



Research Article

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The Role of Digital Resources in Enhancing the Quality of Faculty Members' Scientific Life at Princess Nourah Bint Abdulrahman University

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Abstract

The purpose of the study was to identify the impact of digital resources in enhancing the quality of faculty members' scientific life at Princess Nourah Bint Abdulrahman University. It also aimed to investigate the role of digital resources in achieving job satisfaction for faculty members, including academic promotion and the quality of scientific research at global publishing databases. The study used the analytical survey method. The questionnaire was also utilized as the primary tool for data collection and to measure the impact of digital resources in achieving the quality of faculty members' scientific life. The study sample consisted of (114) Saudi female faculty members representing all scientific disciplines at the university. The study reached significant results indicating that the university's digital resources are one of the most important resources for enhancing the quality of faculty members' scientific and academic life. Therefore, the study recommended that faculty members should participate in setting policies and decisions related to their field of work. The study also recommended entrenching the value of transferring, using, and managing digital knowledge comprehensively. Besides, supporting in-depth studies that achieve the quality of the academic life cycle at Princess Nourah Bint Abdulrahman University.

Keywords: Quality of scientific life; digital resources; academic satisfaction; quality of scientific research; quality of teaching; faculty members; Princess Nourah Bint Abdulrahman University

1. Introduction

The human element in universities is deemed the most crucial resource they possess and a vital source to achieve their competitive advantage. However, it is of equal importance to other material resources (Bernacki, 2021). Indeed, it is the key to the continuity and survival of any successful organization. Therefore, attention came to human resources for their active role in achieving the performance of organizations according to their targets as well as their material resources that it wishes to employ to improve their services (Klucevsek, 2020). The above mentioned will be done only by creating an encouraging work environment that makes the individual feel part of the university and through promoting the quality of academic life. As a result, this will enhance the morale of the university's employees and guide their behaviour to serve the university's goals since they are part and parcel of its objectives (Ross, 2018). Hence, the concept of academic life quality originated, which emphasizes creating a working environment in which there is support and participation in decision-making and problem-solving processes and the provision of a stimulating and happy academic and career ((Horne, 2016).

The quality of faculty members' academic life's topic deals with studying and analysing the components and methods on which universities' management is based to provide a better career. Therefore (Tepekoylu, 2019), whenever faculty members' acceptance and satisfaction characterize the work environment, it makes them highly satisfied with their jobs, thus, leading to better performance.

The various digital resources play an influential role in enhancing the quality of academic life in universities by providing influencing factors to increase scientific capacity and offer and sustain information ((Marin, 2020), which is commensurate with improving the quality of the educational process's outcome and the hoped-for academic promotion for faculty members (Ustunluoglu, 2021).

2. Objectives of the Study

The study aimed to identify the impact of digital resources' role in enhancing the quality of faculty members' scientific life at Princess Nourah Bint Abdulrahman University and their role in achieving job satisfaction, academic promotion, and scientific research quality at global publishing databases. The aforementioned aims were realised through the following:

- 1- Determining the role of digital resources in improving the quality of scientific research and the publication in global publishing databases.
- 2- Identifying the features and criteria required in digital resources to improve the quality of faculty members' university scientific life.
- 3- Investigating the obstacles that hinder the quality of faculty members' scientific life.
- 4- Recognizing the role of Princess Nourah Bint Abdulrahman University in achieving the quality of faculty members' scientific life as well as the Kingdom's comprehensive vision 2030.
- 5- Making recommendations that contribute to disseminating the culture of using digital resources, improving the quality of faculty members' scientific life, and thus reflecting on the university community's development.

3. Importance of the Study

The importance of the study stems from the importance of using digital resources in the academic field as one of the most important possibilities for improving the quality of faculty members' scientific life. Therefore, the impact of the study presented in this context has increased, mainly under the current technological development and the desire of Princess Princess Nourah Bint Abdulrahman University's faculty members to achieve an advanced level of academic satisfaction and scientific life quality in light of the Kingdom's vision 2030.

