioritization often hinder faculty engagement in research, especially in non-research-intensive institutions.

6.4.5 Impact of Resources on Professional Performance

All participants agreed that the availability of resources directly impacts their professional performance. Participant 12 described resources as "indispensable under any circumstances," while Participant 2 emphasized that "the more advanced and efficient the resources, the greater the ability to provide high-quality education and conduct research." Conversely, Participant 10 remarked that relying on traditional methods "weakens learning outcomes," while modern resources significantly improve the quality of teaching.

This view is strongly supported by Berhanu (2023), who found that access to updated resources, digital platforms, and infrastructure contributes positively to the effectiveness and morale of academic staff.

6.5. Axis Five: The Impact of the Workplace on Professional Performance

6.5.1. The Current Workplace Affects Faculty Staff Members' Professional Performance

Participants agreed that the current work environment plays a crucial role in shaping their professional performance. One participant noted:

"A positive environment encourages effective communication and improves the learning experience, while a negative environment may reduce opportunities for interaction and academic support." (Participant 2)

This aligns with the findings of Hans and Yin (2016), who emphasized that supportive organizational climates foster collaboration and enhance faculty engagement.

Another participant emphasized the importance of being heard: "The current environment is a platform

that listens to members, so we hope that opinions will be given due consideration to improve the level of education." (Participant 3)

Similarly, one participant highlighted the value of an experienced and understanding workplace:

"It has a positive impact when there are qualified staff and role models who have had many enriching experiences, and when an understanding environment is present, which helps develop faculty members as individuals and as a group." (Participant 8)

This echoes what Alghamdi (2019) noted regarding the role of professional communities and mentorship in developing faculty capabilities.

On the other hand, some participants mentioned challenges within the work environment:

"The current work environment affects professional performance because deficiencies in the work environment require significant effort and time to overcome." (Participant 12)

"It has both a negative and a positive impact depending on the educational and administrative situation." (Participant 10)

"It sometimes has a minimal impact." (Participant 9)

These observations are consistent with the conclusions of Smith, et al. (2020), who found that inconsistent or poorly managed academic environments hinder sustained faculty performance and satisfaction.

6.5.2 The Workplace Contributes to Improving the Level of Teaching and Scientific Research at the College

Participants highlighted that a supportive work environment positively impacts the quality of teaching and research. One participant affirmed:

"Yes, it contributes to improving the level of teaching and scientific research at the college." (Participant 12)

Another stated: "Yes, I believe so, and I believe it is a key factor in achieving this." (Participant 8)

These responses resonate with findings by Altbach and de Wit (2018), who emphasize that institutional support and a positive academic climate are essential for enhancing teaching quality and research productivity. Furthermore, Abramo et al. (2018) found that collaborative environments stimulate innovation and improve academic outputs.

The remaining participants similarly agreed that the work environment at the college facilitates teaching and research advancement, highlighting the importance of institutional support systems.

6.5.3 The Workplace Affects Interaction with Students and Providing Them with Academic Assistance

Participants stressed that the workplace environment directly influences faculty-student interactions. A participant mentioned:

"A supportive work environment encourages open communication with students, while an environment filled with administrative pressures or poor appreciation for academics may reduce the desire to interact. Excessive Workload: If a faculty member is burdened with teaching, research, and administrative tasks, they may have less time and energy to interact with students outside of lectures. Institutional policies: Policies that allow for flexible office hours, advisory sessions, or electronic communication tools help foster interaction, while rigid bureaucracy may limit these opportunities." (Participant 2)

Another said: "From my perspective, the work environment is the primary factor in contributing to student interaction and providing assistance, and without a suitable work environment, this cannot be achieved." (Participant 7)

This aligns with Casper et al. (2025) who identified workload management and institutional culture as critical factors influencing faculty engagement with students.

Additional participants pointed to practical measures:

"By providing academic and administrative meetings that bring together students with faculty

members and the college's academic administration." (Participant 10)

"The more suitable the work environment, the greater the interaction with students and the more academic assistance they receive." (Participant 12)

"By creating channels of communication and interaction with all students." (Participant 5)

"...we provide assistance to students by reducing unnecessary assignments and tasks." (Participant 9)

"...by intensifying awareness lectures and academic advising." (Participant 13)

"Students need to be provided with a suitable learning environment, including tools and equipment." (Participant 3)

6.5.4 The Workplace Affects Faculty Staff Members' Ability to Balance Their Professional and Personal Life

Participants reflected on the importance of work-life balance and its relation to the workplace environment. For instance:

