



Cronyism as a coping strategy: How do female academics deal with the lack of emancipative support?

Journal:	<i>Asia-Pacific Journal of Business Administration</i>
Manuscript ID	APJBA-12-2022-0527.R2
Manuscript Type:	Research Paper
Keywords:	organizational cronyism, theory of emancipation, career shock, female academics, universities
Authors:	Mohamed Mousa, Doaa Althalathini, Hala Abdelgaffar

SCHOLARONE™
Manuscripts

Cronyism as a coping strategy: How do female academics deal with the lack of emancipative support?

Abstract

Purpose: This paper aims to explore how female academics use cronyism to cope with the lack of emancipative support resulting from their intense teaching and research duties, poor representation at senior administrative levels, and their exhausting familial commitments.

Methodology: Qualitative semi-structured interviews were conducted with 32 female academics working full-time at four public universities in Egypt.

Findings: The findings showed that the low action resources (considering their unreasonable teaching loads, research requirements, and supervision engagements), emancipative values (the unfair representation of female academics at senior administrative levels) and civic entitlement (universities not serious about promoting gender equality) are perceived by female academics as a lack of empowerment that necessitates their adoption of cronyism as their main coping strategy. Moreover, in male-dominated societies, female academics who do not have the power to shape their work-related status tend to use undesirable behaviors such as cronyism to mitigate the negative consequences of the shocks they encounter.

Originality/ value: This paper contributes by filling a gap in human resources management in which empirical studies on the relationship between cronyism, emancipation, and career shocks have been limited so far.

Keywords: organizational cronyism, career shocks, female academics, theory of emancipation, public universities, Egypt

1. Introduction

A career shock is defined as “a disruptive and extraordinary event that is, at least to some degree, caused by factors outside the focal individual's control and that triggers a deliberate thought process concerning one's career” (Akkermans et al., 2018, p. 4). Work related shocks have become a normality in a complex and uncertain world (Nalis et al., 2021). Individuals respond to shocks differently depending on how a shock is described (Nalis et al., 2021), and whether it effects early-career, mid-career, and late-career employees (Akkermans et al., 2021). Career resilience (Seibert et al., 2016) and adaptability (Mansur and Felix, 2021) are found to play a key role in responding to career shocks. Nevertheless, little is understood about the impact of career shocks on career development (Akkermans et al., 2018, 2021; Mansur and Felix, 2021; Pak et al., 2021). Moreover, recent studies emphasize individual agency as a driver of career development, while overlooking the influence of career shocks (Akkermans et al., 2018). These studies also overlook the role of context in shaping career shock implications (Van Helden et al., 2023).

Academics in general are exposed to career shocks beyond their control. These shocks have consequences for academic career decisions and development, and can be positive – promotion or pay rises; or negative – reduction in workforce or illness (Akkermans et al., 2021). This area has attracted minimal attention (Grace et al., 2015) and mainly among female academics (Van Helden et al., 2023). Despite the rise in the number of female academics and the improvement in their circumstances, gender inequality exists in higher education (UNESCO and Times Higher Education). Female academics face more gender-related challenges than males, including the glass ceiling, childcare responsibilities, and cultural stereotypes (Casad et al., 2021; Clavero and Galligan, 2021). Therefore, career shocks could pose unique barriers to women's perceived opportunities for career advancement (Van Helden et al., 2023).

1
2
3 In this research, it is argued that cronyism can be a coping strategy for female academics dealing with
4 career shocks. Organisational cronyism is defined as granting privileges to subordinates based on
5 relationships and connections rather than merit. This happens when a manager favours employees based on
6 unrelated criteria or an exchange of favours (Begley et al., 2010) by forming in-groups and/or
7 discriminating against out-group employees. Therefore, cronyism can result in the latter group feeling
8 excluded and ignored (Bilal et al., 2021). The limited research available on cronyism demonstrates its
9 negative impact on job satisfaction and advancement (Turhan, 2013). Nevertheless, an insignificant number
10 of empirical studies has been conducted on organisational cronyism in the higher education sector (Shaheen
11 et al., 2021).
12

13 Favouritism and dependence on non-performance-related factors in assessing, promoting, and
14 privileging employees not only disturbs their colleagues, but also damages their sense of justice (Hoy &
15 Tarter, 2004). Cronyism negatively impacts employees who are excluded from privilege, commitment,
16 performance, and job satisfaction (Khatri & Tsang, 2003; Khatri et al., 2006; Begley et al., 2010).
17 Cronyism differs from nepotism, which entails preferential treatment to a family member and other close
18 people in terms of hiring, performance evaluation, and promotion, while cronyism mostly does not entail
19 any influence on hiring decisions (Jaskiewicz et al., 2013). The main difference between cronyism and
20 nepotism is that cronyism is broader and might be used on different grounds, such as race, political
21 affiliation, ethnicity, religion, nationality, gender, citizenship, origin, friendship, and so on, whereas
22 nepotism is traditionally directed towards family members and those who have close ties to the manager
23 (Spranger et al., 2012; Weingrod, 1968). Moreover, cronyism is based on exchange and mutually beneficial
24 relationships (Khatri et al., 2006). For example, a manager extends a specific promotion to an employee
25 based on personal relationships, and in exchange, this manager expects unlimited obedience from this
26 employee. Sustaining cronyism necessitates that what is exchanged needs to be valuable to both parties
27 (Khatri et al., 2006). In cultures characterised by power distance, nepotism and cronyism develop many
28 influential informal social networks and subsequently in-group (favoured) and out-group (not favoured)
29 classifications (El Baz et al., 2018).
30

31 To the best of the authors' knowledge, no previous study has explored how female academics deal
32 with the lack of emancipative support and no previous literature on the use of cronyism in the academic
33 context has been found. Hence, the present study helps to fill a gap in the literature by focusing on female
34 academics working in several public universities in Egypt in an attempt to explore the extent to which the
35 lack of emancipative support represents a career shock for them and why they would use cronyism as a
36 coping strategy. By doing so, this study contributes to the literature on career shocks by responding to calls
37 from Akkermans et al. (2018) and Mansur and Felix (2021). It also contributes to the cohort of studies on
38 the role of emancipative support in overcoming work-related hardships, particularly among minority-
39 affiliated members (female academics in this case) (Welzel, 2013) and cronyism as a culture-specific
40 strategy adopted by females in male-dominated societies (Mousa, 2022).
41
42

