



The reality of Administrative Empowerment of boys Secondary School
Administrators in KSA

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Dedication

I dedicate this research to all who helped me with support until I completed this study.

Acknowledgement

First and foremost, I thank Almighty God for giving me strength and patience to finish this Research and helped in each and every step I had taken. I would like to express my sincere gratitude towards my professor, who helped me on this study and towards Gate Training Academy who guided me to complete this study, I thank each and every person of the institution who gave me all the support and encouragement that I needed to complete this Research.

Abstract

The study aimed to identify the theoretical frameworks of administrative empowerment and its level of reality, its faced obstacles and the components of the proposed perception of the reality for the administrators in Secondary schools for males in the Kingdom of Saudi Arabia.

To achieve the objectives of the study, the researcher used the descriptive and analytical approach and the following study tool: The reality of the administrative empowerment of Secondary school administrators for boy's scale. The study sample consisted of (312) administrators from the school's administrators.

The study found the following results: The administrative empowerment of the administrators of Secondary schools for boys in the Kingdom of Saudi Arabia came in a moderate degree, with a relative weight of 55.19%. The first dimension of the administrative empowerment dimensions was the efficiency dimension with a relative weight of %76.50, followed by the delegation of authority dimension with a relative weight of %72.22, followed by the culture dimension with a relative weight of %53.63, followed by, in the fourth place, the information flow dimension with a relative weight of % 46.37, followed by the dimension of participation in decision-making, the dimension of group work, effective communication dimension, the influence dimension, and the technical dimension with a relative weight of %38.25, followed by the dimension of possessing and investing knowledge with a relative weight of %35.68, and lastly after self-motivation which came with a relative weight of %17.95 comes the obstacles related to the administrative empowerment among Secondary school male administrators in the Kingdom of Saudi Arabia, reaching a moderate degree, with a relative weight of %59.97, The proposed vision for administrative empowerment among Secondary school male administrators in the Kingdom of Saudi Arabia, came in a high degree, with the relative weight of %67.76.

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Chapter One

The General framework of the Study

Introduction:

The current period is witnessing a massive scientific and technological revolution which has contributed to major radical changes in various fields of life and knowledge. The emergence of globalization had wide-ranging and profound repercussions on political, economic, social and cultural systems, which imposed on the world interactions and blocs that did not exist in their current form. Today, it is witnessing an astonishing development and steady growth, which requires countries to work on developing their capabilities to keep pace with these changes and to benefit from knowledge in developing their capabilities and raising the level of job performance and thus raising the level of productivity and global competitiveness.

There is no dispute that education represents a great force in shaping individuals and determining the fate of groups and the future of nations, and in view of this great importance of education, discussion and review of its tasks became continuous, and the need for this discussion and review in its inputs, processes and outputs in the recent period has increased due to the rapid changes occurring in our contemporary world in various scientific, technological, social and economic fields.

Education is a major requirement to establish an advanced society based on a knowledge economy, and this command imposes the need to provide human cadres ready to provide information and with the importance of education and its vital role in society, it faces in the era of globalization and knowledge many problems and challenges that differ in different societies and the historical stage they are going through. (Al-Hamid, 2007)

School Principal is an educational leader who co-ordinates and leads all the people who work in his/her educational institution, and increases their enthusiasm and participation in decision-making and taking responsibility in order to promote the

educational work to the level that makes it achieve the goals of the educational institution he/she works.

School administration has a pioneering role in developing modern trends in educational administrators hip, including the concept of administrative empowerment, as the bifurcation and expansion of public education has led to a multiplicity of educational functional tasks, so school administrators hip forms the basic organizational unit in educational institutions, as it has a greater role in achieving The school's objectives of disseminating and developing knowledge through research and its applications in serving the community in terms of scientific and administrative terms, (Mustafa, 2005)

Empowerment is an administrative concept that means giving members of the organization at all organizational levels, especially the executive levels, confidence in their ability to make sound decisions, through proper qualification and training them continuously and providing them with various material, moral and legal resources that ensure their psychological satisfaction with their work, within the framework of the ability to assume responsibility which means providing convincing answers to the supreme official about taking a decision, and accountability which means the decision-maker's willingness to answer the question of why I took this decision if it was directed to him by any of those affected by his decision, and in an atmosphere of transparency that means clarity and integrity of the reasons upon which the decision is made. Accordingly, the empowerment of workers in all organizations, including University organizations, requires providing the empowered people with adequate qualification for their jobs and undertaking them with continuous training programs after training and engaging in work, with giving a degree of confidence in their decisions. (Melhem, 2006)

Empowerment of employees refers to the amount of which workers share information, knowledge, rewards, and power, thus participating in the decision-

making process more broadly, making workers less dependent on senior management in managing their activities, and allowing the organization to obtain the maximum of their thought and effort to serve and work. To raise it and achieve its administrators hip. Studies indicate that administrative empowerment brings many benefits, whether at the enterprise level, the management level, or the employee level.

For the institution, it achieves empowerment, higher productivity, lower absenteeism and work turnover, improving the quality of production or services, achieving a distinguished position, increasing competitiveness, increasing co-operation in solving problems, and increasing innovative capabilities with regard to management, empowerment works to develop administrators way of thinking, develop their creative abilities, and allow more time for them to focus on strategic affairs, develop visions, formulate long-term mission and goals, and draw long-term plans, and the administration becomes more motivated and successful and is able to improve the use and employment of resources and individuals, and benefit from the areas of strength of each individual, and for workers, empowerment contributes to increasing their commitment and commitment to new responsibilities, and providing them with what develops their capabilities and skill in unleashing individuals to activate their knowledge and innovative capabilities and give them the energy to work continuously, and to satisfy their need of self-esteem and self-affirmation, and to increase their loyalty and sense of satisfaction. Umiker 1992)

Administrative empowerment, is a huge and wide topic which has a great interest among researchers, to establish the spirit of responsibility and pride in the power of work, and is the basis that enables the leader to fully exercise his authority and assume the responsibilities of his position, as it is one of the main pillars on which the institution is based to face developments and challenges, as well as imposes behavior patterns as commensurate .With the nature of administrative work, given

that the one who occupies an administrative position takes decisions commensurate with the nature of his work, (Tarawneh, 2006)

Empowerment is not something that can be developed quickly and simply, but rather requires detailed application of many elements, and some of these elements may be necessary in order to obtain the benefits of other elements, for example that using the initiatives and participation of school administrators without specifying goals and control mechanisms may lead results in less positive outcomes than those achieved by un-empowered school administrators.

Many countries, including the Kingdom of Saudi Arabia, are striving to be a country who is spreading knowledge, and gaining it from the other countries. The Ministry of Education in the Kingdom has shown a remarkable interest in developing school management systems and developing human resources to advance education and face challenges, the ministry has adopted strategic objectives that emphasize the need to strengthen the role of educational administrators, by expanding the rule of participation in the decision-making process, giving more powers, reducing centralization, developing administrative and educational training systems for its employees, and developing school management methods for school self-management (Ministry of Education, 2007)

Ministry of Education in the Kingdom of Saudi Arabia has tended towards empowering school administrators, issuing Ministerial Resolution No. (37617168) dated (1/4/1437 Hajri) to grant administrators and administrators of schools of the year (60) powers to enable them to optimally fulfill their educational, technical and administrative roles without interference, directly from the Education Department and gives them sufficient flexibility in operating the systems and addressing emergency problems, and a reference to the approval of His Excellency the Minister of Education on the directives of the First Administrative Administrators hip Forum

No. 137504 dated 07/18/1436 AH, including (changing the name of the Principal and Director of the school to the School leader.)

Some studies applied in Jeddah have confirmed that the empowerment of school administrators by the Ministry and education departments in the Kingdom of Saudi Arabia will contribute to raising their administrative competencies and will enable them to face the many challenges associated with the rapid changes in the educational system and the surrounding environment, and to respond to the reasons for educational development, and achieve institutional excellence, (Jaber, 2012)

The Study Problem:

Despite the interest of the Ministry of Education in the Kingdom in education in general, and the development of teacher administrators in particular, there are many problems and obstacles facing in education in the Kingdom of Saudi Arabia, as it ranks 54th in the world in the quality of education index and this is a position behind the level of support for education in the Kingdom Saudi Arabia.

Here comes the importance of developing administrators hips in education to work on the desired change and raise the level of quality of education and competitiveness, because of their ability to influence and follow and direct them towards the desired goal. Administrators hip plays a critical role in making empowerment successful, because empowerment requires administrators hip and senior management to waive some of the influence they enjoy and a strong willingness to compromise, and to redistribute that influence on workers. “Schermerhorn” believes in this framework that the leader's abdication of some of his strength in favor of the subordinates does not mean his loss of that power. Successful administrators are those whose power increases when others share it through adopting and belonging to the leader's vision and self-defense (Melhem, 2006).

Through perusal of studies and research, we find that High School administrators suffer from a lack of vision, poor motivation, low technical, administrative and behavioral competence and their dependence on experience that varies from one leader to another and stereotypical performance, which leads to stagnation and lack of response to the need for development, and this has contributed to the low level of quality Education. From this standpoint, the study seeks to build a proposed conception of administrative empowerment among Secondary school administrators. Therefore, the main question of this study is:

What is the proposed perception of the reality of the administrative empowerment of secondary school administrators for boys in the Kingdom of Saudi Arabia?

This main question is divided into the following questions:

1. What are the theoretical frameworks for the reality of the administrative empowerment of Secondary school administrators?
2. What is the degree of administrative empowerment of Secondary school administrators for boys in the Kingdom of Saudi Arabia?
3. What are the obstacles to the reality of the administrative empowerment of the administrators of Secondary schools for boys in the Kingdom of Saudi Arabia?

According to the following demographic variables (educational qualification, age, administrators hip experience)?

4-What is the difference in the degrees of the reality of the administrative empowerment of the administrators of secondary schools for boys in the Kingdom in Saudi Arabia, according to the following demographic variables (educational qualification, age, administrators hip experience)?

5. What are the features of the proposed vision of the reality of the administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia?

Study Importance:

The study aims from two aspects, one theoretical and the other practical, as follows:

Theoretical importance:

The importance of this study is that it deals with a topic of a high degree of importance, which is the subject of the reality of administrative empowerment. High school.

This study may help in adopting the concept of administrative empowerment in Saudi Secondary schools as a contemporary concept of Human Resource Management, due to the need to adopt such contemporary concepts.

The results of the study may help school administrators to shed light on one of the modern methods of administrators hip, which is administrative empowerment.

The need to address issues related to the reality of administrative empowerment so that administrative empowerment can be applied in the best possible way in schools in the Kingdom of Saudi Arabia.

Practical Importance:

The practical importance of this study is highlighted by building a proposed perception of the reality of the administrative empowerment of Secondary school administrators in the Kingdom of Saudi Arabia, which can be generalized in other stages.

That is through:

- * Identifying the most important indicators of the reality of the administrative empowerment of Secondary school administrators in the Kingdom of Saudi Arabia.
- * Identifying the reality of the administrative empowerment of secondary school administrators in the Kingdom of Saudi Arabia
- * Identifying the obstacles to the reality of the administrative empowerment of High school administrators for boys in the Kingdom of Saudi Arabia.

Educational policy is one of the results of the study in adopting the proposed vision to make use of the reality of the administrative empowerment of secondary school administrators in the Kingdom of Saudi Arabia.

This study contributes in urging officials to employ the characteristics of the proposed perception of the reality of the administrative empowerment of secondary school administrators in the Kingdom of Saudi Arabia.

Study Objectives:

This study seeks to achieve the following objectives:

1. Identify the theoretical frameworks for the reality of administrative empowerment in secondary schools.
2. Identify the level of reality of administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia.
3. Identify the obstacles to the reality of the administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia.
4. Identify the components of the proposed perception of the reality of the administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia.
5. To recognize the effectiveness of the proposed vision of the reality of the administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia.
6. Identify the extent of the existence of statistically significant differences in the opinions of the researchers about the study topics according to their demographic and functional characteristics.

Study limitations:

This study has the following human resources, objective, temporal and spatial limits:

Human Resources limits:

A group of educational experts including University administrators, education administrators, educational supervisors, specialists in administrative management and those with professional expertise in the field of administrative empowerment, and the measure of the reality of administrative empowerment will be directed to them to determine their future perceptions of the administrative empowerment of high school administrators in the Kingdom of Saudi Arabia.

A sample of high school administrators in the Kingdom of Saudi Arabia and those on the job for the 2020 academic year, and a survey will be directed to them to determine their degree of administrative empowerment.

Objective limits: This study seeks to build a proposed conception of the reality of administrative empowerment for school administrators in the Kingdom of Saudi Arabia, and the theoretical framework of the current study deals with the dimensions of administrative empowerment, which are (delegation of powers ,delegation of authority), teamwork, character development, creative behavior development, staff training, motivation for employees, work teams, effective communication and administrative empowerment methods administrative management style, people empowerment method, team empowerment method and that will be discussed in detail in the theoretical framework.