4. Study Problem

The research problem arose out of the reality of the academic job experience of the current study's researchers. It also originates from the latter genuine sense of the importance of digital information resources and their profound role in facilitating and developing the performance of their entrusted academic duties such as teaching, teaching, scientific research and other tasks assigned to them by the university and society. On the other hand, universities provide a limited or interrupted supply of digital resources in some crucial periods of the academic year. Therefore, there is an essential and strong bond between the quality of academic life and the availability of digital resources that are deemed essential in helping faculty members to perform their research tasks smoothly and with high quality.

Therefore, the study's problem focuses on the effect of using digital resources in achieving the quality of faculty members' scientific life at Princess Nourah Bint Abdulrahman University. It also focuses on assessing the university's role in achieving the above aim.

5. Study Questions

The study problem can be formulated by answering the following central question:

- What's the impact of digital resources on improving the quality of faculty members' scientific life at Princess Nourah Bint Abdulrahman University in Saudi Arabia?

The following sub-questions are derived from the central question:

- To what extent do digital resources play an effective role in improving the quality of scientific research and the publication in global publishing databases?
- What are the motives for using the available digital resources in the Saudi Digital Library?
- What elements of excellence are needed to use digital resources to enhance the quality of scientific life?
- What is the role of Princess Nourah Bint Abdulrahman University in achieving the quality of faculty members' scientific life and the Kingdom's comprehensive Vision 2030?
- To what extent can digital resources' characteristics be identified to improve the quality of faculty members' university scientific life?
- How do digital resources provide standards for achieving the quality of faculty members' scientific life at Princess Nourah Bint Abdulrahman University?

6. Research Methodology

The study used the analytical survey method. The questionnaire, which is the study's primary data collection tool, was also used to measure the impact of digital resources on achieving the quality of faculty members' scientific life at Princess Nourah Bint Abdulrahman University?

7. Study Limitations

- Temporal limits: The study was carried out during the first semester of the academic year 2021/2022.
- Spatial limits: The study was applied to female Saudi faculty members at Princess Nourah Bint Abdulrahman University

7.1 Sample

The study sample consisted of 114 female faculty members representing all scientific disciplines at Princess Nourah Bint Abdulrahman University as per the following distribution:

Table 1: Academic ranks of the study participants

Academic Rank	Professor	Associate Professor	Assistant Professor	Lecturer	Demonstrator	Collaborator	Total
Number	15	16	57	13	8	5	114
Percentage	13%	14%	50%	11%	7%	4%	100%

The above table (Table 1) shows the number of study participants and their academic ranks. It demonstrates that the total number of participants is 114. The assistant professor represents the highest participation rate (50%), while the collaborators are only (4%) of the participation rate. This can be justified by the university's system that compels educational departments to complete the teaching load of faculty members before allowing the department to request cooperation from outside the university. One of the striking results in the above table (Table 1) is the low rate of demonstrators (7%) due to the lack of new posts in the rank of a demonstrator at Princess Nourah Bint Abdulrahman University in recent years.

Table 2: Colleges involved in the study

Colleges Involved in the Questionnaire	Health Colleges	Humanities Colleges	Scientific Colleges	Community College	Institutes	Total
Number of colleges	17	54	32	8	3	114
Participation Ratio	15%	47%	28%	7%	3%	100%

Table 2 shows that the study participants belong to five college categories and are as follows: Colleges of Health, Colleges of Humanities, Colleges of Sciences, Community College, and Institutes. It is noteworthy that the highest participation rate is from the humanities colleges at (47%), which is expected because the number of faculty members in these colleges exceeds all others. Besides, colleges of humanities are the oldest establishments in the university, and their number of students is higher than all the rest.

Table 3: Classification of the study tool respondents by number of years of experience

Years of Academic Work	5 years	5-10 years	10-20 years	20 years
Number of employment years	20	19	30	45

Table 3 reveals the depth of Princess Nourah Bint Abdulrahman University faculty members' experience as the majority (45 members) have more than twenty years of academic experience. This justifies the elevated proportion of participants with a high academic ranking like an assistant professor and above (see Table 1). On the other hand, there is a feeble proportion of participants with a low academic ranking.

