



# **Job Empowerment in Public Secondary Schools in Jubail City from the point of view of Female Teachers**

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***Doi: 10.21608/jasep.2025.418609***

استلام البحث: ٢٠٢٥/٢/١٦

قبول النشر: ٢٠٢٥/٣/١٥

Maha Bakr Abdallah Bakr & Refah Senaideh Safir Al-jauid (2025). Job Empowerment in Public Secondary Schools in Jubail City from the point of view of Female Teachers, *Arab Journal of Educational and Psychological Sciences*, AIESA, Egypt, 9 (47), 719 – 754.

<http://jasep.journals.ekb.eg>

## **Job Empowerment in Public Secondary Schools in Jubail City from the point of view of Female Teachers**

### **Abstract:**

The Research aimed to identify the level of job empowerment among Secondary School female teachers. It also aimed to identify the differences between female teachers' responses according to the variable (years of service), to this end, the research adopted Descriptive Survey method, the Research Population consisted of all Secondary School Female Teachers' in public schools in Jubail, numbering (401) female teachers, the research sample was selected through direct enumeration, and the response to the research was (232) female teachers, representing 57.85% of the total research sample. The research used the questionnaire as a tool for collecting data. The most prominent results: the level of job empowerment in secondary schools in Jubail was at a (high) level with an average of (3.92) and a standard deviation of (0.689), and at the level of dimensions: the dimension (self-efficacy) obtained the highest average (4.23) and at a (very high) empowerment level, followed by the dimension (delegation of authority) with an average of (4.02), then the dimension (professional development) with an average of (3.93), and finally the dimension (participation in decision-making) with an average of (3.49), all of which were at a (high) empowerment level. In light of the findings, the researchers provided a set of recommendations.

**Keywords:** dimensions of job empowerment, principles of job empowerment, and obstacles to job empowerment.

### **Introduction to the research:**

Currently, institutions face many successive circumstances, challenges and variables in order to achieve its objectives efficiently and effectively; this is due to the increasing

needs and aspirations of individuals, and the increasing development in the scientific and technological field. These challenges are considered a test of the capabilities of administrative body of the institutions to confront these conditions; which prompts it to search for new methods to keep pace with these changes and challenges, and to adopt modern administrative concepts, especially in the field of human resources management, the most important of which is the concept of job empowerment.

Job empowerment is one of the components of the success of institutions and their distinction from each other; as it is the driving force of the different behavioral patterns of employees, as it provides them with the energy that works to increase their creativity; so that they behave in a specific direction and for the purpose of achieving the institution's objective of increasing productivity and excellence, especially in the stage of emergence of smart institutions, in the era of globalization and competitiveness (Saeed et al., 2021).

Perhaps the most important institutions in any community of those educational institutions, which are considered among the most influential systems in the community structure, as they provide it with the human capital necessary to build it; therefore, it has become necessary to confront successive changes by employing modern administrative strategies that support educational reform in all elements of this system in general and teachers in particular, because they are responsible for implementing educational tasks and activities, and thus they have become a central theme in contemporary movements for reform and improvement of the school in a number of countries based on the fact that teachers are the basic element for the success of school education and effectiveness in general (Youssef, 2019).

Schools, like other educational institutions, seek to benefit from modern concepts in the field of management in general and educational administration in particular. Therefore, modern educational administration have sought to employ the concept of job empowerment in schools so that it is reflected in the job performance of teachers, enhances growth and development in the educational field, and leads to improving the quality of educational outcomes Obaid and Kazouz, 2018).

Empowerment of teachers has been one of the most common issues in the literature on school self-management as empowerment of teachers is viewed as a multidimensional construct that is not limited to granting teachers additional authority and participation in school decision-making, but rather includes other dimensions such as: independent work, the ability to influence school work outcomes, a sense of professional status, self-efficacy, and the teacher's professional growth (Saeed et al., 2021).

Its importance is highlighted in achieving a set of benefits for the school, teacher and student, including: improving student performance, reducing teacher absences, daily work rotation, achieving a distinguished position for the school, in addition to increasing competitiveness, increasing cooperation in solving problems, increasing teachers' creative capabilities and satisfying their needs, their resistance to work pressures, increasing their loyalty, and linking individual interest to the public interest of the school (Arnaout , 2019).

A number of researches have outlined the importance of job empowerment in the life of institutions. According to the research by Al-Dhafiri and Al-Amri (2021), it is necessary to benefit from the capabilities and skills of teachers by granting them more opportunities to participate in improving the school

environment in all its educational and learning aspects. The research by Obaid and Kazouz (2018) confirms the importance of providing a job empowerment approach for teachers in its various dimensions to form creative ideas.