43 2. Literature review

44 2.1 career shock

45 Career shocks can have negative or positive impacts on career development. Positive career shocks, such
46 as obtaining a research grant or promotion, can foster career development (Greco et al., 2015; Pak et al.,
47 2021; Mousa et al., 2021a), and critical and novel workplace events may fuel employee creativity and
48 outstanding performance (Chen et al., 2021; Mousa, 2022a, b). Conversely, negative career shocks, such as
49 job insecurity or downsizing, can have damaging effects on career optimism and progression (Hofer et al.,
50 2021). Short-term contracts may aggravate uncertainty and discourage young academics from developing
51 their human and social capital (Petersen et al., 2012; Mousa, 2021b, c). Career shock consequences are also
52 dependent on other factors. For example, the 2008 financial crisis was negatively associated with the fear
53 of foreclosure (Ragins et al., 2014). Moreover, negative career shocks can have long-term positive
54 consequences when certain psychological resources, such as career competencies and resilience, make such
55 shocks more manageable (Akkermans et al., 2020). For instance, the loss of a job might be seen as negative
56
57
58
59
60

1
2
3 in the short run but an opportunity for career progression and/or change and hence more job satisfaction in
4 the long run (Zikic and Richardson, 2007). This might also be the case for individual transitions from
5 employment into successful self-employment (Rummel et al., 2019).
6
7

8 2.2 organizational cronyism 9

10 The word cronyism has its roots in the Greek word 'khronios', which means crony and denotes a long-
11 standing friendship (Oxford Dictionary of English, 2010). The first use of cronyism as a concept occurred
12 in 1952 in the USA, when New York Times journalists used it to describe the appointment of some
13 employees in an official postal administration based on personal relationships rather than merit. The
14 incident occurred under the Truman regime (Dunar, 1984; Khatri & Tsang, 2003). Cronyism is defined by
15 Oxford English Dictionary (1989) as "an interconnected group of people or organizations having certain
16 connections which may be explicated to gain preferment, information, etc." It involves "a reciprocal
17 exchange transaction where party A shows favour to party B based on shared membership in a social
18 network at the expense of party C's equal or superior claim to the valued resource" (Khatri et al., 2006, p.
19 62). Organizational cronyism is defined as assigning more privileges (mostly undeserved) to subordinates
20 with whom the manager or leader maintains relationships and/or connections (Khatri, 2017; Turhan, 2014;
21 Zhang & Gill, 2019). Thus, merit is constantly neglected when practising cronyism (Khatri & Tsang, 2003).
22 Only cronies – those who receive favourable treatment and privileges – experience job satisfaction, while
23 non-cronies suffer from exclusion, marginalisation, inequality, and sometimes ostracism (Arasli et al.,
24 2006; Robinson et al., 2013). Engaging in cronyism necessitates the following four conditions: sharing
25 network membership, no immediate return of favour, exchanging something valuable, and occurring at a
26 third party's expense (Begley et al. 2010). Organizational cronyism is perceived as a biased employment
27 relationship in which managers misuse their power by granting some subordinates more privileges based
28 on anti-meritocratic factors (Bilal et al., 2020).
29
30
31

32 When facing career shocks, some female academics actively engage in cronyism behaviours.
33 According to the theory of social exchange, all relations are based on the principles of reciprocity or "give
34 and take" (Kelley and Thibaut 1978) or "you scratch my back, and I'll scratch yours". Cronyism is a kind
35 of reciprocal exchange in which favouritism occurs within social networks and personal relationships
36 (Begley et al., 2010). Nevertheless, cronyism can also follow the principle of indirect reciprocity; in other
37 words, "I scratch your back, and someone else will scratch mine" (Chen and Ren, 2023). Therefore, while
38 nepotism is a type of favouritism based on kinship ties, cronyism is a broader concept which extends to
39 non-kinship ties. For example, guanxi in Chinese culture or wasta in the Arab Middle East culture refer
40 to employee use of informal and personal connections to receive preferential treatment (Hutchings and
41 Weir, 2005). This can include an increase in salary, promotion, positive appraisal reports, and so on. These
42 practices could create challenges such as demotivated staff, unfair competition, negative performance, and
43 high turnover (Khatri and Tsang, 2016).
44

45 Female academics may be disadvantaged by cronyism, for example, if a male professor favours his
46 male colleagues over his female ones. This can lead women to be excluded from opportunities for research
47 funding, publication, and promotion (Mama, 2003). Similarly, female academics may be overlooked for
48 opportunities or collaborations if they are not part of the "in-group" of a particular department or research
49 team, which leads to a lack of career advancement (Gómez Cama et al., 2016). Additionally, cronyism can
50 contribute to a hostile work environment for female academics. If a male professor is seen as playing
51 favourites or only promoting and collaborating with his male colleagues, this can create a culture of
52 exclusion and marginalisation for women (Mousa, 2021a). Nevertheless, female academics can also be
53 involved in cronyism behaviours to mitigate these practices. For example, Mousa (2022) found that female
54 academics in Egypt used hypocritical phrases with their department chairs and spouses to mitigate the career
55 shocks following the COVID-19 outbreak.
56
57
58
59
60

2.3 Emancipation theory

The theory of emancipation (Welzel, 2013) is one of the most significant theories in addressing the empowerment of females although it was later used by Mousa and Samara (2021) to shed light on the status of disabled employees in the public sector. In his theory, Welzel (2013) considers that the empowerment of females derives from the following three dimensions. First, 'action resources' reflect the extent to which females have access to all needed material and intellectual resources (Welzel, 2013). In this case, access to leading positions, information, and rational teaching and research loads are examples of the action resources that female academics may seek. Second, 'emancipative values' describe the extent to which female academics experience an inclusive workplace atmosphere and accordingly, would seek to occupy senior academic positions regardless of gender expectations (Welzel, 2013). Third, 'civic entitlement' refers to the extent to which universities are serious in decreeing laws and regulations that promote gender equality and cultural tolerance in the academic context (Welzel, 2013).

2.4 Female Academics in the Egyptian Higher Educational Context

Several studies have investigated the barriers facing female academics and causing their underrepresentation in senior leadership positions (e.g., Howe-Walsh and Turnbull, 2016; Westoby et al., 2021). These barriers include heavy teaching loads, longer work hours, low self-perception, negative attitudes of managers and colleagues, and limited empowerment opportunities (Mousa, 2021a). Female academics are challenged with the conflicting demands and the pressure of balancing their work-life roles (Ahmad and Masood, 2011). In many cases, female academics compromise family life to meet academic commitments, which they consider as an individual failure (Toffoletti and Karen Starr, 2016). They might give priority to teaching and administrative responsibilities, which reflects negatively on their research activities and hence career progression (Misra et al., 2012).