8. Study Terminology

8.1 Quality of life

In the field literature, Quality of life (QOL) is defined by the World Health Organization as "an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns related to physical health, psychological state, level of independence, social relationships, personal beliefs and their relationships to salient features of the environment. As such, the quality of life refers to the

individual's subjective evaluations of his life circumstances (Allam, 2020).

8.2 Academic satisfaction

It is the degree to which a faculty member may feel positive or negative about an academic job in universities. That includes allowing faculty members to devote a full-time to scientific studies, providing transparent procedures, financial support for publication and scientific research, and digital resources to improve the educational and research process outcomes.

8.3 Digital resources

They refer to all resources, on which information is digitally recorded, such as books, research, conferences and refereed scientific theses published on the Internet (Barri, 2020). These resources are accessed and read by computers and communication networks (Akyurek, 2018), and they can be saved, classified, indexed, and published for various educational and research purposes (Alghamdi, 2020).

9. Study Literature

The study of (Marín et al., 2020) deals with the first phase of an international comparative study of a digital education infrastructure project: Open education resources in educational infrastructure distributed within the digital transformation framework of 10 different higher education systems (Australia, Canada, China, Germany, Japan, South Africa, South Korea, Spain, Turkey and the United States). The comparative case study approach was used to investigate issues related to the existence of policies, quality assurance mechanisms, and measures to promote change to support the development of digital infrastructure at the national level in higher education in different countries. The results of this documentary research essentially shed light on differences and similarities, which are mainly due to differences in the organization of the political structure of these countries. The discussion and conclusion indicate the importance of understanding each country's context and culture to understand the differences between them, as well as the challenges they are facing. The study of (Pena Correa, 2018) aimed to examine academic institutions' knowledge base and information management systems since information technology represents a significant investment and constitutes an important aspect of the organizational workload. The current information management systems focus on knowledge acquisition, storage, retrieval and maintenance. Additionally, integrating digital resources, e-learning systems, and knowledge-based management technology improves academic satisfaction for faculty members. The study found that 65.1% of users adopted and utilized digital information systems and resources to search for updated and reliable information. The main variables that allowed predicting the use intention were the basis (38.3%), learning rewards (34.9%), and ease of use (28.2%), and resource properties (25.0%). As such, one should have a high level of accuracy in predicting the continued adoption and use of digital resources in searching for reliable information.

The study of (Ricardo-Barreto, 2020) aimed at identifying and analysing trends in the use of Information and Communication Technology (hardware, software and digital educational resources) by professors of higher education in the region of Antioquia (Colombia). The study adopted a quantitative approach with a non-experimental and correlational design. The sample consisted of 97 professors from different universities in Antioquia (Colombia). The results showed the level of ICT use (low and high) by university professors. Furthermore, the results revealed that professors vastly prefer to use storage, display and audio devices, including desktops and laptops that remain the main tools for enhancing the educational process.

The study of (Truong, 2021) aimed to identify governance factors affecting the scientific research output of lecturers through the application of PLS-SEM along with both ANOVA and t-tests.

Additionally, the study was based on a survey of 398 lecturers in 12 higher education institutions in Vietnam. Furthermore, the psychometric properties of the scales that measure the studied dimensions of scientific research outcomes were initially examined by conducting an exploratory factor analysis of six combinations of scientific research outcomes, which include: scientific research objectives for higher education institutions, leadership, decentralization, lecturers' policies, support for scientific research activities, and resources for scientific research. The results reveal that scientific research resources have the greatest impact on the lecturers' scientific research outcomes, followed by lecturers' policies, support for scientific research activities, scientific research objectives of higher education institutions, and last but not least, leadership.