Arnaout (2019) also concluded that teachers' sense of job empowerment contributes to higher levels of self-confidence, motivation, and desire to make decisions, professional growth, self-efficacy, self-independence, and a sense of respect, especially in light of the current circumstances faced by educational institutions.

**Problem and questions of the research:**

Despite the efforts of educational institutions to empower employees, many of these institutions still lack a clear vision of the concept of job empowerment and how to apply it in their managements, and they do not realize the extent of the benefits of empowerment that are reflected on teachers, female teachers and the institutional climate. There are still some school principals who do not believe in the benefits of change and the importance of development achieved by applying the concept of the job empowerment to school administration as they believe that this empowerment constitutes a source of danger that threatens their authority and administrative influence; therefore, we find them standing in the way of management development and organizational change (Obaid and Kazouz, 2018).

Job empowerment achieves positive results for the employee as it contributes to increasing employee engagement which reflects employees' desire to work, increases their capability to produce, innovate and create, reduces absences and turnover, and contributes to the employee's sense of value and awareness of his effective role in completing the work thereby it serves the interest of the institution and maintains its competitiveness (Salem, 2023).

The research by Mohammed and Al-Sayed (2020) confirmed that some schools clearly suffer from some disadvantages including: extreme centralization, hierarchy of management levels, long formal lines of communication, and limited powers granted to employees. All of this represents - today - a strong obstacle to achieving the objectives and strategies of these schools; therefore, it was appropriate to build modern schools that rely on job empowerment in managing their employees.

The results of some researches that addressed job empowerment confirmed this deficiency as research by Arnaout (2019) outlined that there is an impairment in the dimensions of job empowerment: (Self-independence, professional growth, and self-efficacy) among teachers; as for the research by Saeed et al. (2021), the dimension of participation in decision-making was the more vulnerable; the research indicated that the level of empowerment of teachers did not reach the required level, which is an indication of the lack of an enabling environment for empowerment in educational institutions. The research of Obaid and Kazouz (2018) also indicated that the dimension of delegation of authority was at an average level.

Further to the above, and in light of lack of the educational researches addressed the concept of job empowerment in the schools of the Kingdom of Saudi Arabia in general, and in Jubail schools in particular, this research aims to research this concept from all its aspects, to determine its impact on many of the management concepts related thereto, and that this also requires educational research institutions to assign such researches to those who can give analysis and research required therefor.

### **Questions of Research:**

Based on the above, the research problem is limited to the following questions:

1. What is the level of job empowerment among female teachers in public secondary schools in Jubail from the point of view of the research sample individuals?
2. Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the average responses of the research sample individuals regarding the level of job empowerment in public secondary schools attributed to the variable (years of service)?

### **Objectives of Research:**

The research aims to:

1. Identify the level of job empowerment among female teachers in public secondary schools in Jubail from the point of view of the research sample individuals.
2. Detect the presence of statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the average responses of the research sample individuals regarding the level of job empowerment in public secondary schools attributed to the variable (years of service).

### **The scientific importance of the research:**

**The researchers hope that the results of this research will contribute to the following:**

1. Provide a realistic portrayal of the level of job empowerment among school female teachers from the point of view of the research sample individuals in the secondary school, which contributes to raising the level of the educational process.
2. Identify the deficiencies in applying the dimensions of job empowerment required for the research sample individuals.
3. Assist officials and those responsible for developing the educational process in secondary schools through the results

reached by the research in providing professional development programs to raise job empowerment skills.

**Limitations of the Research:**

The following framework defines the research:

**Objective Limits:** the research was limited to revealing the level of job empowerment among secondary school female teachers in public schools in Jubail.

**Timelines:** the research was applied in the field during the year 1445 AH.

**Spatial Limits:** the research was applied in public secondary schools affiliated with the Jubail Education Office in the Eastern Province of the Kingdom of Saudi Arabia.

**Human Limits:** the research was limited to secondary school female teachers in public schools.

**Theoretical Framework:**

The concept of empowerment emerged in the Early Eighties and became common in the Nineties due to the increasing interest in the human capital within the organization as this concept arose as a result of the contemporary intellectual development of management in the field of transforming the controlled organization into an empowered organization capable of issuing orders and making decisions (Al-Madhi and Al-Shunaifi, 2021).

“Its importance in the administrative arena is evident because of its connection to a group of important issues, such as: administrative decentralization, comprehensive quality, restructuring, teamwork, the learning institution, the horizontal institution, and other issues related to the success of the institution and its capability to compete” (Youssef, 2019, p. 48); and since each researcher considers empowerment from a

specific viewpoint and from a different point of view, this research will present the most important definitions as follows:

**Empowerment in language:** as mentioned in Lisan al-'Arab, “The word empowerment means strengthening or reinforcing, and the word empowered (empowered him) was mentioned to mean: making him able to do a specific thing” (Ibn Manẓūr, 1993).