"It definitely affects you. When under pressure from work, you can't have a comfortable private life, and problems at work can directly affect faculty members. But for me, there are no problems that affect my ability to balance my professional and personal life." (Participant 8)

Another participant emphasized: "Work-life balance is very important. The more appropriate the work environment, the greater the balance between your professional and personal life." (Participant 12)

Conversely, a participant expressed concern over blurred boundaries:

"... No, unfortunately. WhatsApp has become an extension of the workplace rather than a personal app, turning into a 24-hour work platform." (Participant 3)

These insights are consistent with research by Greenhaus and Allen (2019), who demonstrated that organizational culture and technology use significantly influence faculty work-life integration. Casper et al. (2025) also highlighted the

need for supportive policies to reduce work encroachment into personal life and improve overall well-being.

6.5.5 Environmental Factors that can Improve or Negatively Impact Faculty Staff Members' Professional Performance

Half of the participants acknowledged environmental factors impacting their professional performance both positively and negatively. For example:

"Yes, most notably the presence of strong social relationships and close connections between faculty members and administration, as well as joint research among faculty members within the college." (Participant 12)

Another participant mentioned: "Yes, the proximity one's residence to the university campus, along with extreme heat at times, may have a negative impact. Weather conditions in general may also play a role." (Participant 8)

Similarly: "I believe that climatic factors either negatively or positively impact my professional performance." (Participant 1)

"I believe that workplace relationships in the work environment play a significant role and influence, both negatively and positively, on my professional performance." (Participant 3)

"...I improve through email correspondence with administrators." (Participant 9)

Meanwhile, four participants reported no environmental factors affecting their performance, while five others confirmed mixed effects.

These findings support the literature emphasizing both physical and social environmental factors influencing faculty performance. For instance, Smith, et al. (2023) found that social support in the workplace mitigates stress and improves job satisfaction. Altbach, and de Wit (2018) underscored how environmental conditions such as climate and commuting time can affect productivity and well-being.

6.6. Axis Six: Future Challenges and Professional Recommendations

6.6.1: The Professional Challenges Faculty Staff Member May Face in the Future Due to the Workplace

Faculty members expressed concern about emerging institutional obstacles that could impact professional advancement. A recurring theme was the lack of transparent communication and mobility across departments. As Participant 3 noted, "Some departments refuse to reassign members even when others are in need, which hinders fair workload distribution." Another participant warned against "institutional selfishness," reflecting a fear that internal politics may limit collaboration and professional growth.

Several participants also highlighted limited promotion opportunities and stagnation in career development (Participant 5). Others, however, believed future challenges could be mitigated with clear strategies and support. Participant 7 remarked, "These challenges can be overcome if the reasons behind them are identified and addressed effectively." Similar optimism was echoed by Participant 14, who stated, "I see the future workplace as supportive and capable of overcoming obstacles."

The responses suggest a dual narrative—while many foresee significant systemic challenges, others express confidence in proactive institutional reforms. This aligns with literature suggesting that perceived institutional support reduces the negative effects of professional uncertainty.

6.6.2 Suggestions for Improving the Workplace Environment

Participants recommended enhancing infrastructure, allocating financial resources, and establishing academic partnerships. For instance, Participant 12 suggested, "Creating real and effective partnerships between the college and other community institutions," while Participant 11 emphasized the need for "well-equipped facilities and mobile devices for faculty."

Other critical suggestions included establishing specialized research centers (Participant 8), implementing organizational behavior strategies

(Participant 2), and ensuring alignment between faculty specialization and departmental placement (Participant 3).

Consistent with studies on institutional performance, workplace quality significantly influences faculty engagement and satisfaction. Recommendations largely focused on removing barriers and enriching the academic environment through structural and organizational enhancements.

6.6.3 Administrative Support to Overcome Challenges

Participants stressed the importance of responsive administration. Key recommendations included listening to faculty concerns, practical scheduling, and providing resources. Participant 1 emphasized, "Listening to faculty members and understanding their needs," while Participant 10 proposed using "periodic questionnaires to assess faculty needs and administrative processes."

Effective administrative practices—especially participatory and consultative management—are associated with higher institutional loyalty and improved faculty morale. The participants' responses highlight a need for systemic feedback mechanisms and individualized administrative attention.

6.6.4 Technical and Academic Support Enhancements

Recommendations in this area focused on strengthening departmental coordination and improving support infrastructure. Participant 2 recommended, "Establishing coordination units within each department," while Participant 9 emphasized "enhancing internet connectivity" and empowering lecturers.