The study of (Allam, 2020) aimed to achieve quality factors in higher education as per Saudi Arabia's senior management. Therefore, a sample of 151 respondents was selected for this research. Furthermore, empty resumes and questionnaires were given to the respondents to explore the prevailing factors in higher education that maintain quality. Through the analysis of factors, the study managed to identify six factors that senior management considered contributory in higher education quality. Hence, the study suggested that leaders and policymakers in higher education should focus on the obtained six factors to improve the effectiveness of quality in higher education.

10. Theoretical Framework of the Study

10.1 Quality of academic life

The quality of academic life is an essential topic in human resource management and organizational behaviour in universities (Prasad, 2019). This concept impacts the morale of the human element and strengthens the university's performance. As such, faculty members enjoy a distinctive academic quality of life that increases their performance. Furthermore, interest in the human element is one of the substantial impact factors on which university institutions' traits of competitiveness is based; by providing effective academic quality of life programs for their employees that motivate them to be productive. Therefore, it is possible to say that the concept of quality of academic life is the endeavour to develop all material and moral factors reflected on the faculty member and make him feel secure in his job, which will benefit the service and development of the university (Radovanovic, 2017).

10.2 Importance of quality of academic life

When talking about the importance of the quality of academic life, it should be pointed out that it is related to the organization's most important resource, which is the human resource. Moreover, the benefits and advantages that employees get are tangible when performing their jobs well. Thus, this is considered a measurement method for the university's academic quality of life. Therefore, it can be argued that the quality of academic life is important because it is an integrated strategy to make the university a centre for attracting outstanding talents (Mendes-Rodrigues, 2019).

It can therefore be argued that the quality of academic life contributes to several outcomes, including:

- Achieving traits of competitiveness by attracting distinguished talents.
- Outperforming competitors through employees' keenness to improve productivity.
- Maintaining human capital and skilled and experienced employees.
- Restructuring activities to make work more satisfying for employees.
- Reducing conflicts between employees and management through an organizational climate characterized by cooperation.
- Increasing organizational loyalty among employees.

- Developing opportunities for growth and progress through the expertise of employees.

10.3 Quality of Academic Life Goals

The responsibility for achieving the quality of academic life goals is spread between human resources and the university, as each has its own objectives. The increased interest in faculty members and the excellent management of academic life will lead to the development of high human competence and willingness to work (Fatima, 2017). The more faculty members realize the administration's support for them, the strength of their skills and abilities, and the opportunities available for academic progress and promotion, the more it increases their devotion, loyalty, and sense of belonging to the university (Spante, 2018).

The most important universities' objectives for applying the quality of academic life can be highlighted through the following elements:

- Meeting the institution's current and future needs for faculty members at different levels and providing them with the guidance they need to employ their abilities to achieve a successful career path at university that corresponds to their aspirations and talents.
- Reducing turnover, absenteeism and injuries to increase motivation and satisfaction, create and enhance the university's competitiveness, and develop competent and highly skilled leaders.

However, the objectives of faculty members in applying the quality of academic life can be summarized as follows:

- Choosing faculty members for vacancies that are commensurate with their scientific and practical qualifications as well as developing and keeping up with experience and abilities.
- Taking advantage of opportunities for academic promotion.
- Satisfying basic human, security, and social needs along with the needs for status, appreciation, and self-fulfillment.

Finally, given that human resource is an essential source to achieve traits of competitiveness for universities, and since its success ensures the success of the university and the achievement of its goals, faculty members have to enjoy high quality and dignity. All of the above undoubtedly have high benefits for the university, such as increasing its productivity and quality and increasing its employees' levels of commitment.

10.4 Quality of Digital Life

Digital life quality can be deemed the appropriate holistic and balanced life for digital citizens, societies, and states. Such a balanced life requires a healthy balance and mix of online and offline digital resource activities ((Mendes-Rodrigues, 2019). Thus, ensuring that technology improves our lives rather than disturbing and distracting us from what is most important for our quality of life.

Indeed, there are many factors affecting the quality of our digital lives. The latter depends mainly on the choices we make on digital resources. The more time we spend on the Internet and digital devices, the more likely we are to be exposed to their risks, such as exposure to inappropriate content or cyberbullying (Radovanovic, 2017). Therefore, it is necessary to be careful and conscious when using the Internet. The people we interact with, the content we expose ourselves to, and the time we spend online are all instances of decisions that affect the quality of our digital lives.