Temporal Limits: The study was conducted during the first semester of the academic year 1441 / 1442 Hijri

Spatial Limits: To study its spatial limits that relate to school administrators, the study focused on high school administrators for boys in the Kingdom of Saudi Arabia.

Chapter Two

Theoretical framework

First: Previous studies

Second: Theoretical framework

First-Previous Studies

There are many studies that dealt with the study topics (the reality of the administrative empowerment of high school administrators), and here is a presentation and analysis of some previous studies that he was able to obtain, which are related to the topic of the current study, as they were divided into three axes, the first topic contains local studies, and the second topic contains Arab studies, while the third topic contains foreign studies. Previous studies were presented according to the historical gradient from the newest to the oldest, and the following is a summary of those studies.

The first topic- Local studies:

1. Al-Rashidi study (2018): under the title “The Reality of Administrative Empowerment among the Administrators of Public Education Schools in the City of Hafr Al-Batin in the Light of Empowerment Dimensions.”

The study aimed to identify the degree of practicing administrative empowerment, as well as to identify the obstacles to administrative empowerment among the administrators of public education schools in the city of Hafr Al-Batin in the light of the dimensions of empowerment, and to identify the statistical differences in the responses of the sample members. The Researcher used the analytical descriptive method, and the study tool was the survey, and the study sample consisted of 132 primary, middle and high school administrators, and the most important and prominent results were the following, the degree of administrative empowerment practice is very important for public education school administrators in the city of Hafr Al-Batin in light of empowerment dimensions, They also see that the obstacles to empowerment are very important also in light of the dimensions of empowerment,

and the absence of statistically significant differences about the dimensions of empowerment (participation in decision-making, delegation, development of administrative and professional performance, motivation and the development of creative behavior) due to the variable of scientific qualification, experience and training courses. The differences are statistically significant in the two axes (the reality of administrative empowerment, and the obstacles to administrative empowerment they have) according to the difference in the educational qualification variable in favor of the female school Administrators Higher diploma qualification.

2. Tayfour study (2018): titled Administrative Empowerment of Women Academic Administrators hips at the University of Hail and its Obstacles from their own point of view.

The study aimed to determine the degree of administrative empowerment of women's academic administrators at the University of Hail and its obstacles from their own point of view. To achieve the objectives of the study, the Researcher used the method.

Analytical descriptive, and the study tool was: a survey, and the study sample consisted of 44 women's academic administrators and the most important and prominent results were the following: The overall degree of administrative empowerment of women's academic administrators is large, and that the overall degree of empowerment obstacles is moderate, and statistically significant differences were also found in the degree of administrative empowerment of the female academic administrators is attributed to the difference in the experience variable, and the absence of statistically significant difference due to the difference in the scientific and occupational qualification variable, and the promise of statistically significant differences in the obstacles to empowerment due to the difference in experience, educational qualification and job.

3. Al-Harbi study (2017) entitled The Reality of Administrative Empowerment among Private Secondary School Administrators in Mecca Region. The study aimed at identifying the administrative empowerment of private high school administrators in Mecca region, and revealing statistical differences in the average of their responses about their assessment of the level of application of administrative empowerment, and to achieve the objectives of the study, the Researcher used descriptive statistical analysis methods, and the study tool was a survey prepared by the researcher, and the study sample was formed of the 52 administrators of private secondary schools in Mecca region, the most important and prominent results were the respondents agreement to implement administrative empowerment in private school administrators in the Mecca region to a large extent, that there are no statistically significant differences between the average ranks of school administrators responses in estimating the administrative empowerment and that isolates each years of service, participation in training courses.

4. Al-Attabi study (2017) entitled The Reality of Administrative Empowerment of National Secondary School Administrators in Riyadh.

The study aimed to identify the level of administrative empowerment of female high school administrators in Riyadh, to uncover obstacles to administrative empowerment, and to present appropriate proposals to develop administrative empowerment. The Researcher used the descriptive survey approach, and the study tool was a survey, and the study sample consisted of 104 administrators and 51 supervisors. The most important and most prominent results are the following: The level of administrative empowerment for the administrators of private secondary schools in Riyadh was high, and obstacles to the administrative empowerment of school administrators obtained a high degree, and the proposals to develop the empowerment of the administrators of private secondary schools in Riyadh obtained a very high score.

5. Al-Nahdi study (2017) under the title of Administrative Empowerment and the Level of Application of Administrative Skills among the administrators of Khamis Mushayt Schools.

The study identifies the reality and level of administrative empowerment and the level of administrative skills of school administrators in the Khamis Mushait region in Saudi Arabia and to identify the most important obstacles to administrative empowerment. The Researcher used the descriptive and analytical approach and the study tool was: the form / survey and the study sample consisted of 181 female administrators, and it was the most important. The most prominent results are the following:

Administrative empowerment is available to school administrators with a medium degree. From the respondents point of view, the most prominent obstacles to administrative empowerment came in the absence of a free exchange of information, and the lack of conviction of the administration

Senior management empowerment, low ambition of female administrators, lack of training in decision-making, etc.

6. The Noah study (2017) entitled Administrative Empowerment, Introduction to School Reform.

The study aimed to identify the requirements for the success of empowerment, and its constraints, and to build a perception of empowering school administrators, and to achieve the goal of the study, the Researcher used the descriptive and analytical approach, and the study tool and survey were made. School administrators and school administrators hip supervisors believed that the obstacles in the way of empowering middle school administrators, and that school administrators and school administrators hip supervisors see that the system is the biggest obstacle to empowering school administrators, and that there are a number of obstacles to empowering school administrators, including the central lack of training school

administrators on Empowerment implementation requirements, senior management not convinced of empowerment.

7. Al-Sakka and others (2016) study: The reality of administrative empowerment of human resources at the General Administration of Education in Riyadh.

The study aimed to identify the degree of application of the dimensions of administrative empowerment (delegation of authority, the development of creative behavior, motivation, teamwork, and professional development), and the statistically significant differences in the averages of the responses of the study members that are attributed to variables (job title, academic qualification, and work experience) to achieve the objectives of the study, the Researcher used the descriptive survey approach, and the study tool was: the survey, and the study sample consisted of 166 workers in educational departments, and the most important and prominent results were that there were no statistically significant differences at the level of (05.0) between the responses of the study individuals about the degree of application of dimensions Administrative empowerment attributed to the variables of job title, academic qualification, or work experience.

9. Al-Attabi study (2015) entitled: The degree to which public education school administrators and administrators practice administrative transparency and its relationship to empowering male and female teachers to exercise their roles in El-El-Afif Governorate.

The study aimed at the degree of practice of public education school administrators and administrators of administrative transparency and its relationship to empowering male and female teachers to exercise their roles in El-Afif Governorate, and to achieve the aim of the study. The study used the descriptive approach, and the study tool was: the survey, and the study sample consisted of (300) male teachers and (350) female teachers in the random sample. The most important results of the study are as follows: The degree of application of administrative transparency to a high

degree. After the legislations and regulations, and after accountability and decision-making, a high degree of application appeared, while the other three dimensions: work procedures, performance evaluation, and information and data came with a moderate degree of application.

A study (Al-Sharif, 2015) entitled: The reality of administrative empowerment for female administrators and its relationship to the professional development of female teachers in secondary schools in Mecca.

The study identifies the reality of the administrative empowerment of high school administrators in the city of Mecca and its relation to the professional development of female teachers in these schools, in addition to the disclosure of statistical differences in the relationship of the administrative empowerment of female administrators to the professional development of female teachers. To achieve the goal of the study, the researcher used the descriptive survey approach. The study population consisted of (93) administrators and (58) teachers, and among the most important results of the study are the following: The degree of empowerment of school administrators in the city of Mecca from the point of view of the administrators was great. Team development and the development of creative behavior appeared to a very large extent. While the two dimensions of participation in decision-making, delegation of authority and powers came in the third and fourth place, respectively, to a large degree.

11. A study (Al-Harthi, 2014) entitled: Administrative empowerment among administrators of education departments in the Kingdom of Saudi Arabia and its relationship to administrative effectiveness in them from the viewpoint of administrators and their assistants.

The study aimed to find the knowledge of the reality of administrative empowerment and the level of administrative effectiveness of the administrators of education departments in the Kingdom of Saudi Arabia and the nature of the relationship

between them. In a survey that represents the dimensions of empowerment (delegation of authority, training, selection, and influence), and the elements of effectiveness (decision effectiveness, time effectiveness, work team effectiveness), consisting of (72) statements, and the study concluded the following: The reality of empowerment among administrators of education departments It was to a large degree with an average of (3.48), where the dimensions of influence, selection and delegation of authority were to a large extent with averages respectively (3.89, 3.70, 3.57), and after training, it was with an average degree of (2.75).

12 - Al-Ta'ani and Al-Suwai'i, study, 2013 entitled: Administrative Empowerment and its Relation to Job satisfaction among Government School administrators in Dammam Governorate, Kingdom of Saudi Arabia.

The study led to the definition of administrative empowerment and its relationship to job satisfaction among government school administrators in the Dammam Governorate, Kingdom of Saudi Arabia. The study population consisted of (350) administrators working in schools in Dammam Governorate. A tool was developed to measure administrative empowerment consisting of (30) paragraphs and to develop another tool for measuring satisfaction The job consisted of (30) paragraphs as well, the results of the study showed that the level of administrative empowerment was of a high degree, and that the level of job satisfaction was of a moderate degree. There were also statistically significant differences in the level of administrative empowerment and the level of job satisfaction due to the gender variable and in favor of females.

13- Mahmoud and Awad Allah Study, (2013) entitled: The reality of implementing institutional talent management and its relationship to empowering public education school personnel in El-Taif Governorate.

The study identifies the reality of the application of institutional talent management and its relationship to empowering employees in public education schools in El-Taif

governorate. The descriptive approach was used through two surveys for talent management and employee empowerment. It was applied to a sample of (750) teachers by (205) teachers from each educational class. A set of results, including the following: The degree of application of institutional talent management and employee empowerment came at a medium grade, with two averages of (1.891 and 2,136) respectively.

14. Al-Raddadi Study (2012) entitled: Administrative Empowerment to Support Decision-Making Capacity at the educational supervisors at the Department of Education in Mecca.

The study aimed to identify of the level of administrative empowerment and the level of decision-making ability of the educational supervisors in the Department of Education in Mecca City from their point of view, clarifying the relationship between the administrative empowerment of the educational supervisors in the Department of Education in Mecca City and the ability to make decisions, and the study used: The descriptive survey approach, the study relied on a survey as a tool to collect data and information related to the study. The study population and sample consisted of all the educational supervisors working in the educational supervision sector in the city of Mecca, who numbered 230 educational supervisors. Among the most prominent results of the study: that the level of practice of the axes of the administrative empowerment process among the educational supervisors in the Department of Education in Mecca city was the degree of "mostly" with the exception of the third dimension, which is self-motivation, and it came sometimes. " Education in the city of Mecca was to a large extent.

15. Abu Kareem study, (2012) entitled: The degree of administrative empowerment among educational administrators from the point of view of the affiliates of the school administrators and educational supervisors course in each of the King Saud University and the Imam Muhammad bin Saud Islamic University in Riyadh.

The study aimed to identify the degree of administrative empowerment of educational administrators in the Ministry of Education in the Kingdom of Saudi Arabia from the point of view of the members of the school administrators and educational supervisors course in each of the King Saud University and the Imam Muhammad bin Saud Islamic University in Riyadh. The study population consisted of all those affiliated with the course of school administrators and educational supervisors in public education in each of the King Saud and Imam Muhammad bin Saud Islamic Universities in Riyadh for the academic year (1431/1432 Hajri) and the number of study members was (154), including (98) directors and (56) Supervisor (137) responses were obtained with a rate of (88.9) from the entire study. The results of the study showed that the degree of administrative empowerment among educational administrators was of a moderate degree, and the second field of empowerment through administrators hip methods ranked first, and the field of empowerment through knowledge came first, Information and feedback came in second place, while the area of empowerment through training and development was ranked last.

16. A study (Jaber, 2012) entitled: The reality of administrative empowerment of secondary school administrators in Jeddah Educational Region.

The study identifies the reality of the administrative empowerment of secondary school administrators in the Jeddah educational region in general and its ten dimensions in particular, and to identify the most important obstacles and benefits of empowering them. To achieve these goals, the two study tools were used consisting of two parts, the first: the primary data of the study sample, and the other: a measure of the reality of the administrative empowerment of high school administrators that included ten dimensions represented by (47) phrases. In addition to (18) statements, to measure the order of obstacles and benefits of administrative empowerment for female administrators. The sample of the study was (168)

educational administrators and supervisors. The data were statistically treated using the computer program (SPSS). The study found the following results:

The reality of administrative empowerment of Secondary school administrators in the Jeddah Educational Region from the point of view of taking the study sample was generally high. It was also high in each of the dimensions: self-efficacy, influence, status, human resource training (professional growth), independence, team development, communication and information flow, while it was moderate in the dimensions: delegation of authority and powers, participation in decision-making, and incentives.