Helden et al. (2021) found that networks contribute to career advancement and academic leadership positions, particularly for men and mainly in the masculine academic context. Female academics lack support such as mentoring and role modelling to achieve career goals (Blood et al., 2012), academic promotion, and leadership appointments (Reed et al., 2011). For example, women academics are more likely than men to work part-time (Reed et al., 2011). Moreover, Guarino and Borden (2017) found that female faculty perform significantly more service than men in academia where they need to cultivate their ability to refuse service requests. This is commonly the case when the department chairs are male (Bowles et al., 2007). While men consider academic promotion as a positive career shock, women stated that fast-track promotion can have both positive and negative consequences and especially if they have childcare responsibilities (Van Helden et al., 2023). Gender-based caregiving expectations hinder productivity and increase stress and anxiety related to promotion and tenure success (Penney, 2015).

Mainly in conservative, patriarchal contexts, female academics are denied senior academic administrative positions due to the prevalent gendered socio-cultural values such as in the case of Egypt (Mousa, 2021b, c). In Jordan, Ensour et al. (2017) found that discriminatory laws and traditional family norms result in treating women as secondary breadwinners and rejecting their leadership which in turn harms their academic career development. Interestingly, El-Far et al. (2021) revealed that Palestinian academic mothers and non-mothers are placed at a disadvantageous position as "caregivers" and are consequently expected to extend their caretaking services to those close to them, to include their children, parents, siblings, and even students. Therefore, female academics in such contexts might be unwilling to take leadership positions unless they secure strong family support which is crucial for their academic career advancement (Nguyen, 2013).

The poor representation of female academics has been ascribed to social and organizational factors that hinder their career progression towards high cadre administrative and academic positions (Reid, 2015; Case & Richley, 2013, Mousa et al., 2020; Mousa & Chaouali, 2021, Mousa & Mahmood, 2022; Mousa et al., 2021a, b). For example, normalizing how positions at the top of the hierarchy are predominantly

1
2
3 masculine, while female positions are mostly at the lower end inhibits women from seeking management
4 positions such as heads of department or rectors (Mousa, 2021a). Among the workplace distributive
5 injustices that female academics face are wage gaps, sexual harassment, inequality in research funding or
6 promotion opportunities (Patterson et al., 2009; Mousa & Abdelgaffar, 2022). However, most of the
7 literature on the career challenges female academics face in higher education institutions is situated in the
8 Western context (Eagly & Wood, 2013; Rhoads & Gu, 2012).
9

10 The contradictory and complex positioning of early- and mid-career female academics in the Egyptian
11 higher education context has so far been undocumented in the literature. Few scholars have highlighted the
12 contextual challenges encountering Middle Eastern and specifically Egyptian females (e.g., Mousa, 2021a,
13 b; Mousa et al., 2021a, b; Mousa & Mahmood, 2022) or have investigated such challenges in other academic
14 contexts. In these studies, female academics perceive gender biases from their male colleagues and social
15 circle that depresses their ambitions to seek senior career opportunities, which they may forgo for peace of
16 mind. Institutional prejudices limit female empowerment and boost masculine power distance (Mousa,
17 2021a). Many times, leadership is perceived as a transgression and associated with social and affective
18 costs, so women are advised to conform to patriarchal norms or else risk their happiness (Ahmed, 2010).
19 Building on biased interpretations of Islam, some male academics in power positions deny female
20 colleagues from their right to be promoted or recruited to management positions (Mousa, 2021a, b, c). And
21 socio-cultural values denounce the position of women in power. The dominance of a masculinist
22 organizational and societal culture in the Egyptian and Middle Eastern academic context explains the
23 suffering of female academics from gender prejudices and discrimination (Mousa, 2021a).
24

25 3. Research design

26
27 The present study uses a qualitative research design “to make sense of, or interpret phenomena, in terms of
28 the meanings people bring to them” (Denzin and Lincoln, 1994, p. 2) and “explore individual understandings
29 and subjective experiences” (Cunliffe, 2011, p. 649) of cronyism as perceived and practiced by female
30 academics in post-Covid-19 pandemic times. The choice of a qualitative design pertains to its usefulness in
31 gathering critical information about social and institutions practices, as well as a particular phenomenon in
32 an understudied socio-cultural context (Denzin and Lincoln, 2011, 2008, 1994). Because cronyism is still
33 an under-researched research area (Pak et al., 2021) particularly in Egyptian higher education studies, using
34 a qualitative research design would be best to examine the target organizational population and phenomena.
35 32 female faculty working full time at four, out of a total number of 26 Egyptian public universities, were
36 recruited to participate in this study. Respondents were recruited via personal contacts using purposive and
37 snowball sampling. Egyptian female academics, holding a PhD and at least 10 years of experience, were
38 targeted as they struggle with on-job challenges and gender-based expectations at the professional and
39 social levels. The demographic details of the sample are found in Table 1.
40
41

42 (Insert Table 1 here)

43
44 Acknowledging the sensitivity of the topic and concerns of Egyptian female academics about the
45 intolerance to radical perspectives and absence of academic equity and free discourse on human rights
46 issues, the authors of this study assured participants that their responses would only be used for research
47 purposes and would be confidential and anonymous. Before the interviews, participants were told that they
48 could refrain from responding to any question or withdraw from the interviews at any time. During data
49 analysis, identifiers were removed from transcribed interviews and replaced with codes. In focus groups,
50 respondents answered questions about cronyism practices they experienced, observed, heard about, or
51 benefited from in academia. Interviews were conducted in Arabic, the mother tongue of the authors, and
52 lasted from 60 to 90 minutes. Transcripts were translated into English and back to Arabic then to English
53 again by different authors to ensure accuracy of translation. Because the research topic is critical, not all
54 respondents accepted to have their interviews recorded, so the authors had to take detailed notes.
55
56
57
58
59
60

All participants were encouraged to reflect on their experience of cronyism and how they might have experienced, heard about, and handled it after Covid-19 global pandemic. Authors manually coded and analysed interview data following three steps (Strauss & Cobin, 1990). First, data analysis was done for each university separately to help identify the contextual experiences, challenges, and coping strategies of academics working there. Second, the authors analysed and related data to build research themes. It was also necessary to investigate how respondents use and handle cronyism. According to Alvesson and Karreman (2011), researchers need to encourage respondent sensemaking and to consider their discourse as a social tie connecting researchers, participants, and research construct(s) in a study. Nevertheless, Alvesson (2011) cautions that not all data needs to be codified as careful analysis is necessary to get a rational interpretation, which this is only occasionally possible. Interestingly, the authors found significant profundity in interviewee reflections and comments, which shed light on how female academics in the Egyptian public university setting employed the phenomenon of cronyism to navigate crises, handle heavy workloads, and/or balance work and family responsibilities during regular and crisis times.