However, the quality of digital life is the collective responsibility of all of us as a society. Consequently, all government agencies, the private sector, parents, caregivers, educators, and the entire society must come together to promote the quality of digital life and address the challenges arising from the use of digital innovations to reduce their potential risks.

11. Study Procedures

The researchers followed the following procedures:

- Determining the study's theoretical framework by reviewing the literature, research and previous educational studies related to the subject matter.
- Building a questionnaire to measure the impact of digital resources on enhancing the quality of female faculty members' scientific life at Princess Nourah Bint Abdulrahman University.
- Piloting the initial version of the questionnaire by experts and specialized reviewers.
- Revamping and preparing the final version of the questionnaire drawing on the set of suggestions and edits made by the experts and reviewers.
- Distributing the questionnaire to the members of the research sample (faculty members at Princess Nourah Bint Abdulrahman University).
- Analysing the statistical data, reaching and interpreting the study results, and making recommendations and suggestions.

11.1 Practical procedures of the study

The following procedures were prepared for the study:

First: The researchers prepared a list including criteria for the role of digital resources in enhancing the quality of female faculty members' scientific life at Princess Nourah Bint Abdulrahman University. This list was based on a diverse and interrelated body of literature and solid studies closely related to the subject matter of the study. Accordingly, the following was carried out:

- **Preparing an initial list of criteria:** An initial list of criteria was prepared for measuring the role of digital resources in enhancing the quality of female faculty members' scientific life at Princess Nourah Bint Abdulrahman University.
- **Interrater validity:** A peer-review of the criteria was requested by (3) experts in the field of quality of life and library and information science and holding the rank of associate professor and full professor. Additionally, all necessary edits were made based on their proposals.
- **The final list of criteria:** The final version of the criteria list on enhancing the quality of female faculty members' scientific life at Princess Nourah Bint Abdulrahman University consisted of 7 main criteria and 32 items representing the sub-criteria.

Second: Preparation of the study tool: The researchers prepared the questionnaire, which is the study's primary tool, according to the following stages:

- **Determining the purpose of the questionnaire:** This questionnaire aimed to determine the impact of digital resources on enhancing the quality of female faculty members' scientific life at Princess Nourah Bint Abdulrahman University.
- **Sources of deriving the questionnaire items:** The questionnaire criteria were prepared using several works of literature, books, and studies related to the subject matter and the comments of experts and reviewers specialized in library and information science.
- **Measuring the validity of the questionnaire:** Questionnaire validity means the apparent appropriateness of the questionnaire items to the research purpose for which it was developed. This is achieved through an initial examination of the content of the questionnaire's sections and items. The following were taken into account:
 - Clarity of the questionnaire objectives.
 - Validity of the criteria and items that the questionnaire aims to measure.
 - The possibility of making the questionnaire available electronically for its ease of distribution and application, access to responses, and interpretation of results.

In order to ensure the validity of the questionnaire, Interrater validity and Internal Consistency Validity were used as follows:

11.2 Interpreter Validity

The questionnaire was given to (3) experts and reviewers specializing in library and information science to ensure its validity. The reviewers pointed out some of the necessary edits and notes that were later rectified, particularly concerning dividing the questionnaire criteria into main parts and sub-criteria. Additionally, the Cooper formula was used to calculate the level of agreement between reviewers. As a result, the actual agreement level of the questionnaire reached (96.00%) which is a very high percentage indicating the validity of the questionnaire. Thus, after the reviewers' edits, the questionnaire consisted of (7) key parts and (32) sub-items.