There are statistically significant differences at the level of (0.05) between the average responses of the study sample to the reality of the administrative empowerment of female administrators in general and its ten dimensions according to the job title except for the incentives dimension, and the differences were in favor of female administrators. Differences also appeared in the dimension of "developing team spirit (work teams)" in favor of the female educational supervisors.

There are statistically significant differences at the level of (0.05) between the average responses of school administrators according to their ages in the two dimensions: delegation of authority and the development of team spirit (work teams) for the benefit of younger administrators .

There are statistically significant differences at the level of (0.05) between the averages of school administrators responses to the reality of administrative empowerment in general and in the dimensions: (delegation of authority and powers, team spirit development, communication and information flow, training of human resources, and standing). According to the number of years of experience, the differences came in favor of the more experienced administrators. The hierarchical organizational structure with multiple administrative levels came as the most

important obstacle, as it was ranked first by the agreement of the administrators and supervisors

17. Study (Al-Qahtani, 2011) a study entitled: “Management by Empowerment among Educational Administrators in Public Education Schools between Perception of Concept and Degree of Practice.

This study identifies the level of awareness of administrators of public education schools of the concept of administrative empowerment of workers, and to determine the degree of their practice of management by empowering in the administrative and technical fields of their work. The study relied on the descriptive and analytical approach, by gathering facts and information, analyzing them and interpreting them. The field study was conducted during the 2010 / 2011 academic year. The study found the following conclusions: School administrators mistake the concept of empowering staff with other concepts, such as the concept of delegation of authority, participation, job enrichment, and self-management. The degree to which the administrators of general education schools practiced management with empowerment in the administrative and technical areas of their work was high.

18- study (Al-Sharif, 2011) entitled: The reality of administrative empowerment in Saudi Universities and its relationship to job satisfaction among faculty members.

The study aimed to identify the extent to which faculty members holding administrative positions in Saudi Universities understand and assimilate the concept of empowerment, identify the prevailing levels of empowerment in Saudi universities, determine levels of empowerment and sense of job satisfaction in Saudi universities, clarify the impact of cultural background and personal characteristics on accepting the concept of empowerment and finally an exploratory model about Empowerment in Saudi Universities by examining the relationship between the role of empowerment and its impact on job satisfaction, and the study was chosen and they are faculty members holding administrative positions in Saudi Universities in

Mecca region (King Abdelaziz University, Umm Al-Qura University, El-Taif University), for the study a sample size of (51) faculty members was chosen, and after the field application of the study tool, the responses of the study items amounted to (85) surveys valid for statistical analysis, and constituting (81%). As for the results of the study, it is represented that both the perception and the level of empowerment as well as the job satisfaction at a high degree in the designated Saudi Universities, but the job satisfaction of the concerned faculty members is stronger than the perception and level of empowerment, and the perception and absorption of empowerment among the concerned faculty members is stronger than the level of application Empowerment in the concerned Saudi Universities according to the homogeneity of views of the Research sample.

19-The study (Al-Daadi, 2011) entitled: The relationship between empowerment and creative management from the point of view of the administrative administrators at Umm Al-Qura University. The study aimed to identify the level of “empowerment” at Umm Al-Qura University from the point of view of the University's administrative administrators . It also aimed to identify the level of administrative creativity at Umm Al-Qura University. And identifying the relationship between empowerment and administrative creativity from the point of view of administrative administrators at the University. The study population consisted of all the administrative administrators working in the administrators hip positions at Umm Al-Qura University for the academic year and their number (359) and in the current study, the descriptive survey method was used. And it adopted the survey as a tool to collect data and information related to the study, and the study concluded with a set of results, the most important of which are the following:

That the overall level of administrative empowerment at Umm Al-Qura University from the point of view of the University's administrative administrators was a moderate degree.

That the overall level of the degree of administrative creativity at Umm Al-Qura University from the point of view of administrators

The University's administration was highly rated.

The results showed that there are no statistically significant differences between the averages of the study sample responses about the level of administrative empowerment at Umm Al-Qura University from the point of view of the University's administrators according to the following variables (gender, job title, academic qualification, current work, number of years of experience). There are statistically significant differences between the averages of the respondents of the study sample about the level of administrative creativity at Umm Al-Qura University from the point of view of the administrative administrators according to the scientific qualification variable, and the differences tended in favor of those with a Ph.D. and a Master's academic qualification over those whose scientific qualification is Bachelor and less than University.

Second: Arabic studies

1. The study of Muhammad Abbas and Salameh (192) entitled the degree of effectiveness of organizational conflict management and its relationship to administrative empowerment among Secondary school administrators in the governorate of Irbid from the viewpoint of teachers, supervisors and administrators themselves.

The study identifies the degree of effectiveness of organizational conflict management and its relationship with administrative empowerment among Secondary school administrators in the governorate of Irbid from the point of view of teachers, supervisors and administrators themselves. Most prominent results were the following: The existence of a significant degree of effectiveness of organizational conflict management among Secondary school administrators in the governorate of Irbid from the point of view of teachers, supervisors and

administrators themselves, and the existence of a positive co-relation between the degree of effectiveness of organizational conflict management with administrative empowerment among secondary school administrators in the governorate Irbid from the point of view of teachers, supervisors and administrators themselves.

2. Wazzan study (182) entitled The Reality and Relationship of Administrative Empowerment Among Secondary School Administrators

With some variables - a field study in Lattakia Governorate.

The study aimed to identify the reality of administrative empowerment among Secondary school administrators in Lattakia governorate according to its dimensions, and to study the differences between administrators in the reality of empowerment according to some variables. The Researcher used statistical descriptive and analytical methods. The most important and prominent results include:

The administrators of Secondary schools in Lattakia have good empowerment in general at the level of the sub-dimensions: delegation of authority, teamwork, decision-making, compulsion and support, and gender does not affect administrative empowerment in general, and the degree of administrative empowerment among secondary school administrators in Lattakia governorate rises significantly. Years of Experience.

3. Al-Dhafiri Study (2018): entitled The Degree of Administrative Empowerment and Its Relation to the Delegation of Authority of Islamic Education Teachers at Secondary Level in the State of Kuwait.

The study aimed to identify the degree of administrative empowerment and its relationship to the delegation of authority among Islamic education teachers at the secondary stage in the State of Kuwait and the Researcher used statistical descriptive and analytical methods, and the study tool was a survey, and the study sample consisted of 48 Islamic education teachers in the governorates of the capital, Jahra

and around me, and the most important and prominent results were the following: the clarity of the concept of administrative empowerment among Islamic education teachers in Secondary schools in the State of Kuwait, the practice of Secondary school administrators of administrative empowerment and delegation of authority in school administrative work and the administrative empowerment practiced by middle school administrators towards administrative empowerment and appropriate delegation of authority for administrative work.

4. Harot study (2018) entitled Change Management for Government Secondary School Administrators and its relationship to administrative empowerment from the teachers' point of view in Madya Governorate.

The study aimed to investigate the relationship between change management and administrative empowerment among government Secondary school administrators from the teachers point of view in Madya governorate according to some variables. The Researcher used the relational descriptive approach, and the study tool was: the survey, and the study sample consisted of 362 teachers, and the most important and prominent results were the following: that the degrees of change management and administrative empowerment practice among Secondary school administrators are high, and that there is a positive co-relation between change management and administrative empowerment.

5. Al-Kubaisi (2016) entitled Administrative Empowerment among Secondary School Administrators in Baghdad Governorate from the Perspective of Male and Female Aides.

The study identifies the administrative empowerment in Secondary Schools in Baghdad governorate from the point of view of assistants, as well as the significance of their differences, and the Researcher used descriptive and analytical statistical methods, and the study tool was: the survey, and the study sample consisted of 100 as an aid and assistance, and it was the most important and prominent results. The

following is that Secondary School administrators do not have administrative empowerment in the field of delegating powers, while they have administrative empowerment in the field of teamwork, decision-making, support and attribution from the point of view of assistants and female assistants, and the results showed that there are no statistically significant differences between the views of assistants and female assistants on empowerment. The administrative staff of secondary school administrators in the field of delegating authority according to the gender variable and the length of service, while the differences were not statistically significant in the field of group work, decision-making, support and attribution according to the gender variable only, and the results showed the absence of interaction between the variables of sex and the length of service from the views of assistants and female assistants about Administrative empowerment of Secondary school administrators in the field of delegation of authority.

6. Abbas (2016) study entitled Administrative Empowerment - An introduction to raising performance efficiency in public education schools in Egypt

The study shed light on the reality of administrative empowerment in public education schools in Egypt, and provided proposals and mechanisms to confront the obstacles that prevent administrative empowerment. The Researcher used descriptive and analytical statistical methods. The study tool was a survey. The study sample consisted of 220 schools for more than 50 educational administrations in a group of Egyptian governorates, and the most important and prominent results were the absence of statistically significant differences between the responses of the sample members to statements on both the knowledge dimension, the dimension related to the practice and application of empowerment, and the dimension of the administrative environment and climate and its impact on empowerment, meaning that administrative empowerment, delegation, authority and decentralization are still

Far-fetched and difficult to investigate in the practice of administrative operations in the middle management of education in Egypt.

7. Bougherra Study (2016) entitled Administrative Empowerment for Teachers and its Relation to Organizational Commitment - A co-relational descriptive study of Imam Malik Bin Anas High School - al-Musliah state. The study aimed at identifying the level of administrative empowerment of professors, the level of organizational commitment to them, and researching the nature of the relationship between the level of administrative empowerment and administrative commitment and knowing its statistical significance, and the Researcher used statistical, analytical and descriptive methods and the study tool was a survey prepared by the Researcher, and the study sample consisted of 40 professors. At Imam Malik bin Anas High School in Sidi Issa, the of Al-Musaliyah state, and the most important and prominent results were the following: The level of administrative empowerment for teachers was medium, where the level of participation in decision-making was a Sweak degree while independence was a medium degree, and the results also resulted in a medium level of organizational commitment of teachers to the two areas of responsibility towards work. And the desire to continue work, and the presence of a very weak direct relationship between administrative empowerment and organizational commitment, and the absence of a statistically significant relationship between them.

8. A study by Khalaf Allah (2015) entitled Administrative Empowerment and its Relation to Creative Behavior of My Directors
Secondary schools in Palestine.

The study aimed to identify the degree of appreciation of high school administrators in Palestine of their level of administrative empowerment and creative behavior, and to reveal whether there are differences between the average scores of the sample members 'assessment of the level of administrative empowerment and creative

behavior. The Researcher used the descriptive and analytical approach. The study tool was: Measures of Administrative Empowerment Survey), the study sample consisted of 152 administrators and administrators, and the most important and prominent results were the following: The response of the study sample to measures of administrative empowerment with a moderate percentage, and the presence of a direct co-relation between the degree of their appreciation of the level of administrative empowerment and the degree of their appreciation of the level of creative behavior they have.

9. Berni study (2015) entitled the effect of empowering workers in improving the social performance of Algerian institutions - a comparative study between public hospitals and private hospital clinics for the state. The study aimed to build a theoretical model that includes employee empowerment and social performance, and its application to the private sector in the Kaksara state, and the comparison of hospital institutions, public, private hospital institutions, and the impact of empowering workers in improving the social performance of these institutions and monitoring the most important differences between them, as well as the differences between the respondents in terms of their personal and functional characteristics in their opinions about the degree of empowerment exercise and the social performance of their institutions, and the Researcher used the descriptive approach, and the study tool was: The survey, and the study sample consisted of 72 people, and the most important and prominent results were the following: The differences that occurred in empowering workers were a result of the differences that occurred in administrative empowerment as one of its dimensions, and that the differences in administrative empowerment were due to some differences that occurred at the level of its components, which were in favor of public hospital institutions, as the results showed that there is a high co-relation between all independent variables, The dependent variable represented by social performance, and that employee

empowerment affects the two dimensions of social performance, the attitude of workers and patients, and the quality of services provided only.

10. Al-Zamili (2015): The Degree of Administrative Empowerment Among Secondary School Administrators in Gaza Governorates and its relationship to their level of job satisfaction.

The study aimed to identify the degree of administrative empowerment of Secondary school administrators in the governorates of Gaza and its relationship to their level of job satisfaction, and to study the significance of the differences between the averages of the grades of the study sample assessment according to some variables. The Researcher used the descriptive and analytical approach, and the study tool was: the survey, and the study sample consisted of 145 administrators and directors of Secondary schools, and the most important and prominent results were the following: The presence of statistically significant differences between the mean scores of the estimates of Secondary school administrators in Gaza governorate to the degree of administrative empowerment they have due to the variable of years of service, while there are no statistically significant differences according to the variable of educational qualification and gender, and there is a direct relationship between the degree of administrative empowerment and the degrees of their appreciation of the level of job satisfaction of secondary school administrators .