Some faculty members requested recreational spaces and dedicated offices (Participant 12), though several noted satisfactions with current support systems.

The feedback reveals a gap between faculty expectations and institutional provisions. Academic support has been found to significantly influence research output and instructional quality,

suggesting that colleges should periodically reassess faculty needs and support mechanisms.

6.6.5 Recommendations to Enhance Professional Performance

Participants strongly advocated for a supportive and balanced work environment. Notably, Participant 2 proposed a comprehensive approach: "Reducing administrative burdens, dedicating advisory spaces for student engagement, and promoting respect for faculty roles."

Further recommendations included allocating specific days for administrative tasks (Participant 3), encouraging creativity (Participant 6), and improving faculty housing and transportation (Participant 8).

These insights underscore the importance of work-life balance and institutional respect, which are key factors in enhancing professional performance. Institutions aiming to improve faculty productivity must prioritize well-being and structural clarity.

7. DISCUSSION

This study aimed to explore the workplace challenges affecting faculty members' professional performance in a higher education context, specifically within the College of Arts and Humanities at Jazan University. The findings shed light on multifaceted structural, interpersonal, and administrative issues, which, while echoed in global literature, present unique nuances in the Saudi Arabian context.

7.1 Contribution to the Literature

Although literature on workplace challenges exists in corporate settings and select international academic institutions (e.g., Malaysian, Egyptian, Sudanese contexts), comprehensive research focused specifically on faculty members in Saudi public universities remains limited. This study contributes theoretically by addressing this gap and empirically by highlighting how institutional environments can shape professional efficacy in teaching and research.

7.2 Infrastructure and Physical Environment

The results indicated critical infrastructure deficiencies—such as inadequate classroom size,

lack of modern technical tools, and absence of dedicated research facilities—which hinder faculty members from performing effectively. These findings are consistent with previous studies, such as Farooq et al. (2021) in Malaysia and Al-Hajjaj (2022) in Libya, both of which emphasized how poor infrastructure undermines academic productivity and morale.

However, this study expands on those findings by emphasizing not just physical limitations, but also how they psychologically demotivate faculty members and increase their sense of professional isolation. The availability of suitable physical workspaces, as well as research and teaching tools, is not merely a logistical issue but directly affects faculty identity and engagement.

7.3 Workplace Environment and Institutional Culture

While the study found that the general workplace environment was perceived as “good” and “supportive,” closer analysis revealed tensions between administrative expectations and academic roles. Faculty members described a lack of time and autonomy due to administrative overload—especially excessive committee participation—which mirrors findings by Chen & Lin (2024), who emphasized the need for balanced workloads to foster innovation.

This contradiction—wherein the environment is deemed positive, yet the workload is overbearing—highlights a dissonance between perceived institutional support and functional efficiency. The study by Enagar et al. (2023) similarly underscores that only when supportive environments are matched with manageable expectations can real performance gains be observed.

7.4 Professional Relationships

Effective communication with administration and collegial cooperation were largely viewed as enablers of performance, consistent with prior research (Chen & Lin, 2024). However, the results also indicate that interpersonal dynamics can become stressors. The duality of peer relationships—both supportive and competitive—suggests a need for clearer conflict resolution channels and collaborative structures.

This reinforces the importance of leadership styles that emphasize empathy, clarity, and participatory governance. As Alzeaiden. (2019) note, workplace relationships significantly influence academic motivation and retention.

7.5 Professional Development and Resource Allocation

Faculty members acknowledged the availability of professional development programs but highlighted the inadequacy of institutional support for implementing academic activities. This contradiction implies a policy-practice gap where development initiatives exist but are not matched by practical resource support.

The current findings align with Giday and P. (2023), who assert that continuous professional development must be supported not only by training opportunities but also by resources (funds, time, equipment) to apply newly acquired skills.

7.6 The Broader Workplace Impact

Finally, the study highlighted how environmental and social factors—such as climate and interpersonal relationships—can affect performance positively or negatively. These findings echo Smith, et al. (2023), who emphasized the broader ecology of academic work, including both physical and emotional dimensions of the workplace.

A key contribution here is the emphasis on contextual realities—such as weather and social cohesion—which are rarely emphasized in institutional planning but profoundly shape day-to-day academic performance.

Regarding future challenges and professional recommendations, the findings of the study highlighted several future challenges that faculty members may face, including:

- Limited communication channels between faculty staff members administration, with hinders effective interaction and support.
- Delays in securing timely promotions and professional development opportunities.