4. Findings and discussion

In their definition, Akkermans et al. (2018) consider career shock as a disruptive event outside one's control which prompts thinking about one's career. The hardships experienced by female academics in the addressed universities are perceived by them as career shocks because removing/managing them necessitates a change in the social norms (to fully accept that a female academic could be a dean or president of a university for example) and a redesign for job duties of female academics (to fully allow them to balance between their familial obligations and job responsibilities). Unfortunately, female academics understand that they currently have no option but to continuously obey their direct chairs of the departments and deans of faculties in return for a favorable set of work conditions. Such exchange of favors is an exercising of cronyism (Begley, 2010; Arasli et al., 2006). We explained how cronyism might be used by female academics as a coping strategy for their work-related shocks by using the three dimensions of emancipation theory (Welzel, 2013). Accordingly, the following are the three constituted themes.

4.1 Action resources

According to Welzel's 2013 theory of emancipation, action resources represent one of the three dimensions for empowering females. In the case of female academics, action resources might point out to the extent to which those female academics can get a reasonable teaching load, research support, supervision activities, and seminar participation, and accordingly, they can secure a balance between their academic responsibilities and familial commitments (Ahmad & Masood, 2011; Misra et al., 2012; Mousa, 2021a). Unfortunately, in Egyptian academic context, female academics have to actively engage in intense academic duties, while at the same time they are required to meet their familial obligations to avoid any blame from chairs at work, who are mostly male, and husband at home (Mousa, 2021a; 2022).

"My colleagues and I suffer from extreme schedules of teaching, research, assessment, supervision, and other administrative and departmental duties. I myself can hardly balance between my role as an academic and my role as a wife. My family really sacrifices because of my job." Respondent 15

Admittedly, familial obligations unnegotiable in male dominated societies such as in Egypt while work-related ones usually are (Ensour et al., 2017; Mousa, 2021b). In cultures characterized by power distance, the informal social networks and in-group engagement might shape the dissemination of work-related responsibilities, rewards and outcomes (ElBaz et al., 2018). Consequently, female academics are always keen on staying aligned with the directions and decisions of the department chairs of to get some work privileges (e.g., lighter teaching load, more opportunities for research funding, etc.) (Mousa, 2022). In other words, female academics tend to actively show cronyism activities (e.g., continuous obedience to chair of departments and ongoing support for their decisions) to get preferential treatment. According to Arasli et

al. (2006) and Robinson et al. (2013), those who are cronies always perceive favorable treatment, report job satisfaction, and rarely complain about inequality and ostracism.

“The key to guaranteeing reasonable work hours is to obey the chair of my department. I have to make him trust me; otherwise, I will suffer.” Respondent 11

“I am always shocked with an overwhelming demand of academic responsibilities. However, as a female academic working in a job dominated by males, I will not find it easy criticizing and/or repudiating their decisions. If anyone gets the impression that my department chair dislikes, all of them, including the dean of the faculty, colleagues and even non-academic employees will ostracize me. Saying nice words to my leaders might work as a solution.” Respondent 32

4.2 Emancipative values

The second dimension needed for female empowerment, as illustrated by Welzel’s 2013 theory of emancipation, is emancipative values. In the case of female academics, emancipative values reflect the extent to which they guarantee a fair representation at senior administrative levels, find an inclusive work atmosphere to supports development, promotion, and other positive work outcomes that are assigned or disseminated through merits (Welzel, 2013; Mousa, 2021c). Unfortunately, female academics usually complain from their underrepresentation at the senior administrative and research positions (Westoby et al., 2021). This is also the case in the Egyptian academic context in which female academics face many career disadvantages mostly because of the lack of support they perceive from work leaders and conservative social norms which prevent females from occupying leading positions (Mousa, 2021c). Such second-class treatment and marginalized status in academia are mostly perceived by female academics as career shocks.

“To whom should I complain? The chair of the department is male, the dean is male, vice rectors of the university are males, and the rector/chancellor is male. They hardly ever acknowledge what a married female academic suffers from when trying to fulfil her motherhood commitments together with her academic ones.” Respondent 2

In an attempt to overcome such barriers, some female academics engage in cronyism behavior by showing obedience, saying nice words, and complying with their department chairs (Chen & Ren, 2023). They mostly think that cronyism behavior is a way for quick promotion, light job responsibilities, and positive assessment. More specifically, female academics adopt a give and take principle in which they give obedience or conformance in return for some work-related advantages (Kelly & Thibaut, 1978).

“Life is based on a give and take principle. Doing what my leaders want entails good treatment, a friendly job atmosphere, light teaching schedule, and the possibility to take days off. Why should I risk and oppose what those leaders decide!? I simply do what most of my colleagues do.” Respondent 7

“Only those who obey our dean receive good treatment and find opportunities to be members in academic committees/events and other activities that entails some financial bonuses.” Respondent 22

4.3 Civic entitlement

The third dimension of empowering females as explained by Welzel’s 2013 theory of emancipation is ‘civic entitlement’. In the case of female academics, civic entitlement describes the seriousness of universities to ensure gender equality and cultural tolerance among their male and female members (Welzel, 2013). The shocks (e.g., poor representation at senior administrative positions, intense teaching load, and limiting duties that interfere with familial commitments) show that the addressed universities are a step behind in initiating adequate civic entitlement for the addressed female academics (Penney, 2015; Nguyen, 2013; Mousa, 2021a, b). Consequently, many female academics have no choice but to engage in cronyism

behavior to guarantee sharing membership in a network, exchanging something valuable, and secure returns for the adopted cronyism (Begley et al., 2010).