11. Khalaf Allah (2015) study entitled Administrative Empowerment and its Relation to Creative Behavior among Secondary School Administrators in Palestine. The study aimed to identify the degree of appreciation of High school administrators in Palestine of their level of administrative empowerment and creative behavior, and to reveal whether there are differences between the average scores of the sample members 'assessment of the level of administrative empowerment and creative behavior. The Researcher used the descriptive and analytical approach. The study tool was: Measures of Administrative Empowerment Survey, the study sample

consisted of 152 administrators and the most important and prominent results were the following: The response of the study sample to measures of administrative empowerment with a moderate percentage, and the presence of a direct co-relation between the degree of their appreciation of the level of administrative empowerment and the degree of their appreciation of the level of creative behavior they have.

11. Study (Al-Ta'ani, 112) entitled: The degree of administrative empowerment among Government school administrators

In Karak Governorate, Jordan.

The study identifies the degree of administrative empowerment among government school administrators in Karak governorate. The study population consisted of (25) administrators, the study sample consisted of (166) administrators and directors, and a tool was developed consisting of (26) paragraphs, covering five dimensions for administrative empowerment, the indications of honesty were extracted by presenting them to a number of specialized arbitrators and the co-efficient of stability was extracted according to the Cronbach alpha equation, and to answer the study questions, the arithmetic mean, standard deviations and triple variance analysis were extracted and the most prominent results of the study were the following: That all dimensions of administrative empowerment obtained high averages.

12. A study (Abu Ali, 2010) entitled: "The degree of High School administrators' practice in Damietta governorate of the dimensions of administrative empowerment and its relationship to the extent of achieving administrative development for them. The study aimed to identify the degree of High School administrators practice in Damietta governorate for the dimensions of administrative empowerment, and its relationship to achieving their administrative development. And revealing the extent of the differences between the opinions of the sample members about the degree of practicing the dimensions of administrative empowerment among school administrators according to the level of experience in the school administration, as

well as identifying the most important opinions and suggestions of school administrators that would increase the effectiveness of their administrative empowerment process. The study relied on the descriptive approach. The study found that the degree to which school administrators are empowered to do their work in the field of school administration is an average degree, and that this is reflected in their level of administrative development, as they have not been achieved in the desired manner.

Sufficient powers to exercise their duties and grant them their duties efficiently and effectively, negatively affecting their level of administrative development.

Third: foreign studies

1. A study (Sharma and Bhati 2017) entitled “The Role of Organizational Empowerment and Motivational Factors in Enhancing Employee Commitment and Motivation Factors in Enhancing Employee Commitment in Automobile Manufacturers in India”.

The study aimed to identify the role of organizational empowerment and motivating factors in enhancing employee commitment and motivating factors in auto companies in India, and to achieve the goal of the study, the Researchers used the descriptive analytical approach, and the study tool was: the survey, and the study sample consisted of 242 employees, and the most important and prominent results include: A positive relationship between organizational factors of empowerment and motivation. The results also indicated that there is a need to discover the role of self-motivation and empowerment in enhancing employee commitment.

2. A study (Roozitalab and Majid, 2017) entitled Factors Affecting Employee Empowerment.

The study aimed to identify the role of organizational support, administrators hip style, job design and knowledge management and its relationship to empowering employees in organizations, and the researcher used the descriptive approach, and

the study tool was: the survey, and the study sample consisted of all 200 employees, and the most important and prominent results were the following: The variables of organizational support, job design, transformational administrators hip and knowledge management play an active role in enhancing the level of employee empowerment.

3. A study (Rana and Singh 2016) entitled the relationship between employee empowerment and job satisfaction in the IT industry and the impact of demographic factors on empowerment and job satisfaction.

The study aimed to determine the relationship between employee empowerment and job satisfaction in the information technology industry and research on the effect of demographic factors on empowerment and job satisfaction. The Researcher used the descriptive analytical approach, and the study tool was: the survey, and the study sample consisted of 475 employees of IT industries in India, the most important and prominent results are: Empowerment of one-fifth of the employee had a positive and important relationship to job security, and there was a big difference in empowerment and job satisfaction on the basis of demographic factors: gender, age, marital status, educational qualifications, appointment, income and experience, educational qualifications and experience made a big difference in Empowerment.

4. A study (Busara, 2016) entitled the effect of employee empowerment on the organization's performance, Government Procurement Management Agency - a case study.

The study aimed to investigate the relationship between employee empowerment and performance in the public sector, which is a case study of the services of the government procurement agency in the State of Tanzania, and the Researcher used the descriptive approach, and the study tool was: the survey, and the study sample consisted of 30 employees of the agency's main office employees, the most important and prominent results were the following: Employees in the public sector

find that empowerment strongly affects employee performance, and that there is a remarkable relationship between empowerment and employee performance, and the agency has a training plan to give employees a new skill and enhance their competencies and it positively affects the performance of the employees, and the employees gain power with regard to the execution of tasks, and the freedom to broadcast their thoughts when discussions are held and employees score more than administrators expectations.

5. A study (AL-Madadha 2016) entitled the effect of an integrative approach to empowerment on the creative performance of employees.

The study aimed to identify the effect of the integrative approach to empowerment on the creative performance of the employees of a group of Jordanian banks, and to achieve the goal of the study, the Researcher used the method of statistical analysis, and the study tool was the survey, and the study sample consisted of 412 employees, and the most important and prominent results were the following: Empowering administrators hip has a positive impact on both the empowerment climate and the psychological empowerment, and the empowerment climate has a positive effect on psychological empowerment, while psychological empowerment has a positive effect on the creative performance of the employees in the Jordanian banks selected for the study.

6. A study (Kokila2016) entitled the effect of empowering employees on job satisfaction.

The study aimed to measure the impact of employee empowerment on job satisfaction, and to achieve the goal of the study, the Researcher used the descriptive and analytical approach, and the study tool was the survey, and the study sample consisted of 513 employees from banks in the city of Chennai, India, and the most important and prominent results were the following: Positive and significant on

employee satisfaction, and there is a co-relation between the dimensions of community empowerment and employee satisfaction.

7. A study (Amoateng 2015) entitled the relationship between organizational education, empowerment and creativity.

The study aimed to identify the relationship between organizational education, empowerment and creativity, and the Researcher used a cross-sectional survey method, and the study tool was the survey, and the study sample consisted of 157 employees from four financial institutions in Accra, and the most important and prominent results were the following: There is a significant positive relationship between education and creativity in addition to that empowerment is significantly and positively related to creativity, but job satisfaction and age did not have any significant effects on the relationship between empowerment and creativity, and the results showed that job satisfaction and age have major effects on the relationship between organizational education and creativity, and there was no significant impact on the level of organizational education and creativity.

8. (Monfared and Ranjbar) 2015 study entitled the relationship between empowerment, trust, and employee creativity regarding the effects of interaction and the mediation mechanism.

The study aimed to identify the relationship between organizational education and empowerment, confidence and creativity of employees with regard to the effects of interaction and the mechanism of mediation, and the Researcher used the method of cross-sectional survey, and the study tool was the survey, and the study sample consisted of 134 employees from Bedouin affairs in his patronage, and the most important and prominent results were as follows: that enabling administrators hip has a major influence on self-creativity, and there was a significant effect among creative self-efficacy on creativity.

9. Study (Elnaga and Imran 2014) entitled the effect of employee empowerment on job satisfaction - a theoretical study.

The study aimed to determine the relationship between employee empowerment and job satisfaction by reviewing and identifying all the factors that affect this relationship, and the Researcher used the method of collecting and analyzing the results of studies, reports, periodicals and books related to the subject of the study (descriptive study). The most important and prominent results were the following: Empowerment of employees plays an important role in increasing the performance of the company, and companies exercise types of employee participation in the decision-making process in order to empower employees.

10. Study (Cekmecelioglu and Kaya Ozbag 2014) entitled the implications of four dimensions of empowerment and their relationship with innovation.

The study identifies the effects of four dimensions of empowerment and its relationship with innovation, and the Researcher used descriptive and analytical statistical methods, and the study tool was the survey, and the study sample consisted of 181 administrators from 48 Turkish small and medium-sized manufacturing companies, and the most important and prominent results were the following: That empowerment has great effects on individual creativity and also through their actions creative employees can increase their innovative role.

11. Study: (Mfum – Mensah, 2004) entitled: “Empowerment involving traditional societies in school management, which aims to clarify community participation as a means of empowering community members in order to deepen their level of participation in the decision-making process related to their schools, It examined how community members, teaching staff, non-governmental sponsoring organizations, and members of the local administrative committee themselves perceived such an approach to school management. The results of the study showed

that the transformation of control to members of the local community has led to it being a management to empower them, and that local administration schools have significant institutional and cognitive benefits.

A general comment on previous studies.

1- Most of the previous studies used the descriptive approach in their study of administrative empowerment.

2 - All the studies that have been presented use the survey as a tool for data collection.

3 - Previous studies have dealt with the importance of administrative empowerment, starting with its historical roots and objectives and ending with global efforts to implement it. These studies indicated the importance of activating administrative empowerment in developing and improving administrative work.

Similarities and differences between the current research and previous studies:

1- The current study agrees with most of the previous studies in using the descriptive approach in its study to activate administrative empowerment among Secondary school administrators in the Kingdom of Saudi Arabia.

2 - The current study agrees with most of the previous studies in using the survey as a tool to collect data.

3 - The current study differs from previous studies in the research community and application environment.

4- Aspects of the current study benefiting from previous studies.

The current study has benefited from previous studies in formulating the study's objectives and highlighting its importance. Previous studies have benefited from strengthening the theoretical framework and providing more clarity on the concept of administrative empowerment, as well as building the study tool, making use of the statistical treatment of previous research and studies, and making use of the analysis and interpretation of the results. Using them to enrich the topics of the

current study. Enrichment of knowledge based on objective foundations. It has also been used in comparing its results with those of previous studies to see what the current study added again in the field of administrative empowerment.

Benefits from previous studies can be summarized as follows:

The current study benefits from previous studies in identifying the reality of administrative empowerment in secondary schools in the Kingdom of Saudi Arabia.

The current study benefits from previous studies in clarifying the study literature and building the study tool.

The current study benefits from the statistical methods that have been applied in the studies, as well as commenting on the results that will be revealed by the current study.

First: The theoretical framework

Second: The reality of administrative empowerment

Introduction:

Our world today is witnessing tremendous development in all areas of life, to include all its companies and institutions, whether governmental or private, and educational institutions - schools - are one of the most important institutions that require the development of organizational structures within them, to accommodate the developments taking place today.

The school administration plays an important role in bringing about change to the success of the educational process through the tasks and responsibilities it carries out, and as a result of the change in its job, there is a need to show the role of the school Principal as a creative leader and a brilliant thinker, who possesses planning and organizational skills and has a democratic sense. To contribute to the development of school work, and this new role requires a degree of authority and responsibility, broad powers, and giving school administrators sufficient

administrative empowerment to perform this role effectively. (Al-Jarida and Al-Munawri, 2014: p. 43) and the application of the concept of administrative empowerment in institutions brings many advantages and benefits to the institution, the individual and society. Where human resources are extracted from their maximum potential; the best innovation takes place and there is progress in productivity and quality management, and then the organization can achieve goals that you can only achieve with the participation of employees. (Al-Tarawneh and Al-Nahdi, 2017: pg. 39) During this topic of the theoretical framework, we will learn about the reality of administrative empowerment, in terms of the concept and essence of administrative empowerment, its inception, its importance to organizations and educational institutions in particular, its objectives, characteristics, dimensions, and then its types, and the steps and stages of applying a process. Empowerment, the pillars and components (requirements) of administrative empowerment, its levels, methods, the theory explaining it, its models, the reality of the challenges facing administrative empowerment in general and the administrative empowerment in particular, and the criticisms directed at the administrative empowerment strategy, and then submitting a proposal to improve the reality of administrative empowerment for high school administrators for boys in Saudi Arabia.

The emergence and development of administrative empowerment

Al-Omari (2016) mentioned that the word Empowerment was derived from the word Power, where the concept of power appeared in social psychology in the sixties, and it was studied through building administrative or administrators hip positions in organizations and institutions in general. Power was classified in 5 types of power: reference, legal, experience, compulsion, and reward.

The term empowerment emerged as a new Management Philosophy since the beginning of the 1980s, and flourished in the 1990s. As it was combined with the nature of decentralization and unleashing the potential of workers and institutions. It improves their ability and power to perform their required tasks in the best way. (Abu Al-Nasr, 2007: 74).