**As for the terminological meaning,** Empowerment is defined as an organizational strategy that aims to grant individuals the authority and freedom to perform their work without direct interference from management along with providing all resources and the appropriate work environment to qualify them professionally and functionally (Hamed et al., 2022).

In terminological meaning, The Arab Management Association defined empowerment in its electronic newsletter (2021) as “Increasing the authority and responsibility assigned to employees at direct administrative levels so that the authority and responsibility in senior management are equal. This will result in a process of understanding and negotiation between principals and employees, where the two parties are equal in terms of power” (p. 9).

While Youssef (2019) defined it as: granting teachers the power and authority in order to help them develop themselves, control their professional status, and enable them to participate and influence school decisions.

On the other hand, Arnaout (2019) believes that job empowerment of teachers is providing a school climate that provide them in public secondary schools with sufficient powers to perform their tasks, and to possess the authority provided by the school administration enabling them to participate in school decision-making, and provide opportunities for professional

development and Self-independence qualifying them to occupy administrative positions in the future.

From all the above, there is a common factor between the above definitions, as job empowerment is an administrative process focused on granting the individuals more powers, with the freedom to work to do what they see appropriate without referring to the approval of principals, and granting them authority, responsibility, self-confidence, and involving them in the decision-making process, in addition to increasing the degree of their independence in making decisions achieved through appropriate training and qualification for them, and this represents an essential opportunity to develop the experiences of individuals and benefit therefrom in developing the institution.

#### **Dimensions of Job Empowerment:**

Empowerment is one of the most important administrative terms that many researchers have addressed led to the emergence of multiple dimensions therefor, whatever the researchers disagree in describing these dimensions, they agree that it includes all individuals working in the organization; this research summarizes the dimensions by referring to many previous literatures and researches.

**Table No. (1) Summary of the dimensions of empowerment provided by the previous researches.**

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Dimensions Researches	Delegation of authority	Professional Development	Teamwork	Self-independence	Participation in decision-making	Self-Efficacy	Sense of respect	Having the information	Self-motivation	Work environment	Creative behavior	Influence
Research by Salem (2023)	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			
Research by Hamed et al., (2022)				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Research by Saeed et al., (2021)	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			
Research by Al-Dhafiri and Al-Amri (2021)				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
Research by Al-Madhi and Al-Shunaifi (2021)	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>								
Research by Ahmad (2021)		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>
Research by Arnaout (2019)		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research by Youssef (2019)		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
Research by Obaid and Kazouz (2018)	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Source: Prepared by the researchers, referring to the above-mentioned literature. There is an observed similarity between researchers regarding the dimensions of job empowerment; in addition, this research adopted main four dimensions, which are the most frequently repeated: (participation in decision-making, delegation of authority, professional development, and self-efficacy), in addition they are considered among the principles through which the level of self-awareness of the teacher can be determined, determines the level of his empowerment (Al-Dhafiri and Al-Amri, 2021). In addition, creating an effective and distinguished administrative level within the institution requires the availability of a number of administrative practices, or so-called organizational characteristics indicating the job empowerment (Youssef, 2019):

**1. Participation in decision-making by management**, as employees' participation in making important decisions directly affecting their work increases their awareness of the importance of work (Al-Madhi and Al-Shunaifi, 2021), and leads to increased satisfaction and motivation in the workplace. When employees feel that they have a voice in decision-making, and that they participate in forming the future of work, they feel a sense of belonging, responsibility, and effective participation (Salem, 2023). Arnaout (2019) states that employees' participation with their principal in decision-making contributes positively to reaching administrative decisions that affect their work, and thus participation is viewed as a communication process, and using employees' opinions in the decision-making process and identifying alternatives, and they do not participate in selecting the appropriate alternative. El Ali (2022) believes that participation in decision-making leads to developing employees' skills and enhancing their leadership capabilities; and

they gain confidence in analyzing problems and making strategic decisions.

**2. Delegation of Authority:** This occurs when a manager assigns the specific tasks and responsibilities to the designated employees and clearly defines their limits for these responsibilities and the tasks required to achieve results, provided that delegation must be sufficient to complete the stated duties (Al-Madhi & Al-Shunaifi, 2021). Delegation relies on three elements as follows: Authority, which refers to the right to make decisions; responsibility, which refers to the subordinate's obligation to perform the task; and accountability, which does not waiver the original authority figure from the final responsibility. Delegation is linked to the type of management style within the organization, whether centralized or decentralized. This means that managers delegating their authority to certain employees to complete specific work or tasks and to perform the duties and responsibilities achieved by them. The more authority is delegated within an organization, the more its management tends toward decentralization (Arnaout, 2019).