“Although females have proven their success in many leading positions, they are denied to take advanced responsibility in academia. It is a combination between social norms and work culture. Do you think that one individual or specifically a female academic like me can change the norms!? It is best to avoid clashes and focus on what makes me feel comfortable doing my job.” Respondent 24

“Generally, female academics are voicing their work-related dissent amongst themselves because of the poor representation we find in leadership positions. Frankly, I don’t expect any prompt solution for the hardships we experience. It might require a political decision a change in social norms, and a readiness from both female and male academics to work under the leadership of a woman. Until this is realized, I have no option but to always keep in line with my leaders’ decisions, practices, and requirements.” Respondent 4

5. Implications

5.1 Theoretical contributions

The first theoretical contribution lies in finding out that the low action resources (considering their unreasonable teaching loads, research requirements, and supervision engagements), emancipative values (the unfair representation of female academics at senior administrative levels) and civic entitlement (universities not serious about promoting gender equality) are perceived by female academics as a lack of empowerment that necessitates their adoption of cronyism as their main coping strategy. The second theoretical contribution lies in discovering that in male dominated societies, female academics who lack the power to shape their work-related status tend to use undesirable behavior such as cronyism to mitigate the negative consequences of the shocks they encounter. The third theoretical contribution lies in expanding the scope of emancipation theory (Welzel, 2013), which was developed to illustrate that females in Western countries can be empowered through action resources, emancipative values, and civic entitlement. Moreover, in non-Western male-dominated countries, the inadequacy of the three dimensions proposed by Welzel (2013) might prompt female academics to engage in socially unacceptable behaviors such as cronyism to improve their work conditions.

5.2 Practical implications

Given the findings of the present paper, we propose that the administrations of the addressed universities start to rethink the academic responsibilities assigned to female academics. In male-dominated societies like Egypt, female academics have familial obligations and personal commitments that are challenging to balance with their roles as scholars (Mousa, 2021a, b). Moreover, their intense teaching and research duties become career shocks that drive many of them to engage in cronyism. Hence, a rational set of work-related duties could be a solution to avoid such shocks and the cronyism in the work context. Second, the administration of the universities in this study should devise a new mechanism for designing the relationship between academic leaders (deans of faculties and chairs of departments) and female academics. Specifically, the feelings of female academics as being treated as second-class scholars has to be addressed and managed to develop a healthier work atmosphere. Third, establishing a unit for the inclusion and empowerment of female academics might also be perceived as a recommended option for promoting justice, developing capabilities, and assigning equitable work responsibilities among female academics in an attempt to reduce socially unacceptable behaviors, such as cronyism.

6. Limitations and avenue for future research

Addressing only female academics without considering their male colleagues, chairs of department, and deans of faculties might limit the ability to constitute a full detailed picture about the relationship between career shock and organizational cronyism exercised in the addressed universities. Focusing only on public

universities while excluding the public ones might hinder the ability to generalize the findings. Concerning future research, it is proposed that interested scholars quantitatively address how the demographic characteristics (age, work experience, marital status and number of children) of female academics affect their engagement in cronyism behavior. Moreover, interested researchers might ask the same research question for both male and female academics in private universities. Furthermore, future researchers might also think about how ensuring an adequate implementation of the emancipative capabilities (action resources, emancipative values, and civic entitlement) shape the behavior of female academics in male dominated societies.

References

- Ahmad, M. and Masood, M. (2011). Work–family conflict among women university teachers: a case from Pakistan. *European Journal of Social Sciences*, 23(1), 7-18.
- Ahmed, S. (2010). *The promise of happiness*. In *The Promise of Happiness*. Duke University Press.
- Akkermans, J., Richardson, J. and Kraimer, M. (2020). The Covid-19 crisis as a career shock: Implications for careers and vocational behavior. *Journal of Vocational Behavior*, 119, 103434, ISSN 0001-8791, <https://doi.org/10.1016/j.jvb.2020.103434>
- Akkermans, J., Rodrigues, R., Mol, S., Seibert, S.E. and Khapova, S. (2021). The role of career shocks in contemporary career development: key challenges and ways forward. *Career Development International*, 26(4), 453-466. <https://doi.org/10.1108/CDI-07-2021-0172>
- Akkermans, J., Seibert, S. and Mol, S. (2018). Tales of the unexpected: Integrating career shocks in the contemporary careers literature. *SA Journal of Industrial Psychology*, 44, e1503. <https://doi.org/10.4102/sajip.v44i0.1503>
- Alvesson, M. (2011), *Interpreting Interviews*, Sage, London.
- Alvesson, M. and Kärreman, D. (2011), *Qualitative Research and Theory Development*, Sage, London.
- Arasli, H., Bavik, A., & Ekiz, E. (2006). The effects of nepotism on human resource management: the case of three, four, and five-star hotels in Northern Cyprus. *International Journal of Sociology and Social Policy*, 26, 295-308.
- Begley, T. M., Khatri, N., & Tsang, E. W. (2010). Networks and cronyism: A social exchange analysis. *Asia Pacific Journal of Management*, 27(2), 281–297.
- Begley, T., Khatri, N. and Tsang, E. (2010). Networks and cronyism: A social exchange analysis. *Asia Pacific Journal of Management*, 27, 281–297.
- Bilal, A., Fatima, T., & Imran M. (2020). Shutting Eyes to Merit! The Curse of Cronyism in Pakistani Small and Medium Scale Business. *South Asian Journal of Human Resources Management*, 7(1), 61-90.
- Bilal, A., Fatima, T., Imran, M. and Iqbal, K. (2021). Is it my fault and how will I react? A phenomenology of perceived causes and consequences of workplace ostracism. *European Journal of Management and Business Economics*, 30(1), 36-54. <https://doi.org/10.1108/EJMBE-03-2019-0056>
- Blood, E., Ullrich, N., Hirshfeld-Becker, D., Seely, E., Connelly, M., Warfield, C. and Means, S. (2012). Academic Women Faculty: Are They Finding the Mentoring They Need? *Journal of Women's Health*, 21(11), 1201-1208. <http://doi.org/10.1089/jwh.2012.3529>
- Bowles, H., Babcock, L. and Lai, L. (2007). Social incentives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. *Organizational Behavior and Human Decision Processes*, 103, 84-103.