There have been shifts in administrative concepts in the twenty-first century, in its race towards excellence and towards achieving competitive advantage, and in this context, there is hardly an exception to one organization or institution, as it is affected by these shifts towards the application of concepts, and adopting developments such as the transformation to the educated, employee empowerment, quality and benchmarking programs. (El-Zaydani, 2006: p20).

The interest in the concept of administrative empowerment has increased, and it has become one of the most important modern management philosophies that apply open management, as a result of the transformation of organizations from the command-and-control organization to the empowerment and learning organization, so the human element has become an important resource for investment, by strengthening the capabilities of workers and giving them freedom to act and make decisions. (Al-Maani, 2010): 139)

Definition of administrative empowerment

Language empowerment:

Empowerment in the Arabic language

Ibn Manzur (2005, p 822) believes that the word empowerment is a language that means strengthening and the word enabled (enabled) was used in the sense of making him able to do a specific thing, and it is said that a man has become more capable of something, as it is said that he is able to learn out of a specific skill in the sense or educated in science or profession.

Empowerment as a foreign term

(Stirr Thomas, 2003) believes that the concept of administrative empowerment as a foreign term came in the following form (Empower). From this term he extracted idiomatic connotations that symbolize other words that he referred to in a hanging form from each letter of this word, namely:

(E-Education) Refers to employee education.

(M-Motivation) and indicates motivation.

(P-Purpose) to denote clarity of the target,

(O-Ownership) refers to ownership

(W-Willingness to change) It indicates a desire to change.

(Elimination E-Ego) This dimension represents selflessness,

(R-Respect) refers to respecting

Administrative empowerment idiomatically:

Administrative empowerment is defined as the process of gaining the necessary strength to make decisions and contribute to plans especially those that affect the job of the individual and use the expertise existing in individuals to improve the organization's performance. (Al-Haroot, 2018: p.24)

It is defined as giving individuals the freedom to manage and act in the decision-making process by expanding

Power and the provision of a suitable environment for Tafila (Al-Qudah and Tarawneh, 2011).

Borowicz defines it as the sharing of power, power and responsibility by delegating it to different levels within the organizational structure. (13 p: 2002, Borowicz)

Abdul-Hussein, 2011 defines it as: a management concept that focuses on attention to human resources and improvement documenting the relationship between the boss and subordinates being the basis for the success of administrative work, trusting subordinates and making them assume responsibility and working to provide them

with the skills that qualify them to acquire knowledge and experience to be able to play a greater role in participating in decision-making and problem-solving.

Al-Qadi (2009): defines it as the process of giving administrators freedom and independence in performing the tasks assigned to them while providing them with important information to perform it in an appropriate manner.

Effendi (2003) defines it as giving authority to workers in setting goals for their work, making decisions and solving problems within the scope of their responsibilities and powers.

Al-Shikawi (2002) defines it that it is the process that leads to instilling confidence in the same worker, and his awareness that he is an important factor in achieving the organization's goals and development, and that workers of all positions are partners of high value and importance in drawing the organization's mission and in achieving this mission.

Al-Shahrani 2009 knows it as expanding the powers of workers and enriching their information, knowledge and skills to refine their experiences, and develop their abilities to participate in decision-making and implementation in normal and emergency circumstances, with the aim of raising their level of performance at work and facing problems.

Jalab and Al-Hussaini define it (2013): as the process of granting authority to individuals and working to hold them responsible for making decisions related to their work without referring to the higher levels, which is reflected in one way or another on the effectiveness of their organizations.

Through presenting these definitions, the Researcher sees that there is a multiplicity of viewpoints in the definition of administrative empowerment, but there is a common denominator between them, which is delegating, granting and participation of people in making decisions and engaging them in enhancing their self-confidence,

training and developing them to improve performance and make it more effective and distinct.

The importance and benefits of administrative empowerment in educational institutions:

The importance of administrative empowerment stems from its keeping pace with the changes taking place in the local environment in educational institutions and with the participation of school administrators, their commitment to continuous development, and their ability to make decisions and take responsibility; Where it extracts the potential forces and the best creativity of administrators, which contribute to improving the performance of the educational institution and its achievement of the desired goals. (Salem, 2016: p. 56)

Administrative empowerment also improves the psychological condition of the workers, as it improves their self-perception of their misunderstanding and the appreciation of the work they do; It reflects positively on increasing productivity, and applying the concept of administrative empowerment will not only affect administrators, but include in its impact a set of effective elements such as: incentive systems and wages, the organizational structure, methods of performance evaluation and others. (Al-Tarawneh & Al-Nahdi, 2017: p. 39)

Administrative empowerment also contributes to strengthening human relations in the institution, and in spreading an atmosphere of satisfaction with organizational health among workers, as it gives job confidence. To become the institution characterized by employees that allow them to make the necessary decisions in the face of problems, it enhances the performance of employees in the organization, and provides an opportunity for innovation. (Khalaf Allah, 2018: p. 32)

Objectives of administrative empowerment

First: Objectives of the institution or organization:

Al-Ta'i and Qudada (2008) mentioned the goals and benefits that are achieved at the corporate level as follows:

- Foster loyalty and commitment.
- Increase employee awareness of the organizational needs.
- Improving quality and productivity.

Androas and Ma'ayah mentioned (2008, 152)

- Reducing costs by 10% -15%.
- Reducing work errors by up to 40%.

As for Melhem (2009): He mentioned some of the goals that the Foundation achieves through the empowerment process, which are as follows:

- Allow more time for administrators to focus on strategic matters, developing visions, formulating the message, and shaping long-term plans.
- Increasing opportunities for creativity and innovation; This is due to giving workers freedom to act, encouraging them to take initiative, think constructively, and present constructive ideas as well.
- Contribute to increasing the productivity of the enterprise; It uses the potential of workers, encourages them to take responsibility, and enriches their jobs, which improves production.
- Contribute to building development and renewal programs for the institution; That is, the potential employee is more willing to change, as the lack of desire and resistance to do so, is one of the most difficult things that change projects.
- Increase employee loyalty to the enterprise. The employee who feels empowered and free to act at work knows that this freedom is part of a positive and healthy relationship between management and workers, and this in turn contributes to improving employees' loyalty to work and their involvement.

Second: Objectives for employees or workers:

- Increasing Job opportunities
- Increased sense of ownership at work.
- Increase self-confidence.
- Increase control over daily tasks.
- Increase the level of job satisfaction. (Al-Ta'i and Qadada, 2008, P237)

Achieving job satisfaction: the feeling of freedom of action, participation and independence at work are among the factors that lead to increased employee satisfaction and happiness.

Improving the level of employee performance: Improving the quality of performance through empowerment programs is a factor for the success of the organization. The employee is the primary beneficiary of the empowerment programs because the organization that tries to empower its employees also tries to give them confidence, authority and rewards, enabling them a sense of flexibility and latitude.

Active participation: The participation that results from the empowerment process is characterized by its effectiveness and positives that follow from the reality of the individual's affiliation and sense of responsibility towards the goals and objectives of the organization.

Employee's sense of the job's meaning: This is because the possible employee realizes the value of work more than others, especially when he senses his control over the work tasks and realizes the value of himself and his role in influencing me, and becomes and sees things in a comprehensive and holistic view and not only from the angle of what he is doing.

Achieving affiliation: Whether the employee's internal affiliation or increasing his affiliation towards the tasks he performs or with the institution or the work team he belongs, all of these lead to an improvement in the level of productivity, thus decreasing absenteeism from work and increase in the rate of work.

The increase in the individual's resistance to work pressures and development of a sense of responsibility: the increase in the empowerment of individuals, their empowerment, and their participation in decision-making increases their sense of responsibility towards their work and duties, and their resistance to work pressures facing them increases. (Melhem, 2009: p. 94)

Characteristics and advantages of administrative empowerment:

- Melhem (2006) mentioned that empowerment is a state that is characterized by characteristics called the state of mind of empowerment, which are: accountability and responsibility for employee results, awareness and sense of the entire framework assigned to the employee, a sense of control in the performance of work in a large way, and participation in responsibility.

There are those who mentioned that empowerment within organizations can only be achieved by empowering all its members through the characteristics of self-determination: the freedom of individuals to choose and choose appropriate working methods.

Self-importance: Sensitizing workers to their status, role and importance of what they do.

Self-confidence: The confidence of workers in their ability to perform their work and face difficulties.

The ability to influence: to have an effective role in their institutions, and others feel comfortable hearing their advice, and benefit and take from what they offer. (Al-Kubaisi, 2000: 141u ,a) Others add that, empowerment has characteristics that are: the use of self-managed work teams, employing production technology in the field of using resources, technical knowledge and equipment, increasing the involvement of workers in decision-making, encouraging institutional learning, integrating information and experiences in the institution's memory. And adhere to the principles of total quality management and meet customer needs.

(p39: 2000, Schermerhor et, al)

Dimensions of administrative empowerment:

Participation in decision-making: It is necessary to have employees participate in the organization's decisions to help solve the problems faced by the organization and resolve them within the framework of the responsibility or tasks assigned to them and the authority granted to them by the higher administrative levels. (Yukel, & Becker) (2006: p212)

Efficiency: The individual's successful completion of his work tasks with ~~the help~~ of his experience, skills and knowledge, is the dimension which is ~~this dimension is~~ one of the pillars of the concept of empowerment, and providing individuals with larger, ~~and~~ more complex tasks and jobs. This however, cannot be considered empowerment unless the individual is confident of his ability to succeed in assuming those responsibilities and carrying out those jobs. (p260: 2005, Henkin)

Strength: The importance and strength of personality lies in deepening and insightfulness into the concept of administrative empowerment, which focuses on studying the concept of power and how it affects the process of administrative empowerment. From the educational administrator's hip point of view, ~~and~~ the school principal should be distinguished by strong and significant administrative experience and skill, and he has to make decisions in view of the challenges he might face, a lack of it leads to weakness in the leader's personality and the overall inability to achieve the educational goals of the institution. (Salem, 2016: p.62)

Commitment: the commitment of individuals and the organizational response to the administrative empowerment method. Culture: The extent to which the organization's culture promotes a sense of administrative empowerment. If the organizational culture is characterized by strength and control, it is unlikely that there will be an appropriate environment for the success of administrative

empowerment. Rather, in its absence obstacles will arise that limit administrative empowerment. (Al-Zamili, 2015: p21)

Self-motivation: The success of the organization in responding to the needs of its employees from the public services that criticize it depends on two measures: the objective scale, which depends on the information documented in the records of the institution using the criteria for efficiency and fairness in its distribution, and the subjective or personal scale that depends on the opinion of workers to find out their satisfaction. Regarding the incentives provided and self-motivation can be achieved by keeping them in an atmosphere of constant product busyness, diversification in the scope of work, providing effective lines of communication in all directions, and involving workers in developing evaluation measures to select the most appropriate standards for the strength and quality of their performance (Al-Zaydanien, 2006: p. 39)

Staff education: where everyone in the organization should be educated because education increases the effectiveness of its workers, which in turn leads to its success. (Al-Harahsha and Al-Hayebti, 2006: p. 245)

Motivation / employee motivation: According to my relationship (2000), it includes material and moral incentives in empowering workers, to increase their motivation, job affiliation and satisfaction, especially when their needs are presented in a timely manner. These need to be linked to a system of evaluating the performance of employees and it is a real motivation in developing their performance, thus the performance of organizations.

Al-Jumaili (2008) argues that the organizational objectives must be linked to the reward and appreciation of the employees, for the success of the empowerment efforts.

Knowledge possession and investment: It is the effort that aims to provide employees with information and knowledge that gives them skills in performing

their work, develop skills, knowledge and experiences towards increasing the current and future efficiency of workers. The success of the institution in achieving its objectives is due to the means of learning it provides to its employees through training, experimentation, collective learning and management. Knowledge. (Zimri, 2019: p. 43)

- Information flow: This dimension is represented in the employees 'access to the information they need to make decisions related to the progress of work. It also includes access to information about the organization's goals and objectives. The availability of such information enhances the self-commitment of workers and gives them confidence. (Abdul Amir and Hussein, 2008: p.53)

Delegation of Authority: Its idea is based on the process of delegating powers from the upper administrative levels to the lower administrative levels, whereby workers have the ability to influence strategic decisions at higher levels and decisions related to their performance. (p5, 2007 Spreitzer)

Al-Hawari (2002) defined delegation as assigning tasks to persons and holding them accountable on the part of the administration. Delegation of powers "for a specific period and a specific goal."