11.3 Internal Consistency Validity of the Questionnaire

The researchers verified the internal consistency coefficient of the questionnaire through the application of the questionnaire to the sample. This can be illustrated through the following table:

Table 4: Correlation coefficients of the questionnaire's criteria

Item	Item's correlation coefficient with the total score of the part	Item	Item's correlation coefficient with the total score of the part	Item	The item's correlation coefficient with the total score of the part
1	**0.736	12	**0.755	23	**0.737
2	**0.751	13	**0.783	24	**0.655
3	**0.773	14	**0.775	25	**0.758
4	**0.768	15	**0.738	26	**0.789
5	**0.715	16	**0.659	27	**0.664
6	**0.792	17	**0.773	28	**0.797
7	**0.736	18	**0.767	29	**0.653
8	**0.689	19	**0.771	30	**0.754
9	**0.747	20	**0.683	31	**0.638
10	**0.764	21	**0.738	32	**0.675
11	**0.756	22	**0.791		

(**) Correlation is significant at 0.01 level

From the above table, it is clear that the correlation coefficients between the questionnaire items and the total score of each domain ranged between (0.638) and (0.797), all of which are statistically significant at the level (0.01).

Accordingly, the correlation coefficients between the questionnaire items and the total score are all significant at the level (0.01), which indicates the coherence and consistency of the questionnaire criteria. Consequently, this suggests that the questionnaire has a strong and effective internal consistency.

- **Measuring the reliability of the questionnaire:** Reliability is one of the important psychometric conditions that reflect the accuracy in measuring the study's criteria. Therefore, researchers were keen to calculate the reliability of the questionnaire through the use of the Split-Half method, through which the sample questionnaires, which consisted of 114 female faculty members from Princess Nourah Bint Abdulrahman University, were unloaded. Then the scores were partially divided according to the odd and even criteria. Accordingly, a set of simple correlation coefficients (Pearson's coefficient) was extracted between the scores of the two halves in the questionnaire, and then it was corrected by

applying the Spearman-Brown formula. Finally, the Guttman formula was used to calculate the reliability of the questionnaire, as shown in Table (5):

Table 5: Reliability coefficient values of the questionnaire items using the split-half method

Questionnaire	Pearson Correlation Coefficient	Spearman-Brown Coefficient	Guttman Coefficient
Items of the questionnaire entitled “the role of digital resources in enhancing the quality of scientific life”	0.734	0.813	0.835

The values in the above table indicate that the questionnaire that deals with the role of digital sources in enhancing the quality of female faculty members' scientific life at Princess Nourah Bint Abdulrahman University has a high degree of reliability. That means that the values in this questionnaire are highly appropriate, reliable, and indicative of the validity of the questionnaire and its actual applicability.

12. Analysis of the Results of the Applied Study

First: The role of digital resources in improving the quality of scientific research and publication

Table 6: Role of digital resources in enhancing the quality of scientific research and publication in global publishing databases

Item	Response Analysis						Mean	Description
	Yes		To some extent		No			
	repetition	%	repetition	%	repetition	%		
The contribution of digital resources to enhancing the quality of scientific life.	110	96%	3	3%	1	1%	2.96	High
The use of digital resources in the performance of scientific and academic tasks.	91	80%	22	19%	1	1%	2.79	High
The responsiveness of digital resources to scientific, teaching, research and knowledge needs.	89	78%	22	19%	3	3%	2.75	High

From table 6, it is evident that digital resources are essential in all aspects of the academic careers of the faculty members participating in the study. Besides, all items came with high averages, which is a great asset that indicates the vital role of digital resources in the performance of faculty members' academic and teaching tasks.

Second: Motives for using the digital resources available in the Saudi Digital Library

Table 7: Motives for using digital sources available in the Saudi Digital Library

Motive	Repetition	Ratio	Description
Scientific research	106	93%	High
Teaching	84	74%	High
General knowledge	49	43%	Low
Use for personal purposes	11	10%	Low

In table 7 above, it can be seen that scientific research is the first motive for using digital resources for the faculty members participating in the current study. In contrast, using digital resources for personal purposes was the least important motive.