- 1
2
3 Casad, B., Franks, J., Garasky, C., Kittleman, M., Roesler, A. C., Hall, D. Y., Petzel, Z. (2021). Gender
4 Inequality in Academia: Problems and Solutions for Women Faculty in Stem. *Journal of Neuroscience*
5 *Research*, 99 (1), 13–23 DOI: 10.1002/jnr.24631.
6
7 Case, S. S., & Richley, B. A. (2013). “Gendered institutional research cultures in science: The post-doc
8 transition for women scientists”, *Community, Work, and Family*, Vol. 16 No. 3, pp. 327–349.
9
10 Chen, X. and Ren, H. (2023). Indirect cronyism and its underlying exchange logic: How managers’
11 particularism orientation and the third Party’s hierarchical power strengthen its existence. *Organizational*
12 *Behavior and Human Decision Processes*, 175, 104234.
13
14 Chen, Y., Liu, D., Tang, G. and Hogan, T. (2021). Workplace events and employee creativity: A multi-study
15 field investigation. *Personnel Psychology*, 74(2), 211-236.
16
17 Clavero, S. and Galligan, Y. (2021). Delivering gender justice in academia through gender equality plans?
18 Normative and practical challenges. *Gender, Work and Organization*, 28,1115–1132.
19
20 Cunliffe, A. L. (2011), “Crafting qualitative research: Morgan and Smircich 30 years on”, *Organizational*
21 *Research Methods*, Vol. 14 No. 4, pp. 647-673.
22
23 Denzin, N. K., & Lincoln, Y. S. (2008). Introduction: The discipline and practice of qualitative research. In N.
24 K. Denzin & Y. S. Lincoln (Eds.), *Strategies of Qualitative Inquiry* (pp. 1–43). Sage Publications, Inc.
25
26 Denzin, N. K., & Lincoln, Y. S. (Eds.) (2011). *The Sage handbook of qualitative research*. Sage Publications.
27
28 Denzin, N.K. & Lincoln, Y.S. (Eds.) (1994). *Handbook of Qualitative Research*, Thousand Oaks: Sage
29 Publications.
30
31 Dunar, A. J. (1984). *The Truman scandals and the politics of morality*. Columbia: University of Missouri Press.
32
33 Eagly, A. H., & Wood, W. (2013), “The nature-nurture debates: 25 years of challenges in understanding the
34 psychology of gender”, *Perspectives on Psychological Science*, Vol. 8 No. 3, pp. 340–357.
35
36 Elbaz, A. M., Haddoud, M.Y., & Shehawy, Y.M. (2018). Nepotism, employees’ competencies and firm
37 performance in the tourism sector: A dual multivariate and qualitative comparative analysis approach.
38 *Tourism Management*, 67, 3–16.
39
40 Ensour, W., Al Maaitah, H. and Kharabsheh, R. (2017). Barriers to Arab female academics’ career
41 development: Legislation, HR policies and socio-cultural variables. *Management Research Review*, 40(10),
42 1058-1080. <https://doi.org/10.1108/MRR-08-2016-0186>
43
44 Gómez Cama, M., Larrán Jorge, M. and Andrades Peña, F. (2016). Gender differences between faculty
45 members in higher education: A literature review of selected higher education journals. *Educational*
46 *Research Review*, 18, 58–69. doi:10.1016/j.edurev.2016.03.001
47
48 Greco, L., Kraimer, M., Seibert, S. and Sargent, L. (2015). Career shocks, obstacles, and professional
49 identification among academics. *Academy of Management Proceedings*, 1. doi: 10.
50 5465/ambpp.2015.12178abstract.
51
52 Guarino, C.M. and Borden, V.M. (2017). Faculty Service Loads and Gender: Are Women Taking Care of the
53 Academic Family? *Research in Higher Education*, 58, 672–694. [https://doi.org/10.1007/s11162-017-9454-](https://doi.org/10.1007/s11162-017-9454-2)
54 [2](https://doi.org/10.1007/s11162-017-9454-2)
55
56 Hofer, A., Spurk, D. and Hirschi, A. (2021), "When and why do negative organization-related career shocks
57 impair career optimism? A conditional indirect effect model", *Career Development International*, Vol. 26
58 No. 4, pp. 467-494. <https://doi.org/10.1108/CDI-12-2018-0299>
59
60 Howe-Walsh, L. and Turnbull, S. (2016). Barriers to women leaders in academia: tales from science and
61 technology. *Studies in Higher Education*, 41(3), 415-428.

- 1
2
3 Hoy, W. K., & Tarter, C. J. (2004). Organizational justice in schools: No justice without trust. *International*
4 *Journal of Educational Management*, 18(4), 250–259.
- 5
6 Hutchings, K. and Weir, D. (2005). Guanxi and Wasta: A comparison. *Thunderbird International Business*
7 *Review*, 48(1). 141–156. doi:10.1002/tie.20090
- 8
9 Jaskiewicz, O., Uhlenbruck, K., Balkin, D.B. and Reay, T. (2013), “Is nepotism good or bad? Types of
10 nepotism and implications for knowledge management”, *Family Business Review*, Vol. 26, pp. 121-139.
- 11
12 Kelley, H. and Thibaut, J. (1978). *Interpersonal relations: A theory of interdependence*. New York: Wiley
13 Publishing.
- 14
15 Khatri, N. (2013). Anatomy of Indian brand of crony capitalism.
16 https://www.researchgate.net/profile/Naresh_Khatri2/publication/272290422_Anatomy_of_Indian_Brand_of_Crony_Capitalism/links/5c48923f458515a4c73b16c6/Anatomy-of-Indian-Brand-of-Crony-Capitalism.pdf
- 17
18 Khatri, N. (2017), “Indian brand of crony capitalism: the cultural underpinnings”, IIMA Institutional
19 Repository, available at: <http://hdl.handle.net/11718/19109>.
- 20
21 Khatri, N. and Tsang, E. (2016). Antecedents and Consequences of Cronyism in Organizations. *Crony*
22 *Capitalism in India*, 9-31. doi:10.1007/978-1-137-58287-4_2
- 23
24 Khatri, N. and Tsang, E.W. (2003), “Antecedents and consequences of cronyism in organizations”, *Journal of*
25 *Business Ethics*, Vol. 43, pp. 289-303.
- 26
27 Khatri, N., & Tsang, E. W. (2016). Antecedents and consequences of cronyism in organizations. In *Crony*
28 *capitalism in India* (pp. 9–31). Palgrave Macmillan.
- 29
30 Mama, A. (2003). Restore, Reform but do not Transform: The Gender Politics of Higher Education in Africa.
31 *Journal of Higher Education in Africa*, 1(1), 101-125.
- 32
33 Mansur, J. and Felix, B. (2021). On lemons and lemonade: the effect of positive and negative career shocks on
34 thriving. *Career Development International*, 26(4), 495-513. doi: 10.1108/CDI-12-2018-0300
- 35
36 Misra, J., Lundquist, J. and Templer, A. (2012). Gender, work, time, and care responsibilities among faculty.
37 *Sociological Forum*, 27(2), 300-23
- 38
39 Morley, L. (2014). Lost leaders: Women in the global academy. *Higher Education Research & Development*,
40 33(1), 114-128.
- 41
42 Mousa, M. (2021a). Academia is racist: barriers women faculty face in the academic context. *Higher Education*
43 *Quarterly*, 76(4). doi: 10.1111/hequ.12343.
- 44
45 Mousa, M. (2021b). It is not a man’s world: perceptions by male faculty of the status and representation of
46 their female colleagues. *International Journal of Educational Management*, 35(7), 1476-1491. doi:
47 10.1108/IJEM-03-2021-0104
- 48
49 Mousa, M. (2021). “From Intersectionality to substantive representation: determinants of the representation of
50 women faculty in academic contexts: voices of Egyptian academic leaders”. *International Journal of Public*
51 *Administration*. <https://doi.org/10.1080/01900692.2021.1990317>
- 52
53 Mousa, M. and Abdelgaffar, H. (2022). “Coping with sexual harassment in the Egyptian context: A study on
54 female academics”. *Equality, Diversity, and Inclusion: An International Journal*.
55 <https://doi.org/10.1108/EDI-10-2021-0281>.
- 56
57 Mousa, M. (2022a), "Career shock of female academics during Covid-19: can the transactional stress model
58 offer coping strategies?", *European Journal of Training and Development*, Vol. ahead-of-print No. ahead-
59 of-print. <https://doi.org/10.1108/EJTD-04-2022-0052>