Many believe that delegation of authority and empowerment are synonymous terms, but the truth is that the term delegation differs from the concept of empowerment; The concept of empowerment, is one in which the responsibility for the end result is the responsibility of the individuals, and it is to give them the power to make decisions with complete freedom and it is possible for the delegate to revoke his mandate, limit it or modify its scope, while the mandate is a temporary state that ends with the end of the task that was delegated. (Mustafa, 2005)

Development of creative behavior: It is defined as the single behavior practiced by the individual worker or group or a new service, it is the behavior that is in the

workplace, and it is not necessarily that it results in a product that precedes creativity in its final form. The following behaviors or practices:

- Embrace change and contribute to spreading it within the organization.
- Using or employing new methods and methods of work.
- Rejecting monotony at work and not obeying orders that limit thinking.
- Adaptability and flexibility on the job site.
- Contribute to problem solving and risk tolerance.
- Curiosity and frequent contacts with internal and external bodies.

Creativity also requires scientific mental creativity requirements in dealing with problems in a systematic and thoughtful manner, openness to opinions, the human dimension in dealing with individuals, spreading the culture of creativity within the institution and non-compliance with routines, bureaucratic procedures and rules (Belkhadra and Boukhadra, 2016: pp. 21-22)

• Teams and Teamwork: The best way to create awareness and understanding of how subordinates influence their jobs is to work directly with other individuals. Employees who work collectively have better ideas and decisions than the individual who works alone. (Al-Attabi, 2005: p. 36)

While Al-Rasheed (2000) defined it that work teams are a group of individuals, each of whom has a specific experience and skill, and they have a common task that must be accomplished. They meet together to exchange information that helps in the appropriate response required of the team.

Abu Nasr (2012) mentioned that productivity, fluidity, flexibility, commitment, quality and employee satisfaction are among the most important characteristics of work teams and teamwork, and that work teams are effective tools for accomplishing common tasks. Work experiences have proven that any group of people can turn into a force that shares goals and tasks and cooperates together to achieve the required success • Effective communication: which forms an important and original pillar in

schools, these are technically affiliated with the management of education and independent of the government system in administrative aspects and thus require access to information, renewable circulars, decisions related to curricula, the method of evaluation and equivalency of certificates, transfer, teaching and the examination system, which are among the most prominent areas that need information exchange between schools and the education administration. (Al-Harbi, 2017: p342)

Al-Attabi (2005) believes that an individual can develop this skill over time through the frequent meetings that help in communicating information and participating in problem solving.

- Personal will: It reflects a sense of freedom in the way individuals do their work.
- Personality development and self-growth: the employee's feeling that his organization is helping in development of his skills

At work, providing new opportunities to develop his personality through material and moral rewards along with training programs. (Al-Harbi, 2017: p 340)

The education and training of every employee of the institution: It increases their effectiveness, which in turn increases the success of the organization. (El-Tarawneh, 2016)

- Influence: the individual's belief that he has an influence on the decisions made on the policies set by the organization, especially those related to his work, or the influence on the system in which he works. (Live by and Andrew, 2008:p132)

- The technical dimension - technological techniques: The use of technological innovations is one of the most important aspects of revolutionization.

Aspects of educational innovation in educational institutions, based on the use of technology, especially technological innovations related to the field of education; Where the elements of the education system have been affected, despite the diversity

of its levels, by the improvement that these innovations achieve and the quality of the educational-learning process. Morsi believes (2007) in an increase of efficiency using modern methods and tools such as: The Internet, audio-visual devices, video films, slides, electronic tools, and modern means of communication such as: video conference, and the rules of shared electronic libraries.

Researchers' views on empowerment dimensions can be summarized and summarized in the following table:

Researcher name	Empowerment aspects
El-Rashidi 2018	Participation, delegation of authority, development Personality, motivation, development of creative behavior.
El-Zamili 2015	Delegation of authority, communication and flow of information, Participation in decision making, professional growth, Self-motivation, teamwork.
El-Zambri 2019	Delegation of authority, effective communication equivalents, Owning knowledge and investing it, working teams. Delegation of authority, work teams, training, Effective communication and motivation.

El-Radi 2010	Confidence, goals and future vision, a difference Work, continuous training, rewards, reinforcement Self.
Aboud & Abbas 2007	Independence, the flow of information and communication, Support, motivation, knowledge and skills.
Melham 2004	Knowledge, Skills, Communication, Confidence, Incentives.
Hasan 2010	Authority, specialty, resource, personality.
Karakoc and Yilmaz (2009)	Volunteer, training, motivation, rewards, saving Hardware and technology.
Mazdaarani (2008)	Freedom, independence, sharing of information, Training, authority, strength, management support.
Light (2004)	empowerment, availability of information, possession of knowledge, Rewards.

Types of administrative empowerment

Researchers differed in the types of administrative empowerment, some divided it into:

Given Empowerment:

It is known as formal empowerment and it is given to the workers

Gained Empowerment

It is known as legal empowerment, which gives an individual reliance on his experiences and knowledge.

“Suominen” has divided administrative empowerment into three types which are:

Virtual empowerment:

Which includes the ability of the individual to clarify his point of view and express his opinion on the work and activities that he undertakes

Participation in decision-making is the core component of the virtual empowerment process.

Behavioral empowerment:

It refers to the individual's ability to work in a group in order to solve, define and address problems. As well as collect data on work problems, proposals for solving them and thus teach the individual to new skills that can be used in the performance of work.

Enabling results-based work:

Enabling results-based work. It includes the individual's ability to identify the causes of problems and solve them, as well as his ability to make improvement and change

in the methods of performing work in a manner that leads to an increase in the effectiveness for the organization. (Al-Mahdi, 2007: p.16)

As for LASHIEY, it was classified into two types, as Al-Watifi (2014) reported:

Associative Empowerment:

It is the empowerment associated with the manner and style of management and its philosophy.

Motivational empowerment:

It is the empowerment that includes the freedom and strength of a person through the control he enjoys towards work, and the extent of his sense of achievement when introducing initiatives. Some of these are from the Department of Administrative Empowerment to:

External Empowerment:

External empowerment is the mechanisms adopted by the management of the organization through the creation of means and practices that facilitate decision-making for workers and freedom of action.

Internal Empowerment:

As for internal empowerment, it includes the individual's commitment to himself, his ability to assume responsibility and act accordingly in immediate situations. (Al-Watifi, 2014: p109)

Duvail believes that administrative empowerment is classified into two categories

Individual empowerment:

He meant that it is an individual and subjective process that stems from the individual, his motives and the amount of his ability to influence his work environment while he has the necessary options for that in addition to the needed

powers to practice the work related to him, with the high degrees of commitment and loyalty he has for the institution in which he works.

Organizational empowerment:

It is the total of the activities that the institution uses to create the enabling environment i.e., Creating the factors and dimensions that empower its members and make them able to accomplish the right action in Fitting Posture (Saker, 2018 p20-21)

Steps to implement the administrative empowerment process:

The first step:

Identify the reasons on the need for change and for the adoption of empowerment including customer service, raising the level of quality, increasing producing, developing the capabilities and skills of subordinates, and reducing the workload of the leader. Whatever the reason for adopting empowerment, the reason must be explained to the subordinates to help reduce the degree of ambiguity and uncertainty, so that the subordinates get to know the management's expectations towards them and what is expected of them.

The second step: A change in the behavior of administrators. There is a critical need to obtain the commitment and support of administrators in relinquishing and ceding some powers to their subordinates, and this poses a risk in implementing empowerment. (Al-Attabi, 2005: p34-33)

The third step: Determining the decisions in which subordinates can participate.

The public administration must gradually determine the decisions that subordinates may participate in. It is also imperative to assess the quality of those decisions that are made on a daily basis ,so that subordinates and administrators can refine the type of decisions they will participate in.

The fourth step: Forming work teams:

The organization has to redesign the work in order for the work teams to emerge naturally, as work teams are an essential part of the process of empowering workers who work collectively, whose decisions are made by an individual who does not work in a group or team spirit. (Andrew and Ma'ayah, 5) (2): 162u.a)

Fifth step: Information sharing. Subordinates need information and data about their jobs and the organization as a whole, so that they can make better decisions. Workers need to be given an opportunity to access information that help them in making decisions, and expose them to an understanding of how to do their jobs, and participate in team work, to achieve the success of the institution or organization.

The sixth step: choosing the right individuals, the management must select individuals who possess the capabilities and skills that qualify them to work with others collectively. These require the provision of specific, clear criteria for how to choose the people applying for work. (Elyan, 2020: p. 45)

The seventh step: Providing training, which is an essential component of the efforts of workers, and must include the efforts of the organization and the provision of training programs and materials as a solution to problems, communication, conflict management, working with the group, and motivation in order to raise the technical and skill level of employees. (Al-Attabi, 2005: p. 36)

Step 8: Communication to communicate expectations:

The meaning of empowerment is explained, and what empowerment means for employees in relation to the duties and requirements of their jobs, the management action plan and the performance of employees can be used as a means of communicating management expectations to employees or administrator's set goals for subordinates that must be achieved each year, and these goals may relate to work performance or learning and development.

The ninth step: Establishing a rewards and recognition program. The rewards and appreciation that employees receive must be linked to the goals of the organization,

as the institution designs a reward system that fits with its trend towards preference for work performance through team work. As finding and providing rewards to workers is one of the most important pillars of empowering management to recognize employee's empowering behavior, rewards enhance the empowerment process by recognizing and valuing individuals' skills and providing incentives for them to participate. (Andrew & Ma`ayah, 2005: p. 163)

Step 10: Don't rush results: Adopting an empowerment program will involve change that worker may resist. Workers would resist any attempt to change to create a program that would result in having new and additional responsibilities and tasks, and therefore they must be wary of this resistance, as management should gradually create new requirements for the empowerment program. The empowerment process is a comprehensive, time-consuming process that involves all parties in the organization or institution, so results should not be rushed. (Alyan, 2020: p. 45) (2001, Dafy) identified mechanisms for implementing empowerment through many forms that can be summarized in stages, which are represented as follows:

- The first stage

And it begins with redesigning work to achieve job enrichment for workers. To enrich their levels towards the business assigned to them.

- The second stage

It includes encouraging employees to make suggestions.

- The third stage

It includes giving workers who possess the desire and ability, the opportunity to participate in making decisions and achieving them. Especially those who gain the trust of the administration.

- The fourth stage

It includes the formation of all types of work teams, including quality circles, cross functional teams, the special task team, the self-administrators' hip team, a team to

solve problems and ending with the formation of special projects team. The empowerment of these teams will be according to the tasks assigned to them.

Andrews and Ma'ayah (2008) mentioned what was identified by Davis & Goetsh of empowerment mechanisms in many stages, represented by the following:

Creating an organized supportive environment for empowerment and removing all obstructions impeding the path of empowerment.

Goals and setting a time limit for them.

Establishing material and financial facilities for the work environment.

Adopting implementation, evaluation and development mechanisms.

Whereas Burney (2015) cited what al et Blanchard sees in the stages of empowerment:

- The first stage: the beginning and destination of the journey

Includes change towards empowerment and the actual initiation of change and acknowledgment of it, whether by the institution or its employees.

- The second stage of change and stabilization, where at this stage the workers have the goal that they aim for, but what they lack is the uncertainty of how to reach it.

- The third stage: Adopting empowerment and its technology, where the senior management that went in the path of administrative empowerment and adopted it sees that its workers at all levels have adopted new attitudes, habits, and behaviors with empowerment. Some of them may be delayed and need a year.

- The fourth stage: Empowering workers. After fully empowering them the skills of workers have varied and complex, which were simple skills before it.

Pillars and components of the empowerment process (requirements):

The senior management believes in the inevitability and importance of the process

1. Supporting the higher management: Before empowerment is implemented, first the management must adopt the idea of empowerment after which they try to plant and transmit its seeds in the minds of workers. To reach the full conviction of the

need for change and thus the success of the empowerment process. (Elyan, 2020: p.46)

2. Trust between the leader and the subordinate / administrative trust of school administrators: The confidence of the administrators hip in themselves is represented by the leader's building of confidence in each member of the educational institution, as the administrators ' self-confidence is the confidence of the administrators hip in its followers. (Valley, 2012: p.95)

Some researchers have defined mutual trust between people as the expectation of a person or group of people that the information or undertakings of another person or group of people are honest information or undertakings, and can be relied upon, the mutual trust between the educational administration and the administrators of the orbit.

This can be achieved by treating them in a preferential manner, such as giving them freedom of action and choice, and providing them with more information. The educational administration's trust in school administrators leads to empowering the authority of high school administrators.

(Al-Ibrahim, 2008: p.20)

3. Skill and clarity: according to Melhem (2009) and Al-Lahiani (2015), knowledge and skill are essential components of empowering workers and giving them freedom to act, participate and empower.

Erekat (92) believes that having both merit and sufficiency among potential workers is essential. To be able to accomplish his tasks with success and skill, depending on his experiences and skills.

4. Respect and appreciation: Empowerment as a process includes respect and appreciation, so the management gives the employee the authority when it believes that he has the ability to carry out the duties of that authority, and the management's

appreciation of the worker's role and the responsibility he bears as a result of empowerment push the employee to ensure that he is up to the responsibility.