Third: Digital resources' elements of excellence in enhancing the quality of scientific life:

Table 8: The required elements of excellence to benefit from digital resources in enhancing the quality of scientific life

Item	Repetition	Ratio	Description
Use digital resources for the ease of searching.	103	90%	High
Information novelty and its response to scientific, teaching and cognitive needs.	100	88%	High
The possibility of obtaining electronically complete copies or printed parts of research and studies.	90	79%	High
Capacity to cover all substantive and research areas.	68	60%	High
Linguistic coverage to several languages, including Arabic.	45	39%	Low
Documentation services (reference citation) in automated form (Work flow)	48	42%	Low

In table 8, it is evident that digital resources are used for the ease of searching for the required subjects, as they come at the forefront of the elements of excellence to benefit from digital information resources. Conversely, the use of digital resources for automated reference citation is at the bottom of the elements of excellence's list. The fact that the study participants did not give importance to the excellence of digital information sources in assisting automated documentation services (reference citation); as well as their distinction in searching in different languages, is a result that calls for special attention because they are significant features that foster the use of digital information sources. Therefore, researchers provided some justifications for this result, including the following:

- The study participants are highly familiar with the reference documentation process.
- The study participants use only one language for searching.
- The study participants do not know about these features in digital sources.

Fourth: The relationship between digital resources and the efficiency of scientific research and career advancement of faculty members

Table 9: The relationship between digital resources and the efficiency of scientific research and career advancement of faculty members

Item	Response Analysis						Mean	Description
	Yes		To some extent		No			
	repetition	%	repetition	%	repetition	%		
Digital resources increase the efficiency of scientific research and global publishing.	101	89%	12	11%	1	1%	2.88	High
Impact of digital resources on academic promotion	63	55%	41	36%	10	9%	2.46	High

The previous table (table 9) shows that faculty members participating in the study give high importance to the role of digital resources in boosting their research efficiency and scientific promotion.

Fifth: Global publishing databases on which faculty members rely to select digital resources

Table 10: Global publishing databases on which faculty members rely to select digital resources

Journal Type	Repetition	Ratio	Description
Refereed University Scientific Journals	70	61%	High
Web of Science accredited journals	67	59%	High
SCOPUS accredited Scientific journals	65	57%	High
EBSCO accredited Scientific journals	30	26%	Low
Other types of journals	29	25%	Low

Table 10 demonstrates that refereed scientific journals issued under the supervision of universities came out on top, followed by journals accredited by Web of Science. However, SCOPUS accredited Scientific journals came third. In other words, the study participants gave a high score to these publishing sources. Consequently, researchers expect that giving such importance to these publishing sources is due to the Saudi universities' encouragement to publish in these sources. Another reason is the adoption of these sources by scientific boards. Besides, universities give distinction and financial rewards to those who publish in these publishing sources.

Sixth: The role of Princess Nourah Bint Abdulrahman University in achieving the quality of female faculty members' scientific life in accordance with the Kingdom Vision 2030:

Table 11: The role of Princess Nourah Bint Abdulrahman University in achieving the quality of female faculty members' scientific life in accordance with the Kingdom Vision 2030

Item	Response Analysis						Mean	Description
	Yes		To some extent		No			
	repetition	%	repetition	%	repetition	%		
Commitment to global publishing standards and quality.	80	70%	32	28%	2	2%	2.68	High
Working to support and encourage creativity and development.	76	67%	27	24%	11	10%	2.57	High
Contributing and enhancing the level of knowledge quality of faculty members.	77	68%	32	28%	5	4%	2.63	High
Contributing to increasing the academic achievement of faculty members.	72	63%	37	32%	5	4%	2.59	High
Supporting scientific partnership and forming research teams with universities and other research centres.	65	57%	38	33%	11	10%	2.47	High
Involving undergraduate and postgraduate students in scientific research.	65	57%	38	33%	11	10%	2.47	High
Improving the competitive situation.	63	55%	45	39%	6	5%	2.50	High
Achieving academic satisfaction for the university's faculty members.	62	54%	42	37%	10	9%	2.46	High

Table 11 indicates that Princess Nourah Bint Abdulrahman University plays a distinctive role in achieving the quality of female faculty members' scientific life in accordance with the Kingdom Vision 2030. This is evident mainly through the study participants' answers, which were high for all items of the university's academic life development.