**3. Professional Development:** Arnaout (2019) defines the professional growth as enhancing the level of efficiency of teacher and providing him the necessary skills and experiences to improve his performance through programs and activities designed to support this goal. Al-Madhi & Al-Shunaifi (2021) emphasize that professional growth is an organized plan by the organization to facilitate the process of learning work-related knowledge and skills. By the practice and training. This enables employees to acquire the expertise needed to perform their works and assume responsibilities effectively.

This leads to identifying the employee needs, making a clear development plans, and providing diverse programs that enhance their skills within the organization, the matter that helping them

to achieve their personal objectives and the organization's objectives (Youssef, 2019).

**4. Self-Efficacy:** Arnaout (2019) believes that empowering individuals to perform their Work-related activities skillfully impacts their competitive position, the position and efficiency of organization performance, and positively affects the job empowerment. Salem (2023) believes that this is achieved through the effective employee, as his productivity is high, and his performance is good, which reduces problems related to work, and achieves the specified goals.

Consequently, when teachers' awareness that they have the ability to influence students' learning, help them to achieve and complete, and the teacher's sense of effectiveness, all determine the amount of effort he exerts in teaching and the degree of his perseverance when facing difficulties, and provide them with more opportunities to carry out their tasks, including self-monitoring of their work (Arnaout, 2019).

#### **The importance of job empowerment:**

The importance of the empowerment process has increased since its emergence in the late eighties, due to the rapid developments witnessed by the external environment, especially in the field of technological progress. Today, Organizations are now doing the same work with fewer individuals, and therefore they need to facilitate opportunities for each individual in the organization, and thus it needs to facilitate opportunities for each individual in the organization, thus, these individuals seek to achieve the organization's goals. The application of job empowerment in organizations has become not an easy choice, but rather an intertwined process with overlapping elements in its components and dimensions that require great efforts to implement.

Many studies and research have confirmed the importance of empowerment, whether on the part of the individual himself or on the part of the organization, and its positive effects extend to all employees in the institution (Youssef, 2019). Salem (2023), Al-Madhi & Al-Shunaifi (2021) divided job empowerment in terms of importance into several sections, including the following:

**The importance of job empowerment for the employee:**

Enhancing the individual's job empowerment often leads to positive results for the employee. Salem (2023) states that job empowerment:

- Helps increase employee participation, which reflects the employees' desire to work.
- Increases the productivity and reduces the absenteeism.
- The employee feels his value and realizes his effective role in implementing the work, as this is in the interest of the organization, as organization trains its employees to develop their efficiency and increase their knowledge and skills.
- Empowerment contributes to raising the level of job satisfaction and improving the performance by granting the employee authority, power, trust, independence and freedom to carry out the assigned tasks.

**The importance of job empowerment for the organization:**

All that the organization provides to employees in terms of knowledge, skills, information, training, incentives and confidence leads to raising the employee's ability and efficiency. Salem (2023) believes that job empowerment has several benefits for the organization, including:

It helps the organization achieve its goals, and grants freedom of action to employees, which leads to raising the level of their performance and belonging to the organization. It also

encourages employees to present new ideas and raise the spirit of initiative, when employees are empowered; they have a desire to change.

Al-Madhi & Al-Shunaifi (2021) believe that job empowerment helps to employ the production technology in the use of resources, knowledge and technology, encourage the organizational learning and integrate the information and expertise within the organization, in addition to adhering to the principles of comprehensive quality management and meeting the needs of consumers.

Hamed et al. (2021) says that job empowerment helps the organization stay ahead of competitors and be able to face future challenges, this is achieved by unleashing individuals to show their creative abilities, while giving them greater powers to participate in decision-making, which increases their self-confidence and makes them look beyond their own goals.

### **Principles of job empowerment:**

Job empowerment consists of a set of principles, as identified by the research of: Al-Dhafiri and Al-Amri (2021), Obaid and Kazouz (2018), and Youssef (2019), and can be summarized as follows:

1. Employees education: As the education of each individual in the organization leads to increase the effectiveness, therefore, the organizational success, this is based on the existence of a law and rules of work, as the organization that empowers the workers is characterized by a specific structure and general rules through which the process of their participation is organized and directed towards excellence and excellence.
2. Purpose: The empowerment process is the use managed to the creative potential of individuals, to achieve the objectives of the organization, flexibility in work, as empowerment is associated

with flexible organizations that respond to changes and move away from traditional methods in their organizational structure.

3. Motivation: Work to encourage employees to accept the idea of empowerment through programs, establishing the work teams, approving an open door policy, and working in a team spirit, according to self-directed work teams, which seek independent work groups and not depend on management, as it is self-dependent set objectives, in addition to plan, decide and determine responsibilities, which reflects positively on the effectiveness of the organization.