5. Justice and impartiality: These two characteristics must be present, which means that the empowerment is in order to achieve a general goal of the institution, and it also means the empowerment of a qualified worker who is known for his competence, regardless of any personal factors. (Al-Tarawneh & Al-Nahdi, 2017: p. 40)

Al-Tarawneh (2006) lists what Stir mentioned about the basics of administrative empowerment, which consists of 7 principles derived from the initials of the word Empower, namely:

1. Education E:

Educate and train every employee of the organization; because that increases their effectiveness, which in turn increases the success of the organization.

2. Motivation M:

The management should plan how to encourage its subordinates to accept the idea of empowerment and explain their vital role in the success of the institution through orientation and awareness programs, building various work teams, and the adoption of an open doors policy for workers by senior management.

3. Clarity of purpose -P

There will be no success for administrative empowerment efforts if not every member of the organization has the understanding and perception of the philosophy and mission of the organizational goals.

4. Ownership:

This concept relates to plans that increase employee returns and benefits for the organization to have the advantages of their powers to work

It enhances the loyalty of employees and their positive feelings towards their organizations, which expands and increases their responsibilities for its achievement.

5. Willingness to Change

Empowerment results can lead the organization to modern ways of performing its tasks, because research through new and successful ways of working has become a daily reality. If senior management does not encourage this, it will lead to stagnation.

6. Elimination Ego:

Some departments thwart administrative empowerment programs before starting to implement them, and there are some administrators who have self-love and follow the old administrative system that follows the method of control and authority, as they see empowerment as a challenge for them and not a path to improvement and an opportunity to grow their personality as administrators and mentors.

7. Respect:

The essence of administrative empowerment is the belief that every member of the organization is able to contribute to its success through the development of his work and creativity in it, that the philosophy of respect for empowerment is the basis of success and progress in the organization. Respect means not to distinguish between workers for any reason, lack of respect thwarts all empowerment efforts.

Levels of administrative empowerment

The administrative empowerment process takes progressive levels and stages as follows

The first level: at this level, workers are individually asked for specific opinions or information about some aspects of the decisions, where the workers do not provide solutions; because they may not be aware of the details of the problem on which the information is being taken.

Intermediate level: At this stage, the workers are consulted extensively, individually or collectively, where the details of the problem are presented, and they provide their diagnosis of the problem and their recommendations, but the final decision remains not within their authority.

The higher level: At this level, workers have full control in making decisions, as they work to discover and define the problem, provide better solutions and alternatives, monitor the consequences of the decision they have taken. Within this level the work groups that complete certain parts of the work are included, which has high independence in carrying out tasks, these are called self-directed work teams. (Rizk Allah, 2010: p. Al-Ubaidin (2004) mentioned the levels defined by Pastor in five levels, which are as follows:

Administrators make decisions and don't bother

1. The first level: At this level, the team is often informed. Decisions here are taken by management and the team may know.
2. The second level: Here the leader asks the team for any suggestions, then makes decisions, based on those decisions the teams are informed about it.
3. The third level: In this, team leader and the team discuss the situation in detail. Asks for working papers and input from the team, he may or may not take them and the team is informed of the decision.
4. The fourth level: In this level the building of relationships continues, where decisions are finally decided cooperatively between the leader and the team. (Al-Abidin, 2004: p. 21)
5. The Fifth Level: At this level, the self-management is practiced by workers. Through self-management work teams that make and take decisions. (Saqr, 2017: p.22)

Methods of administrative empowerment

1. People empowerment method: This method focuses on self-empowerment. Empowerment is highlighted here at the beginning of the individual's cognitive factors towards acceptance of responsibility and independence in decision-making. Enabled employees have a greater ability to invest information and resources at individual levels as well as have the ability to control in terms of job requirements, and they have higher levels of control, although empowerment is seen here as an individual experience in controlling and taking responsibilities. There are other methods based on collective and team empowerments. (Al-Zamili, 2015: p.19)

2. The multi-dimensional approach to empowerment: This method refuses to rely on a unilateral dimension in explaining the principle of empowerment. In order for the empowerment process to be effective and successful, it must be based on multiple foundational aspects namely: successful administrators' hip, education, effective monitoring, appropriate structure, constant support and encouragement, and the interaction between these aspects all together.

3. Administrators hip style in empowerment: This method is based on the leader's role in empowering employees. The administrator's hip style is based on the principle of the enabling organization. It has a wide range in the subject of supervision, meaning that the ratio of employees to administrators is high compared to their percentage in traditional institutions and it includes granting greater powers to the lower administrative levels of the institution, this method focuses heavily on delegating powers or authorities from top to bottom.

(Al-Rashidi, 2018: 100-99ua)

4. Team empowerment method: Some researchers see the great importance of empowering the group or team, as focusing on individual empowerment leads to ignoring the team. That is because the benefits of teamwork far outweigh the benefits of individual work. This idea began in the seventies and eighties of the last century,

this method is based on building and developing strength and increasing it through teamwork, partnership and working together.

Working in a team or in a group spirit is a method for empowering employees, and a justification for developing their capabilities and enhancing institutional performance, and that team empowerment is consistent with structural changes in institutions, in terms of shifting to a horizontal institution, streamlined organization and expanding the scope of supervision, instead of hierarchical organizations. Empowering improves performance processes; this is because the interdependence among the members of the group leads to a great value from the independence of the individual, the conditions of skill and knowledge are fulfilled for each of its members when each of them makes a qualitative contribution that adds something new to the collective decision instead of relying on the individual opinion, which is subject to error and deficiency., 2009: 4lu.a)

Theories that explained empowerment:

Horthon Theory and the Human Relations Movement: Hawthorn

Where I began to study the material factors such as (working conditions and lighting level) on the worker and then unintentionally turned to the importance of cooperation and attention to the humanitarian factors that lead to achieving better productivity.

Arguris Chris Adult Personality Theory

You see that a person is able to take responsibility. He is not a child who needs guidance, supervision and assistance, but he is a sane and successful adult. Therefore, their powers should be expanded and given the right to participate and assume responsibility in work. (Saqr, 2017: pp. 26-25).

Maslow's Theory of Needs: Maslow

As it focused on studying more specific special issues related to the participation of workers in decision-making, bearing responsibility, rotating work, delegating powers, and expanding and enriching work.

Systems theory

The interest of workers in the general goals as a whole, which requires cooperation, coordination and joint work through the cooperative team and qualified workers capable of effective participation (Al-Hiti, 2007: p.79)

Theory Z

Which means that workers master the different jobs before seeking promotion to higher positions in the career ladder, interest in career planning, professional development, collective decision-making and focus on team work.

Situational theory, which is based on the principle of adaptation to situational or environmental variables facing the organization, and thus it is an appropriate and welcome field for creative thinking and not to rush.

Organization Learning

It focuses on information and its importance in learning, on team spirit and its importance in group learning that multiplies individual learning, as well as on freeing the worker from any restrictions that prevent him from learning and participation, that is the essence of the learning and teaching process, administrators' hip that carries the vision towards a continuously developing learning institution. (Al-Omari, 2016)

Theory X "by Gregor Mc Douglas.

Where I assumed that administrators are of two types, K or Y, representing the leader who assumes that the subordinate is lazy, loses initiative and takes responsibility, increases direct control and supervision, and thus creates passive and dependent employees and does not work except as requested of them. The theory does not represent the leader who assumes that the subordinate has creative capabilities, love of work, initiative, internal control, and distinction, which increases democracy, freedom of action, and participation, and thus creates creators, masters, initiators, participants, and doers. Feeling the true value of their abilities.

Total Quality Theory

Which means permanent and continuous improvement in various aspects of the organization through the quality of the worker's performance 84--79)

And his ability to initiate and take responsibility. (Al-Hiti, 2007: p. Models of

Administrative Empowerment:

First: Model Harris & Beyerlien (2003)

This model believes that there are three components that are necessary for the empowerment process to be realized:

Ability: It is the possession of the information, skills and knowledge necessary for decision-making to perform and accomplish tasks.

Accountability: It is the responsibility of individuals and groups of work to accomplish the required tasks.

Authority: It is giving subordinates the power and freedom to manage and accomplish tasks and make relevant decisions. (Al-Balawi, 82: p. 22)

Second: Devis (2001) Model

Devis suggested several approaches that administrators can take to empower their business:

Empowerment through knowledge and information: as the sharing of information among individuals is a prerequisite for individuals to make decisions related to their work, based on the fact that information is what feeds the decision.

Empowerment through responsibilities: Where the leader provides appropriate guidance and direction to the employee and makes him feel that he owns the job, increasing the individual's degree of responsibility.

Empowerment through powers: By giving some powers to individuals to achieve enthusiasm and creativity at work.

Empowerment through feedback: Feedback on employee performance is important in empowerment so that the individual can make appropriate adjustments to his behavior.

Empowerment through training and development: The institution must refine the skills and knowledge and try to modify the behavior of its members to instill organizational confidence in its members.

Empowerment through standards and exemplary performance: It is imperative to set high standards of performance in order to motivate individuals to reach them with the necessity of providing conditions for these standards such as credibility and objectivity.

Empowerment through respect: Workers need to be treated with respect and appreciation to always appear with excellence. (Al-Yaqoub, 2004: pp. 44--45)

Third: Veithouse and Thomas's epistemological model:

This model topic focuses on the motivations for behavior of the worker and identifies six elements for the occurrence of empowerment, which are as follows:

- Environment.
- Employee behavior assessment.
- Overall assessment.
- Job evaluation.
- Methods of change.
- The input.

Fourth: The Lower and Bowen Model

This model identified four elements that are required for empowerment within the organization, which are providing information on performance within the organization, making a reward system, improving the skills and knowledge of workers, and having the authority to make decisions among employees that affect performance within the organization. (Muhammad Shafiq, 2011: p. 45)

Fifthly, the Spector model

This takes empowerment as a gradual process, and the basis of which is the assumption and abandonment, objectives and terms of reference of employees.

It holds several forms for institutions, including the horizontal institution in which levels are reduced. This administrative model provides a measure of flexibility and the oversight institution that is rigorous at work in a way that negatively affects the way of work, chaotic institutions are the opposite of the control institution, and the dependent institution that is characterized by submission where the worker does his work without thinking in any result of its course of action. (Abbas, 2016: p.192)

Obstacles to implementing administrative empowerment:

1. The hierarchical organizational structure, and the highly centralized decision-making authority.

Top management's fear of losing power, unwillingness to change, and administrative distrust.

Employees' fear of taking responsibility, and strict procedures that discourage innovation.

(Saqr, 2017: p.33)

2. Al-Zuhri (2002) believes that the lack of clarity of the goals of the organization and the workers, the low morale of the workers, the lack of qualified administrative administrators who realize the importance of creativity and development, and adherence to official procedures and routine hinder the process of administrative empowerment.

3. Obstacles related to the material or economic aspect: such as incentives and materialistic or intangible rewards constitute a motivation for work and creativity.

4. Social obstacles: which relate to the prevailing norms, customs and traditions in society. For example, we find society rejecting the administrator's role of women, they working outside the home for long hours, and giving priority to her family and home matters at the expense of work responsibilities. (Tayfour, 2018 * _) 107)

Implementation of empowerment by transferring simulation successful empowerment programs in other organizations despite the different circumstances of each organization.

Administrators' unwillingness to apply the concept of empowerment due to their fear of losing power and influence.

Equality between the concepts of administrative empowerment and delegation of authority and considering delegation to be synonymous with empowerment.

(67: 2000, Forrester)

Irrigation from the point of view

Al-Musailim (2012, p. 82) considers in his study the difficulties of empowering district administrators the view of school district administrators, and Sharari (2011, p. 82) in his book The problems facing the poles of the educational process that the difficulties of empowering school administrators are:

Lack of financial capabilities to fulfill empowerment requirements, and insufficient information needed for the empowerment process.

Lack of awareness of the importance of work teams, and the inability to make decisions.

Relying on routine and regulations only.

The leader's incompetence to lead and lack of experience.

Fear of abuse of power.

Lack of designing training programs related to administrative empowerment requirements.

The current permissions are incompatible with the empowerment process.

Weak belief in senior administrators hip of the importance of empowerment.

The education department maintains the central system.

(Al-Attabi, 2017: p. 648) mentioned what many studies have addressed about the problems and obstacles facing private school administrators :

Insufficient powers assigned to administrators of private schools.

Duality of administrative decisions between private education and school administration.

Activation of the owner of the decisions of the school administration, and the lack of privileges for administrators of private schools.

Weak communication between the leader and the owner, and the weak professionalism of the school principal.

The owner interfered with the administrators ' exercise of some of its powers.

Different perceptions between the owner and the leader about the school's performance.

The poor response of the owner to the provision of financial allocations to the school.

Fear of taking responsibility by the administrators of private schools.

Lack of trust in administrators by the responsible authorities.

The absence of material and moral incentives provided to administrators of private schools.