- 1
2
3 Mousa, M. (2022b). "Winterizing the Egyptian spring: why might business schools fail to develop responsible
4 leaders?". *European Journal of Training and Development*. 10.1108/EJTD-11-2021-0194.
5
- 6 Mousa, M & Mahmood, M. (2022). "Mental illness of management educators: does holding multiple academic
7 jobs play a role? A qualitative study". *Public Organization Review*. [https://doi.org/10.1007/s11115-022-](https://doi.org/10.1007/s11115-022-00612-1)
8 [00612-1](https://doi.org/10.1007/s11115-022-00612-1)
- 9 Mousa, M. and Chaouali, W. (2021), "Inspiring workplace happiness: religiosity and organizational trust in
10 the academic context", *Asia-Pacific Journal of Business Administration*, Vol. ahead-of-print No. ahead-of-
11 print. <https://doi.org/10.1108/APJBA-08-2021-0416>
12
- 13 Mousa, M., Massoud, H. & Ayoubi, R. (2021a). Responsible Management Education in Time of Crisis: A
14 Conceptual Framework for Public Business Schools in Egypt and Similar Middle Eastern Context. *Public*
15 *Organiz Rev*. <https://doi.org/10.1007/s11115-021-00532-6>
16
- 17 Mousa, M.; Ayoubi, R. & Massoud, H. (2021b). Contexts of organisational learning in developing countries:
18 the role of training programmes in Egyptian public banks. *Personnel Review*, Vol. in press No. in press.
19 <https://doi.org/10.1108/PR-06-2020-0453>
20
- 21 Mousa, M., Ayoubi, R. and Massoud, H. (2020), "Gender, workplace fun and organisational inclusion: an
22 empirical study", *EuroMed Journal of Business*, Vol. ahead-of-print No. ahead-of-print.
23 <https://doi.org/10.1108/EMJB-12-2019-0149>
- 24 Nalis, I., Kubicek, B. and Korunka, C. (2021). From shock to shift – a qualitative analysis of accounts in mid-
25 career about changes in the career path. *Frontiers in Psychology*, 12, 641248, doi:
26 10.3389/fpsyg.2021.641248.
27
- 28 Nguyen, T. (2013). Barriers to and facilitators of female deans' career advancement in higher education: an
29 exploratory study in Vietnam. *Higher Education*, 66(1), 123-138.
- 30 Nowak, M. and Sigmund, K. (2005). Evolution of indirect reciprocity. *Nature*, 437(7063), 1291–1298.
31
- 32 O'Connor, P. (2020). Why is it so difficult to reduce gender inequality in male-dominated higher educational
33 organizations? A feminist institutional perspective. *Interdisciplinary Science Reviews*, 45(2), 207-228.
34
- 35 Oxford Dictionary of English (2010). UK: Oxford University Press.
- 36 Pak, K., Kooij, D., De Lange, A., Meyers, M. and van Veldhoven, M. (2021). Unravelling the process between
37 career shock and career (un)sustainability: exploring the role of perceived human resource management.
38 *Career Development International*, 26(4), 514-539.
39
- 40 Pak, K., Kooij, D., De Lange, A.H., Meyers, M.C. and Van Veldhoven, M. (2021), "Unravelling the process
41 between career shock and career (un) sustainability: exploring the role of perceived human resource
42 management", *Career Development International*.
- 43 Patterson, L.J., Amy, K., Pamela, S. and Hossfeld, L. (2009), "Challenges for women department chairs",
44 *Academic Chairpersons Conference Proceedings*. 33rd Academic Chairpersons Conference, New Prairie
45 Press, Charleston, SC, available at: <https://newprairiepress.org/accp/2016/Trends/2> (accessed 5 October
46 2021).
47
- 48 Patterson, L.J., Amy, K., Pamela, S. and Hossfeld, L. (2009), "Challenges for women department chairs",
49 *Academic Chairpersons Conference Proceedings*. 33rd Academic Chairpersons Conference, New Prairie
50 Press, Charleston, SC, available at: <https://newprairiepress.org/accp/2016/Trends/2> (accessed 5 October
51 2021).
52
- 53 Penney, S. (2015). Balancing family and career on the academic tightrope. *Canadian Journal of Higher*
54 *Education*, 45(4), 457-479.
55
56
57
58
59
60