4. Clarifying work values: By sharing the leadership's vision and defining the organization's overall objectives, motivating the employees and providing feedback to them, so thereby they can form a clear picture of their performance.

5. Respect: It means not discriminating between employees and strengthening the sense of security and confidence by empowering them and utilizing their abilities in making the necessary decisions to complete the work so that all empowerment efforts do not fail.

**Obstacles to job empowerment:**

The implementation of the concept of empowerment is particularly important for educational institutions, which clearly suffer from problems and challenges due to being long confined to excessive centralization, hierarchical administrative levels, confidentiality of information, and the limited authority granted to employees. These factors have now become obstacles to reform aspirations and a burden that can no longer bear in terms of costs and consequences. Therefore, it is appropriate to establish empowered educational institutions that approve empowerment as a philosophy and approach in managing their employees (Arnaout, 2019).

El Ali (2022) research divided the obstacles as follows:

- **Personal Obstacles:** These are due to the person himself and have an adverse effect due to individual differences, which makes individuals differ in their judgments about things and thus their understanding of the empowerment process, Al-Madhi & Al-Shunaifi (2021) say that one of the personal obstacles, is the unwillingness of managers to apply the concept of empowerment for fear of losing power and influence, in addition to the poor managerial skills of some managers; due to their lack of qualifications and poor preparation commensurate with the nature of their administrative jobs (Arnaout, 2019).
- **Organizational Obstacles:** The organizational structure of the enterprise shows the relationships between the different jobs, the flow of authority and responsibility, and the lines of communication between employees, so the existence of a weak organizational structure or its absence at all, causes an obstacle in the job empowerment; Al-Madhi & Al-Shunaifi (2021) confirm that one of the organizational obstacles is that delegation is considered one of the synonyms of empowerment, so it is equated with the delegation of authority.
- **Environmental Obstacles:** These obstacles result from the society in which the individual lives, whether inside or outside work, these obstacles are represented in: Language, and the issue of words and their meanings, as the meanings are specific to the individual, as he extracts them in light of his experiences and customs in the environment in which he lives, the geographical location, in addition to the distance between decision-making and implementation centers leads to the difficulty of communication between them in a proper time; Al-Madhi & Al-Shunaifi (2021) say that ignoring the

difference in conditions between the organizations, and overlooking the needs of participants in authority is one of the environmental obstacles.

Based on the above, we have the role of job empowerment in modern educational management theories. Previous studies have shown the importance of job empowerment, which faces some obstacles that face the way of change, development and administrative growth; therefore, researchers should spread a strong awareness of the ways to apply and implement it within schools; so that these obstacles do not transform from a positive concept that aims to improve all educational and administrative aspects to a negative concept that results in many wrong formulations, individual adaptation of powers, and abdication of responsibility.

Moreover, the job empowerment of teachers is an essential part within educational institutions; therefore, it is necessary to remove all obstacles that prevent their empowerment, and there must be empowerment policies, the establish the structures and institutions that seek to eliminate the marginalization of the role of teachers, prepare the surrounding environment to empower them cognitively and psychologically; to ensure increasing their confidence in themselves and their abilities; to face and overcome these obstacles.

**Research Approach:**

The research followed the descriptive survey approach, which is defined as a survey of one of the current phenomena, from members of the original community or its samples, to determine the current state of this community. With the intention of showing its aspects, diagnosing it, and determining its relationship with other phenomena (Suleiman, 2014).

Second: Research population and sample:

The research population consists of all female secondary school teachers in public secondary schools affiliated to the Jubail Education Office and their number (401) in the latest statistics for the year 1445 AH from the Planning Section in the Human Resources Department in the General Administration of Education in the Eastern Province. The research sample was selected by a comprehensive survey method, to suit the nature of the research , as the questionnaire link was distributed to all public secondary schools in Jubail and the number of questionnaires returned and valid for analysis reached (232) questionnaires, representing 57.85% of the research sample.

### **Third: Research Tool:**

The questionnaire was approved as a tool for data collection, as it was developed and checked for the validity and reliability as follows:

- Many literatures related to the job empowerment were referred to in order to establish the research tool, such as the research of: (Saeed et al., 2021; Al-Dhafiri and Al-Amri, 2021; Vesudevan, 2021; Kiral, 2020; 2021 Ahmad; Arnaout, 2019; Youssef, 2019; Obaid and Kazouz, 2018).
- The tool consisted of two sections:  
First section: It includes the primary data of the research sample (years of service).  
Second Section: It includes the 23 questionnaire items distributed in four dimensions:  
First Dimension: Participation in decision-making, consisting of (6) paragraphs.  
Second Dimension: Delegation Of Authority, consisting of (5) paragraphs.  
Third Dimension: Self-efficacy, consisting of (7) paragraphs.