Regarding administrative support for overcoming challenges, the results indicated that the administration can assist faculty members by:

- Actively listening to faculty members and identifying their needs.
- Analyzing workplace issues and providing practical, implementable solutions.
- Offering psychological and moral support to enhance faculty well-being.
- Ensuring the provision of office and technical resources to facilitate professional responsibilities

8. Recommendation

Based on the findings of this study, the following recommendations are proposed, organized according to the relevant stakeholder level and suggested implementation timelines:

1. College Administration (College of Arts and Humanities, Jazan University)

- Reduce administrative burdens on faculty members by reviewing and redistributing committee assignments.

Timeline: Within the upcoming academic semester.

- Establish targeted professional development workshops, particularly in digital education, research skills, and academic writing.

Timeline: Within one academic year.

- Enhance internal communication channels between faculty and administration by holding quarterly town hall meetings.

Timeline: Start within the next six months.

- Improve resource availability, such as access to teaching aids and research tools.

Timeline: Gradually over two academic years.

2. University Leadership (Jazan University)

- Develop a university-wide strategy to support balanced academic workloads and reduce bureaucratic demands.

Timeline: Within one academic year.

- Create incentives and recognition systems for research productivity and community service.

Timeline: To be initiated in the next budget cycle.

- Facilitate inter-college collaboration to share resources and expertise.

Timeline: Start implementation in the following academic year.

3. National Policymakers (Ministry of Education, KSA)

- Establish a national policy framework for faculty workload limits to safeguard teaching and research quality.

Timeline: Draft policy within 2 years.

- Launch national funding programs to support digital transformation and infrastructure in higher education.

Timeline: Pilot programs to begin within 18 months.

9. Future Studies

1. The Impact of Digital Transformation on Faculty Workload and Professional Performance in Saudi Universities.

2. Developing a Professional Development Framework Aligned with Workplace Challenges in Higher Education.

3. Psychological Safety and Its Role in Enhancing Innovation and Engagement Among University Faculty Members.

4. A Comparative Study of Workplace Challenges Between Humanities and Science Faculty: A Gender-Based Perspective.

10. REFERENCES

- Abramo, G., D'Angelo, C.A., Di Costa, F. (2019). Research collaboration and productivity: is there correlation? *Higher Education*, 57(2), 155-171. DOI:[10.1007/s10734-008-9139-z](https://doi.org/10.1007/s10734-008-9139-z)
- Ahmed, R. (2019). The Role of Infrastructure in Improving Faculty Members' Job Satisfaction: A Case Study of Arab Universities. *Interdisciplinary Journal of Information, Knowledge and management*, 14 (2), 1-25. <https://doi.org/10.28945/4169>
- Alakoum, A., Nica, E., & Abiad, M. (2024). Enhancing Faculty Satisfaction and Performance in Higher Education: The Transformative Role of HR and Technology Integration. *Proceedings of the 18th International Conference on Business Excellence*. Sciendo, 18 (1), 2951-2967. <https://ideas.repec.org/a/vrs/poicbe/v18y2024i1p2951-2967n1043.html>
- Albach, P. G., & de Wit, H. (2018). Are We Facing a Fundamental challenge to Higher Education Internationalization? *International Higher Education*, 93, 2-3.
- Alghamdi, A. (2019). Exploring English Language Needs: Business Students' and Teachers' Perspectives in a Saudi Undergraduate Context. *Arab World English Journal: Special Issue: Application of Global ELT Practices in Saudi Arabia*, 4- 17. DOI: <https://dx.doi.org/10.24093/awej/elt1.1>