Seventh: The features that should be available in digital resources to improve faculty members' scientific life quality at the university:

Table 12: Features of digital resources required for faculty members' scientific life quality

Item	Response Analysis						Mean	Description
	Large		Medium		Few			
	repetition	%	repetition	%	repetition	%		
Ease of searching digital resources	77	68%	31	27%	6	5%	2.62	High
Full justice for access to all university researchers	74	65%	34	30%	6	5%	2.60	High
Up-to-date information and its responsiveness to actual needs	74	65%	37	32%	3	3%	2.62	High
The ability to cover all subject areas of research	55	48%	50	44%	9	8%	2.40	High

All the features presented in table 12 that should be available in digital resources to achieve faculty members' scientific life quality at the university seem to be highly significant to the study participants. However, while 'ease of searching in digital resources' comes at the forefront of the required features in digital information sources, 'the ability of information sources to cover all subject areas of research' came as the least essential feature. That, accordingly, reveals the logic of the participants' thinking, as it is challenging to have an information base that covers all research topics equally.

13. Conclusion

It can be concluded that digital resources contribute to an active role in enhancing scientific life, especially in improving the quality of research and information circulation, and also achieve a great deal in achieving job satisfaction for faculty members at Princess Nourah bint Abdulrahman University, as well as the Saudi Digital Library greatly affects the advancement of teaching and scientific research processes due to the interest of the university administration in this context, and the elements of excellence from digital sources lead to enhancing the quality of scientific life such as ease of research and modernity of information. The study also shows that faculty members rely mainly on publication in global publishing observatories such as WOS, SCOPUS, EBSCO, with the registration of key data of researchers in data monitoring observatories.

14. Results

The current study addressed the role of digital resources in enhancing the quality of female faculty members' scientific life at Princess Nourah Bint Abdulrahman University. The study's primary tool for data collection was the questionnaire. The latter was validated after measuring its Internal Consistency Validity and ensuring both a significant correlation between all items and a high degree of reliability. That means that the questionnaire is appropriate, applicable and reliable. Therefore, the most prominent results of the study can be summarized as follows:

- The study involved 114 faculty members representing different scientific faculties such as health, humanities, science, community colleges and institutes.
- All study participants agreed on the importance of digital resources' role in improving the quality of scientific research and publishing in global publishing databases, for all the included items were highly rated, reaching 96% for some of them.
- The study found that Princess Nourah Bint Abdulrahman University plays a crucial role in achieving the quality of female faculty members' scientific life in accordance with the Kingdom Vision 2030, for there was high satisfaction with all the university's roles by faculty members involved in the study.
- The study revealed that all the information sources features mentioned in the study's

questionnaire were important, highly rated and essential in enhancing the quality of female faculty members' scientific life at Princess Nourah Bint Abdulrahman University.

- The study's overall results indicate that faculty members at Princess Nourah Bint Abdulrahman University highly value digital resources to perform their assigned functions and enjoy the quality of scientific life.

15. Recommendations

- Entrenching faculty members' skills in using digital resources to deepen knowledge transfer and management and develop universities' academic life.
- Increasing the efficiency of university library staff and training them in digital information resources to provide exceptional services that enhance the quality of academic life and help the university become more creative and innovative.
- Developing a plan for reinforcing digital resources at the university mainly through subscriptions, cooperation, and domestic and international exchange to increase the number of digital resources available to university staff.
- Boosting faculty members' morale and encouraging them to be creative and innovative by involving them in setting policies and decisions related to their field of work, which in turn enhances the quality of academic life and raises their performance for they feel part and parcel of the decision-making process.
- Conducting studies and research on the role of academic life at Princess Nourah Bint Abdulrahman University in enhancing the quality of life for other groups such as students and decision-makers.
- Supporting research and in-depth studies that address the role of digital resources in promoting education and scientific research in universities and achieving quality of academic life by the Saudi Ministry of Education.

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