Fourth Dimension: Professional Development, consisting of (5) paragraphs.

**Content Validity:**

Content validity was established based on the opinions of arbitrators. The researcher presented the preliminary version of the questionnaire to a group of (15) experts and specialists, requesting to research the questionnaire and express their feedback on various aspects, including: the appropriateness of the statements and their fulfillment of the objectives of the research , comprehensiveness, diversity of content, suitability of each statement for the dimension to which it belongs, evaluation of the level of linguistic wording and output, and express any feedback they deem appropriate regarding modification, deletion, or addition. They provided valuable feedback that benefited the research , enriched the questionnaire, helped to establish it in a good way, as the approval rate of the arbitrators was approved (80%) on the statements of the questionnaire, thus, the questionnaire has achieved what is known as the content validity.

**Internal Consistency:**

The internal consistency of the questionnaire was calculated as follows:

- **Pearson Correlation Coefficient** (correlational relationship) between the score of each statement and the total score of the dimension to which it belongs, as detailed in Table (2).
- **Pearson Correlation Coefficient** (correlational relationship) between the score of each dimension and the total score of the axis to which it belongs, as detailed in Table (3).

Table (2)



**Pearson correlation coefficient (correlational relationship)  
for the variables of the job empowerment axis**

No	Participatio n In Decision- Making	No	Delegatio n Of Authority	No	Self- Efficac y	No	Professional Developmen t
1	.858**	1	.801**	1	.624**	1	.837**
2	.837**	2	.836**	2	.624**	2	.931**
3	.898**	3	.870**	3	.665**	3	.895**
4	.741**	4	.664**	4	.770**	4	.898**
5	.803**	5	.573**	5	.783**	5	.860**
6	.764**			6	.814**		
				7	.665**		

\*\*Statistically significant at a significance level of less than (0.01)

\*The table was prepared by the two researchers based on the outputs of the SPSS statistical program.

It is clear from Table (2) that all correlation coefficients values between the score of each statement and the total score of the dimension to which each statement belongs are statistically significant for the axis of the level of job empowerment in public secondary schools in Jubail from the point of view of female teachers, which indicates the interconnectedness of these statements and their validity for applying them to the research sample.

**Table (3) Pearson correlation coefficient (correlational relationship) between the score of each dimension and the total score of the job empowerment level axis**

No.	Dimension	Correlation Coefficient
1	Participation In Decision-Making	.906**
2	Delegation Of Authority	.878**
3	Self-Efficacy	.873**
4	Professional Development	.905**

\*\*Statistically significant at a significance level of less than (0.01)

\*The table was prepared by the two researchers based on the outputs of the SPSS statistical program.

It is clear from Table (3) that all correlation coefficients values between the score of each dimension and the total score of the axis to which each dimension belongs are statistically significant for the axis of the level of job empowerment in public secondary schools in Jubail from the point of view of female teachers, which indicates the interconnectedness of these statements and their validity for applying them to the research sample.

**Reliability of Questionnaire:**

The reliability of the questionnaire was verified by Cronbach's alpha, Table (4) shows the results of this.

**Table (4) The reliability coefficient of the questionnaire using Cronbach's Alpha formula**

No.	Dimension/Axis	Number of Statements	Cronbach's Alpha
1	Participation In Decision-Making	6	.895
2	Delegation Of Authority	5	.769
3	Self-Efficacy	7	.828
4	Professional Development	5	.927
5	The level of job empowerment in public secondary schools in Jubail city from the point of view of female teachers	23	.951

\*The table was prepared by the two researchers based on the outputs of the SPSS statistical program.

It is clear from Table (4) that all reliability values using the Cronbach's Alpha formula for all dimensions and Axes of the questionnaire, as well as for the questionnaire as a whole, are statistically acceptable. The higher the value of this coefficient, the greater the reliability of the measurement tool. As Abu

Hashim (2003) states, "A reliability coefficient is considered statistically acceptable if its value exceeds 0.70" (P. 304). This indicates that the prepared questionnaire demonstrates high validity and reliability, making it suitable for use in the current research.

### Results and Interpretation of Research

❖ The first research question states that: What is the level of job empowerment in public secondary schools in Jubail from the perspective of the research sample?

**Table (5) The Arithmetic Mean, Standard Deviation, Rank, and Evaluation of the Level of Job Empowerment in Public Secondary Schools in Jubail from the point of view of the Research Sample (Overall)**

N o.	Dimension	Mean	Deviation	Rank	Empowerment Level
3	Self-Efficacy Dimension	4.23	0.525	1	Very High
2	Delegation of Authority Dimension	4.02	0.724	2	High
4	Professional Development Dimension	3.93	0.908	3	High
1	Participation in Decision-Making Dimension	3.49	0.948	4	High
5	Overall Level of Job Empowerment	3.92	0.689		High

\*The table was prepared by the two researchers based on the outputs of the SPSS statistical program.