- Al-Hajjaj, M. M. A., Taleb S. D. A., & Zambil, A. A. (2022). The physical environment and its impact on employee performance: An applied study on the Republic Bank, Al-Zahraa Branch and Qarji Agency - Libya. *Journal of Human and Community Studies*, 20 (20), 1-15.
- Al-Kahtani, A. (2020). Academic Work Environment and Faculty Performance in Saudi Universities. *International Journal of Higher Education*, 9(3), 112–121.
- Al-Mashwat, M. S. F. (2017). *The Impact of the Workplace on Administrative Creativity: An Applied Study on Saad Al-Abdullah Academy for Security Sciences in the State of Kuwait*, [Unpublished Master's Thesis]. Middle East University.
- AlOqlah, R. M. A. (2021). The effect of leadership styles on improving communication methods among academic administrators. *Cypriot Journal of Educational Sciences*, 16(1), 396–410. <https://doi.org/10.18844/cjes.v16i1.5539>
- Al-Rashidiya, A., Hammad, W. S., & Al-Abri, K. M. (2024). Quality of Work Life and Its Relationship to Some Variables: An Applied Study on Faculty Members at Sultan Qaboos University. *Journal of the College of Education*, 40(1), 265–304.
- Al-Shamimari, H. S. (2022). Quality of Work Life and Its Relationship with Job Engagement and Innovative Behavior among Faculty Members at Saudi Universities. *Scientific Journal of the College of Education*, 38(4), 124–168.
- Alzeaideen, K. (2019). The Effect of Total Quality Management on University Performance in Jordan. *International Journal of Financial Research*, 10 (6), 15971. DOI: [10.5430/ijfr.v10n6p283](https://doi.org/10.5430/ijfr.v10n6p283)
- Babelova Z., Kucerova M., & Homokyova M. (2015). Enterprise Performance and Workplace Performance Measurement in Industrial Enterprise in Slovakia. *Procedia Economics and Finance*, 34, 379-39-81.
- Backhaus, I., Haislah, A. L., Burr, H., Nielsen, K., Tecco, C. & Dragano, N. (2024). Organizational Change: Challenges for workplace psychosocial risks and employee mental health. *BMC public health*, 24: 2477, pp 2-11.
- Barkhuizen, N., Rothmann, S., & van de Vijver, F. J. R. (2014). Burnout and work engagement of academic staff in South African higher education institutions. *South African Journal of Industrial Psychology*, 40(1), 1–10. <https://doi.org/10.4102/sajip.v40i1.1112>
- Belhawas, R. (2019). *The work environment and its relationship to the quality of university education*, [Master's Thesis, University of May 1945, Guelma].
- Berhanu, K. Z. (2023). Mediating role of job satisfaction on the relation between staff development and performance. *Cogent Education*, 10 (1), 1-16. DOI: [10.1080/2331186X.2023.2207408](https://doi.org/10.1080/2331186X.2023.2207408)
- Carbone, A., & Greenberg, D. (2020). Challenges of large classes and the importance of teacher presence and immediacy. *Journal of University Teaching and Learning Practice*, 17(5), 70-85.
- Casper, W. J., Hyde, S. A., Smith, S. G., Amir-Kamali, F., & Wayne, J. H. (2025). How Effective are Work-life Balance Policies? The Importance of inclusion. *Annual Review of Organizational Psychology and Organizational Behavior*, 12, 73-108.
- Chen, K. J., & Lin C. P. (2024). Exploring the Influence of Workplace Environment on Job Performance: A Socio-Cognitive Perspective. *Total Quality Management & Business Excellence*, 35 (15), 1816-1832. <https://doi.org/10.1080/14783363.2024.2404438>
- Chen, X. (2024). Exploring Factors that affect Employee Performance. Retrieved January 08, 2024 from: [DOI:10.1051/shsconf/202418101038](https://doi.org/10.1051/shsconf/202418101038)
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among five Approaches* (4th ed.). Thousand Oaks, SAGE Publications.
- Elham, A. & Roshan, A. (2022). *The Challenges and Expectations for Higher Education*. Handbook of Society Responsible Higer Education. Diversity Intelligence.