- Petersen, A., Riccaboni, M., Stanley, H. and Pammolli, F. (2012). Persistence and uncertainty in the academic career. *Proceedings of the National Academy of Sciences of the United States of America*, 109(14), 5213-5218. <https://doi.org/10.1073/pnas.1121429109>
- Petersen, A., Riccaboni, M., Stanley, H. and Pammolli, F. (2012). Persistence and uncertainty in the academic career. *Proceedings of the National Academy of Sciences*, 109(14), 5213-5218. <https://doi.org/10.1073/pnas.1121429109>
- Ragins, B., Lyness, K., Williams, L. and Winkel, D. (2014). Life spillovers: The spillover of fear of home foreclosure to the workplace. *Personnel Psychology*, 67(4), 763–800. <https://doi.org/10.1111/peps.12065>
- Reed, D., Enders, F., Lindor, R., McClees, M. and Lindor, K. (2011). Gender Differences in Academic Productivity and Leadership Appointments of Physicians Throughout Academic Careers. *Academic Medicine* 86(1), 43-47, DOI: 10.1097/ACM.0b013e3181ff9ff2
- Reid, E. (2015), “Embracing, passing, revealing, and the ideal worker image: How people navigate expected and experienced professional identities”, *Organization Science*, Vol. 26 No. 4, pp. 997–101.
- Rhoads, R. A., & Gu, D. Y. (2012), “A gendered point of view on the challenges of women academics in the people's republic of China”, *Higher Education*, Vol. 63, pp. 733–750.
- Richardson, J., O’Neil, D.A. and Thorn, K. (2021). Exploring careers through a qualitative lens: an investigation and invitation. *Career Development International*, 27(1), 99-112.
- Rummel, S., Akkermans, J., Blokker, R., and Van Gelderen, M. (2019). Shocks and entrepreneurship: A study of career shocks among newly graduated entrepreneurs. *Career Development International*. <https://doi.org/10.1108/CDI-11-2018-0296>
- Seibert, S. E., Kraimer, M. L. and Heslin, P. A. (2016). Developing career resilience and adaptability. *Organizational Dynamics*, 45(3), 245–257. <https://doi.org/10.1016/j.orgdyn.2016.07.009>
- Shaheen, S., Abrar, M., Saleem, Sh., Shabbir, R. and Zulfiqar, S. (2021). Linking organizational cronyism to deviant workplace behavior: Testing the mediating role of employee negligence in Pakistani higher education institutions. *International Journal of Leadership in Education*, DOI: 10.1080/13603124.2020.1869313
- Spranger, J. L., Colarelli, S. M., Dimotakis, N., Jacob, A. C., & Arvey, R. D. (2012). Effects of kin density within family-owned businesses. *Organizational Behavior and Human Decision Processes*, 119(2), 151–162.
- Strauss, A. and Corbin, J. (1990), *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*, Sage Publications, London.
- Turhan, M. (2013). Organizational Cronyism: A Scale Development and Validation from the Perspective of Teachers. *Journal of Business Ethics*, 123, 295-308.
- Turhan, M. (2014), “Organizational cronyism: a scale development and validation from the perspective of teachers”, *Journal of Business Ethics*, Vol. 123, pp. 295-308.
- UNESCO and Times Higher Education (2022). *Gender Equality How Global Universities are Performing Part 1*. Accessed online https://www.iesalc.unesco.org/wp-content/uploads/2022/03/SDG5_Gender_Report-2.pdf (21 February 2023).
- Van Helden, D., Den Dulk, L., Steijn, B. and Vernooij, M. (2023). Career implications of career shocks through the lens of gender: the role of the academic career script. *Career Development International*, 28(1), 19-32. <https://doi.org/10.1108/CDI-09-2022-0266>
- Weingrod, A. (1968). Patrons, patronage, and political parties. *Comparative Studies in Society and History*, 10(4), 377–400.

- 1
2
3 Westoby, Ch., Dyson, J., Cowdell, F. and Buescher, T. (2021) What are the barriers and facilitators to success
4 for female academics in UK HEIs? A narrative review, *Gender and Education*, 33:8, 1033-1056, DOI:
5 10.1080/09540253.2021.1884198
6
7 Zhang, J. and Gill, C. (2019), "Leader-follower guanxi: an invisible hand of cronyism in Chinese
8 management", *Asia Pacific Journal of Human Resources*, Vol. 57 No. 3, pp. 322-344.
9
10 Zikic, J. and Richardson, J. (2007). Unlocking the careers of business professionals following job loss:
11 Sensemaking and career exploration of older workers. *Canadian Journal of Administrative Sciences*, 24(1),
12 58–73. <https://doi.org/10.1002/cjas.5>.
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

50 Appendix

51 Table 1. Demographic characteristics of the respondents
52
53
54
55
56
57
58
59
60

Participants/ respondents	Academic major	Academic title	Years of experience	Religion
1	Business	Lecturer with PhD	15-20	Muslim
2	Business	Lecturer with PhD	15-20	Muslim
3	Business	Lecturer with PhD	15-20	Muslim
4	Business	Lecturer with PhD	15-20	Muslim
5	Science	Assistant professor	10-15	Muslim
6	Science	Assistant professor	10-15	Muslim
7	Science	Assistant professor	10-15	Muslim
8	Science	Assistant professor	10-15	Muslim
9	Education	Assistant professor	10-15	Muslim
10	Education	Assistant professor	10-15	Muslim
11	Education	Assistant professor	10-15	Muslim
12	Education	Assistant professor	10-15	Muslim
13	Education	Assistant professor	10-15	Muslim

14	Education	Assistant professor	10-15	Muslim
15	Art	Assistant professor	10-15	Muslim
16	Art	Assistant professor	15-20	Muslim
17	Art	Assistant professor	15-20	Muslim
18	Art	Assistant professor	10-15	Muslim
19	Art	Assistant professor	10-15	Muslim
20	Art	Assistant professor	10-15	Muslim
21	Art	Assistant professor	10-15	Muslim
22	Art	Assistant professor	10-15	Muslim
23	Art	Assistant professor	10-15	Muslim
24	Art	Assistant professor	10-15	Muslim
25	Art	Assistant professor	10-15	Muslim
26	Art	Assistant professor	10-15	Muslim
27	Law	Assistant professor	10-15	Muslim

28	Law	Assistant professor	10-15	Muslim
29	Law	Assistant professor	10-15	Muslim
30	Law	Assistant professor	10-15	Muslim
31	Science	Assistant professor	10-15	Muslim
32	Science	Assistant professor	10-15	Muslim

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60