Table 5, which presents the level of empowerment in public secondary schools in Jubail from the perspective of the entire sample, reveals the following:

The dimension of (self-efficacy) was found to be at (a very high) level of empowerment, with an arithmetic mean falling within the rating category of (4.20 to 5.00), and a specific arithmetic mean of (4.23).

Three dimensions were found to be at a (high) level of empowerment, with means falling within the rating category of (3.40 to less than 4.20). The arithmetic means for these dimensions ranged between (3.49) and (4.02), and were ranked as follows: (delegation of authority, professional development, and participation in decision-making).

Overall, the level of empowerment in public secondary schools in Jubail, as perceived by the (entire) sample, was found to be at a (high) level, with an arithmetic mean of (3.92).

This result aligns with the studies of Al-Dhafiri and Al-Amri, (2021), Vesudevan (2021), and Youssef (2019), which found a high level of empowerment. However, this result differs from the studies of Saeed et al. (2021) and Obaid and Kazouz, (2018), which found a moderate level, while Arnaout's research (2019) found a weak level of empowerment.

The researchers attribute this result to the existence of a supportive environment in educational institutions that empowers teachers. This is due to the nature of these institutions, which belong to the public sector, and which seek to involve all teachers in the educational process, especially new recruits, in order to develop the necessary skills that enable them to innovate within the work environment. This is in agreement with the findings of Al-Dhafiri and Al-Amri (2021), who found that school leaders had acquired skills and practices through self-development or training courses, enabling them to play their role in empowering teachers, and that teachers enjoy a high level of empowerment and may have been influenced by their leaders or through their personal exposure and training through training

centers, and they are aware of their role in making school decisions and feel self-efficacy and a high level of self-autonomy in choosing their work methods.

For more details, the results of each dimension of empowerment will be presented. Table 6 provides this information.

**Table (6 )Arithmetic Mean, standard deviation, descending rank and perceived level of empowerment in public secondary schools in Jubail from the perspective of the sample members for each dimension of empowerment**

Number	Statement	Arithmatic Mean	Standard Deviation	Empowerment Level
2	I rely on myself when performing my job.	4.73	0.483	Very High
1	I trust in my ability to complete the tasks assigned to me at my school.	4.65	0.522	Very High
3	I am willing to provide ideas and suggestions related to my specialization.	4.33	0.938	Very High
7	I possess the skills to use modern technology while performing my job.	4.32	0.746	Very High
6	My school administration appreciates my efforts at work.	4.26	0.819	Very High
5	My competence is considered an important criterion in the promotion system.	3.93	1.013	Very High
4	The salary I receive is commensurate with the effort I put into my work.	3.41	0.993	High
	<b>Self-efficacy dimension</b>	4.23	0.525	Very High

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4	I am responsible for the decisions I make regarding the tasks assigned to me.	4.59	0.559	Very High
3	My school administration has confidence in my ability to perform the assigned tasks.	4.35	0.860	Very High
1	My school administration grants me the authority necessary to complete my job tasks.	4.09	0.998	High
2	My school administration delegates to me the appropriate authority to make important work decisions.	3.62	1.152	High
5	Power in my school is characterized by decentralized management.	3.44	1.092	High
	<b>Delegation of authority dimension</b>	4.02	0.724	High
1	My school administration motivates me to work harder and innovate.	4.13	0.912	High
2	My school administration provides a clear professional development plan for me and my colleagues.	4.00	1.013	High
3	My school administration enables me to identify my needs for professional development and growth.	3.89	1.016	High
5	My school administration is concerned with developing my skills in using modern technology.	3.88	1.047	High
4	My school administration provides various programs for professional development	3.78	1.044	High

	and growth during my work at the school.			
	<b>Professional development dimension</b>	3.93	0.908	High
2	My school administration delegates authority to subordinates, enabling them to participate in decision-making.	3.77	1.046	High
4	I have a high degree of autonomy in making decisions related to my job responsibilities.	3.75	1.091	High
3	My school administration perceives me as a collaborative partner in decision-making, rather than a subordinate.	3.66	1.137	High
5	I contribute to the development of my school's improvement plans and programs.	3.53	1.112	High
1	I am involved in significant decision-making processes related to my work.	3.48	1.177	High
6	I participate in making decisions about my school's budget in line with available resources.	2.72	1.297	Medium
	<b>Decision-making participation dimension</b>	3.49	0.948	High

Table (6) indicates that the highest agreement was with the statement "I rely on myself when performing my work," followed by the statements "I trust in my ability to complete the tasks assigned to me at my school" and "I am responsible for the decisions I make regarding the tasks assigned to me.." This

suggests that female teachers take full responsibility for the tasks assigned to them, indicating that school principals empower female teachers to perform their duties related to teaching without direct intervention from the administration. Additionally, it is evident that the lowest agreement was with the statement "I participate in making decisions about my school's budget in line with available resources." This could be attributed to the belief of some principals that financial matters are not within the scope of teachers' concerns, or it could be due to their inability to allocate funds according to priorities.