- Elnagar H. M., Elsetouhi A. M., & Badran A. M. (2023). The Effect of Person-Environment Fit on Creative Performance an Applied-on Mansoura University staff, Faculty of Commerce, Damietta University. *Scientific Journal of Financial Studies and Research*, 4 (2) 3, pp 115-149.
- Esmane A. A. (2024). Work Challenges Opportunities, and Job Performance of No-teaching Personnel in Private Higher Education Institution. *Journal of Interdisciplinary Perspectives*, 2(11), 1-24.
- Farooq, K.; Yusliza, M.Y.; Wahyuningtyas, R.; Haque, A.u.; Muhammad, Z.; Saputra, J. (2021). Exploring Challenges and Solutions in Performing Employee Ecological Behavior for a Sustainable Workplace. *Sustainability*, 13, 9665. <https://doi.org/10.3390/su13179665>
- Gibbs, G., & Jenkins, A. (2014). *Teaching large classes in higher education: How to maintain quality with reduced resources*. Routledge.
- Giday, D. D. & P. E. (2023). A study on the effect of training on employee performance in the case of Mekelle City, Tigray, Ethiopia. *Social Science & Humanities Open* 8 (20) 1-11. www.sciencedirect.com/journal/social-sciences-and-humanities-open
- Guba, E. G., & Lincoln, Y S. (1994). *Competing paradigms in qualitative research*. In N.K. Denzin & Y S. Lincoln (Eds), *Handbook of qualitative research* (pp. 105-117) Thousand Oaks, CA: Sage.
- Han, J., & Yin, H. (2016). Teacher Motivation: Definition, Research Development and Implications for Teachers. *Cogent Education*, 3(1), 1217819. <https://doi.org/10.1080/2331186X.2016.1217819>
- Harariya, A., & Bou S., Z. (2018). Quality of Work Life and Its Role in Developing Job Engagement. *Herodotus Journal of Humanities and Social Sciences*, 8(2), 200–235.
- Kamel, A. (2016). Role of Faculty Development Programs in Improving Teaching and Learning. *Saudi Journal of Oral sciences*, 3(2), 61-68.
- https://journals.lww.com/sjed/fulltext/2016/03020/role_of_faculty_development_programs_in_improving.2.aspx
- Kenton, W. (2024). Human Resources (HR): Meaning and Responsibilities. Investopedia. *Up to Date*. Retrieved August 07, 2024 from: <https://www.investopedia.com/terms/h/humanresources.asp>
- Kinman, G., & Wray, S. (2018). Work-related wellbeing in UK higher education: Policy recommendations. *Education Support Partnership*, 5 (4), 1-48.
- Kinne, A. (2024). Workplace Challenges and Solutions to Overcome them. Work-human platform. Up to date. Retrieved September, 05, 2024 from: <https://www.workhuman.com/blog/workplace-challenges/>
- Nasr El-Ain, A. (2016). Practical methods for workforce planning at the enterprise level. *Journal of North African Economics*, 4 (4), 155-180.
- O'Meara, K., Terosky, A. L., & Neumann, A. (2018). Faculty careers and work lives: A professional growth perspective. *ASHE Higher Education Report*, 34(3), 1–221.
- Omer, M., & Musa, A. (2021). Professional Development Opportunities and Job Motivation among University Teachers in Sudan. *Journal of Economic, Administrative and Legal Science*, 7 (10), 88-101.
- Posoldova, I. (2017). Performance management and Work Performance Appraisal. *Societas et Jurisprudenta*, II (3), 163-174. Available <http://sei.iuridica.truni.sk/archive/2014/03/SEI-2014-03-Studies-Posoldova-Iveta.pdf>
- Saleh, F. (2017). Organizational Structure and its Impact on Academic Collaboration among Faculty Members. *Journal of Higher Education Studies*, 5(1), 33–48.
- Smith, J. Q., Jones, M. R., & Brown, C. D. (2023). Advancing Managerial Evolution and Resource Management in Contemporary Business Landscapes. *Journal of Modern Economy*, 14 (10), 1-25. <https://www.scirp.org/reference/referencespapers?referenceid=3581547>

- Szabo P., Mlkva M., Vanova J., Markova P. (2017). Employee Performance in the Context of the measurement and evaluation in Practice. *Research Paper faculty Materials Science and Technology, Slovak University of Technology*, 25 (41), pp 64-70. DOI:[10.1515/rput-2017-0022](https://doi.org/10.1515/rput-2017-0022)
- Tia, A., & Na'roura, B. (2021). The Impact of Quality of Work Life on Job Engagement among Employees in an Economic Institution – A Field Study at Sonelgaz Company in El Oued. *Algerian Journal of Economics and Management*, 15(1), 101–119.
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher Collaboration: A systematic Review. *Education Research Review*, 15, 17-40. <https://doi.org/10.1016/j.edurev.2015.04.002>
- Vulpen, E. V. (n.d.). Performance Appraisal: The Ultimate Guide. Academic Innovate Human Resources (AIHR). Retrieved from: <https://www.aihr.com/blog/performance-appraisal/>
- Yu, H., Hamid, A. H. A., Wahab, J. L. A., & Mahmud, M. I. (2025). The impact of deans' distributed leadership on university teachers' job performance: the mediating role of job satisfaction. *Cogent Education*, 12(1), 1-14. <https://doi.org/10.1080/2331186X.2025.2458713>
- Zhenjing G, Chupradit S, Ku KY, Nassani AA and Haffar M (2022). Impact of Employees' Workplace Environment on Employees' Performance: A Multi-Mediation Model. *Front. Public Health* 10:890400. <https://doi.org/10.3389/fpubh.2022.890400>