❖ **Second Research Question:** Is there a statistically significant difference at the significance level ( $\alpha \leq 0.05$ ) between the Arithmetic mean responses of the research sample regarding the level of job empowerment in public secondary schools in Jubail, attributed to the variable (years of service)?

**Table (7) Results of one-way analysis of variance to identify differences between the mean responses of the research sample regarding the level of job empowerment in public secondary schools in Jubail according to the variable (years of service)**

Dimension	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-value	Significance Level
Decision-making participation dimension	Between groups	1.954	2	.977	1.089	.338
	Within groups	205.586	229	.898		
	Total	207.540	231			
Delegation of authority dimension	Between groups	1.065	2	.533	1.016	.364
	Within groups	120.019	229	.524		
	Total	121.084	231			
Self-efficacy	Between	.302	2	.151	.545	.581

dimension	groups					
	Within groups	63.461	229	.277		
	Total	63.763	231			
Professional development dimension	Between groups	.513	2	.256	.309	.734
	Within groups	189.932	229	.829		
	Total	190.444	231			
Overall level of job empowerment	Between groups	.654	2	.327	.686	.504
	Within groups	109.095	229	.476		
	Total	109.749	231			

(Service)

Table 7 indicates that there were no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) among the mean responses of research participants regarding the level of job empowerment in public secondary schools in Jubail based on the variable of (service years). All significance levels for all dimensions and the overall axis were greater than 0.05.

This result aligns with the findings of Arnaout's research (2019), which also indicated no statistically significant differences attributable to the variable of service years. This may be due to the development experienced by education in the Kingdom, which seeks to leverage all educational cadres in a manner that aligns with work environments and their participation in decision-making. This is in order to benefit from their service in matters related to the school, as they are more insightful about its challenges. Therefore, their impact is multifaceted, affecting administration, colleagues, and students, regardless of their years of service. This is based on the premise that an increase in service years does not necessarily lead to an increase in teachers' perception of the dimensions of job empowerment.

The researchers attribute this to two factors: First, the uniformity of the educational environment in the Jubail region among female teachers in public high schools in Jubail, as well as the uniformity of years of teaching experience (more than ten years), which confirms that they possess uniform educational experiences that have led to the stability of educational concepts and pedagogical principles, and a convergence of scientific opinions and age among female teachers in public secondary schools in Jubail. All of these factors contributed to the uniformity of responses related to the variable of service years.

**Summary of Results, Recommendations, and Suggestions:**

**First: Summary of Results:**

- The level of job empowerment among female teachers in public secondary schools in Jubail, as perceived by the research sample, was found to be at a (high) level, with a Arithmetic mean of (3.92) and a standard deviation of (689.0).
- The dimension of (self-efficacy) ranked first in the (very high) empowerment level, with an arithmetic mean falling within the category of (4.20 to 5.00), and an arithmetic mean of (4.23). Additionally, three dimensions were classified as having a (high) empowerment level, with arithmetic mean ranging between (3.49) and (4.02) and falling within the category of (3.40 to less than 4.20). These dimensions, ranked in descending order, were: ((1) delegation of authority, (2) professional development, and (3) participation in decision-making).
- No statistically significant differences were found at the significance level ( $\alpha \leq 0.05$ ) between the mean responses of research participants regarding the level of job empowerment in public high schools in Jubail, attributable to the variable of (years of service).

## **Second: Recommendations:**

In light of the findings of this research, the researcher recommends the following:

1. The Jubail Education Office should work to enhance the practice of job empowerment among school principals, which in turn would boost teachers' confidence, increase their participation in decision-making, and foster a culture of this administrative style at all educational levels.
2. The Jubail Education Office should provide ongoing training and opportunities for professional development for female teachers, encouraging innovation and participation in decision-making.
3. The level of female teachers' participation in budget allocation for the school and in setting priorities for spending should be improved, as the results of this research indicated that their involvement in school budgeting was below expectations.

## **Third: Suggestions**

Following the completion of the theoretical and practical chapters and based on the research's findings, the following is suggested:

1. Conducting further studies with an increased number of variables, such as gender, academic qualification, and specialization, and with a larger sample size or with similar samples in other environments and sectors, such as university professors and school principals, to explore the level of job empowerment.
2. Conducting studies that link teachers' job empowerment to job satisfaction, organizational commitment, organizational climate, organizational justice, and other related variables.

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