Weak interest of the ministry in training courses for administrators of private schools.

Obliging the school administration to adhere to the letter of the regulations and instructions, and the weak human and material capabilities in private schools.

Criticisms of the enabling strategy:

The concept of empowerment has not escaped the criticism directed at it despite the great interest it has received in many environments. Huczynski & Buchanan (2004) believes that empowerment does not always prove its effectiveness, especially when there is a state of uncertainty prevailing in production processes, where workers must deal with customers' demands that are ambiguous and changing, especially when jobs are standard and routine, performance is not affected then.

Melhem (2009) indicates that there are many researchers expressing reservations about the concept of empowerment in organizations. This is because the implementation of the empowerment process requires great quality, such as restructuring the organization, its processes, systems, and organizational climate. Empowerment is a program of change preceded by multiple programs to create the

appropriate environment to implement its vision, and it is not a panacea nor a quick-effect remedy.

Yuki (2006) criticizes empowerment, pointing to the costs and risks associated with and potential for its implementation, especially the following:

Inconsistency in the quality of services.

Conflicts resulting from increased incidence of worker expectations.

The big costs of choosing and knowing people to do so.

Bad and costly decisions for some workers.

The customer's feeling of unfairness through the services provided

Central administrative opposition caused by feeling threatened.

The high labor costs of skilled and employed individuals.

Technical empowerment of school administrators in the Kingdom of Saudi Arabia in light of the Corona pandemic, and the Coronavirus pandemic has highlighted the need to train school administrators in aspects of community partnerships, communication, and educational administrators' hip.

The Coronavirus crisis provides an opportunity to get school administrators to rearrange their roles and support teachers to focus on doing what is best for their students as the coronavirus pandemic has forced nearly all countries to close their schools. At the height of the crisis, about 1.6 billion children around the world were not going to school, and school administrators bear the primary responsibility for ensuring the safety of their staff and students,

Ways to ensure students receive education while schools are suspended. A survey of more than 1,800 school administrators in 12 countries concluded that more than 70% of administrators see student safety in their schools as their primary responsibility. Because school administrators command the respect of their communities, as well

as their personal relationships with students and their families, they are uniquely positioned to guide students' families in many respects.

1. Focus on basic needs first

Taking school health programs more seriously than ever before, must be part of our strategic planning and the need to prepare teachers and school administrators for psychological needs. And be social for children who have gone through difficult circumstances.

2. Focusing on the most marginalized and vulnerable children

The Coronavirus crisis severely affects individuals who are already marginalized compared to other groups and is likely to widen the existing gaps between students from poor families and well-off families, and also between male and female students, and the interest of these children at risk must be at the core of every school principal's strategy.

When schools reopen, resources must be prioritized to fit those needs, so that the initial focus is on the needs of the most marginalized children so that the disparities exposed by the Coronavirus crisis do not worsen.

3. Focus on engaging the local community through communication and cooperation,

as schools and administrators are more digitally connected to the parents of their students and their communities as a result of the Coronavirus crisis, and they can play a critical role in ensuring that the communication between schools and communities continues to be strengthened in order to support student learning and build confidence.

4. Seizing New Opportunities to Focus on Learning

During the coronavirus crisis, school administrators and teachers in many countries are working in an uncomfortable position with little prior experience to guide them on their responsibilities. As a result, teachers create and innovate their own methods to focus on students' needs. We are on our way to becoming comfortable in an

uncomfortable situation, says Dr. Ewan Siahrrill. We've been talking for years about student-centered learning. And the Corona virus has given us confidence that this is okay. Not only do you study your curriculum, you look at your students and start from there. This is an opportunity to reimagine the curriculum and ensure that every student learns and there is evidence that directing schools, school administrators, and teachers to focus on action in proportion to the level of students can improve outcomes. A robust response by school administrators is more urgent than ever today in order to mitigate One of the effects of school dropout that children face while they are still out of school.

Hence, educational systems need to empower and support school administrators to focus on student success.

<https://blogs.worldbank.org>

What is the proposed vision for the administrative empowerment of secondary school administrators for boys in the Kingdom of Saudi Arabia?

The researcher used the constructivist approach in constructing the proposed vision, which is defined as future planning based on actual field results through quantitative or qualitative methodological tools to build a general intellectual framework to be adopted by groups of researchers or educators. (Al-Khader, 2018: p. 305)

Among the most prominent steps:

1. See previous literature.
2. Identify the lower paragraphs, and the main weaknesses, and shortcomings that the results showed.
3. Formulating the proposed vision in its initial form in the form of general goals from which detailed goals, activities and activities emerge to achieve this goal with a performance indicator to judge the achievement of the goal, through the researcher's diligence in formulating the paragraphs and objectives.

4. Presenting the supervisor's proposed vision and deliberating on the goals, activities and indicators it contained.
5. Presentation of the proposed scenario in Appendix No. (2).
6. Coming out with feedback through their comments.
7. Formulating it in the final form and presenting it to the supervisor; To take final notes on it, and then adopt it and include it in the letter.

The foundations on which the visualization is based:

This perception improves the reality of the process of administrative empowerment of secondary school administrators for boys in the Kingdom of Saudi Arabia, based on the importance of administrative empowerment for high school administrators, and the speed with effectiveness it achieves in performance, considering the following:

1. That the reality of the administrative empowerment process is more in line with modern educational thought.
2. That the reality of the administrative empowerment process is the style used by the distinguished administrators.
3. That the reality of the administrative empowerment process is the golden leaf for the advancement of the educational process Pedagogical.
4. That the reality of the administrative empowerment process is the most appropriate type for educational institutions in general
And for schools in particular.

5. That the reality of the administrative empowerment process facilitates the process of change and institutional development.
6. That the reality of the administrative empowerment process focuses on the professional growth of all employees and school personnel.
7. That the reality of the administrative empowerment process satisfies all employees and administrators.

The objectives of the proposed visualization

Based on the previous foundational pillars, the importance, and requirements of the topic of administrative empowerment. The vision aims to improve the reality of administrative empowerment in secondary schools for boys in the Kingdom of Saudi Arabia through the achievement of several general goals, which are as follows:

General objectives of the conception and proposal:

1. Adopting the concept of administrative empowerment as a basic pattern in all secondary schools.
2. Spreading the culture of administrative empowerment in secondary schools.
3. Supporting the implementation of the concept of administrative empowerment in secondary schools financially and technically.
4. Developing the capacities of school administrators, teachers and all their employees to exercise administrative empowerment.
5. Enhancing public and private sector participation in providing support for implementing the concept of administrative empowerment.

The following is a detailed table of the overall objectives of the proposed vision, and the goals and performance indicators emanating from them.

The proposed scenario of the reality of the administrative empowerment of school administrators

General Objective	Detailed Objective	Events and activities	Executive authority	Performance Index
	Having a plan includes strategy	Commissioned a team of	- Ministry of Education	The existence of a strategic plan that

	of empowerment application administrative in high school.	experts to put a plan	. School leader	guarantees the application of administrative empowerment in secondary schools.
	Provide administrators with a comprehensive guide for everything with administrative empowerment	Preparing a comprehensive guide to empowerment Administration through a specialized team. Hold workshops to discuss administrator's schools in this context. Preparing brochures about that.	- Ministry of Education . School leader	An extensive guide about the administrative empowerment for school administrators

	<p>Spread the benefits and its Results from an application Empowerment concept Administrative in schools</p>	<p>Preparing brochures about that. Hold seminars. Preparing awareness programs.</p>	<p>- Ministry of Education . School leader</p>	<p>Number of flyers Number of Symposiums</p>
	<p>Preparing awareness programs for managing administrators Rum and all Employees with a range. The need for an application administrative empowerment</p>	<p>Preparing brochures for perusal of administrators and workers on everything that comes to pass about administrative empowerment and its development. Holding workshops to educate administrators Administrators - people with</p>	<p>- Ministry of Education . School leader</p>	<p>Number of courses</p>

		importance and necessity Empowerment.		
	Increase necessary funding to apply empowerment Administrative in schools high school	Provide a special budget for an application Administrative empowerment, needs from technical aspect and incentives provided. Activating the contribution fund Schoolwork.	- Ministry of Education . School leader	The degree to which needs are met Administrative empowerment. Presence of a box Contribution to the school. Presence and diversity of devices Modern technological. Having a specialized team In the field of maintenance And technical support.

		<p>Engage principled administrators by setting development plans and that is through:</p> <p>Holding training courses for this</p> <p>Advancing and improving the empowerment process</p> <p>Administrative.</p> <p>Organizing workshops to promote and develop</p> <p>Skills and some concepts that</p> <p>It will improve the</p>	<p>- Ministry of Education . School leader</p>	<p>Having a special budget</p> <p>For support and motivation</p> <p>Material.</p> <p>Establish motivation mechanisms</p> <p>And encouragement.</p> <p>The number of competitions</p> <p>Held on a level</p> <p>Education departments</p> <p>Different.</p>
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		<p>empowerment process</p> <p>And improve the production process.</p> <p>Distance learning and empowerment application</p> <p>Technically administrators.</p>		
		<p>Distance learning and empowerment application</p> <p>Technically administrators.</p> <p>Continuous technical training</p> <p>And create the right conditions</p> <p>And technical tools to follow operations</p>	<p>- Ministry of Education . School leader</p>	<p>Having an actual plan</p> <p>To raise the level of exercise</p> <p>Administrators and workers</p> <p>For administrative empowerment.</p>

		<p>Learning in electronic platforms.</p> <p>Enhancing the teacher's role and evaluating his performance</p> <p>And follow up student attendance and submission</p> <p>Daily Enrichments and Assignments.</p>		
			<p>- Ministry of Education . School leader</p>	<p>A comprehensive guide to the process</p> <p>Technical empowerment for administrators</p> <p>Schools</p>

Chapter three

Study methodology

Method and procedures

First: Study methodology

Second: the study community

Third: the study sample

Fourth: Study tools

Fifth: the statistical methods which used in the study

Introduction:

In this chapter, the researcher deals with a description of the methodology used in the current study, getting to know the community and sample of the study, and the statistical description of the sample members, as well as the study tools used and methods of preparing them, and to ensure their validity and consistency, and also includes a presentation of the procedures followed by the researcher of the statistical treatments that were relied upon in analyzing the study tools, in his study, and finally the difficulties that the researcher faced in the study. The following is a description of the previous elements of the study procedures.

First: Study methodology:

In order to achieve the objectives of the study, the researcher used the descriptive approach, through which he tries to know the relationship between the study variables and the analysis of its data, the relationship between its components, the opinions that are raised about it, the processes it includes and the effects that they generate. According to the nature of the current study, the researcher followed the descriptive and analytical approach, it studies a phenomenon, event or issue that currently exists, from which information can be obtained that answers the study questions without the researcher's intervention in it. This is to describe and interpret the results of the study (Al-Agha and Al-Ustaz, 2002, 83).

Where the descriptive and analytical approach is defined as the one where lies the description of the phenomenon subject of the study, its data analysis, and the statement of the relationships between its components, the opinions raised about it,

and the processes that includes it and the effects it creates (Abu Hatab and Sadiq, 2010 p104).

Second: the study Community

The researcher conducted his study on the administrators of secondary schools for boys in the Kingdom of Saudi Arabia, who numbered (1716) school administrators.

Third: the study sample

Survey sample:

The researcher selected a pilot sample consisting of (40) administrators from secondary schools for boys in the Kingdom of Saudi Arabia, for the purpose of verifying its suitability for use in the Saudi environment, by calculating the psychometric properties of the scale (honesty and reliability) by appropriate statistical methods.

B. Actual sample: The sample was chosen by giving numbers to all members of the study population (1699) and inserting these numbers on the (SPSS) program to select 325 random numbers. Thus, it selected the sample according to Richter Geiger's formula for simple samples.

$$n = \frac{\left(\frac{z}{d}\right)^2 \times (0.50)^2}{1 + \frac{1}{N} \left[\left(\frac{z}{d}\right)^2 \times (0.50)^2 - 1 \right]}$$

Its amount was (315) single, representing more than 18% of the original study population, which is a statistically acceptable percentage. (314) surveys were distributed on the simple random sample that was selected from the administrators

of secondary schools for boys in the Kingdom of Saudi Arabia, and (312) were retrieved. A survey of various surveys suitable for analysis and further analysis were conducted on them, with a recovery rate of 99.4%.

Description of the sample according to its demographic variables:

Table (1):

Distribution of the study sample in numbers and percentages according to its demographic variables (the following table shows):

Variable	Rank	No	Percentage
Scientific qualification	BA	280	89.7
	Master	32	10.3
	Total	312	100
Age	Less than 30	24	7.7
	Age 31-35	32	10.3
	Age 36-40	17.9	56
	More than 41	64.1	200
	Total	312	100
Administrators hip experience	Years 1-5	128	41.0
	Years 5-10	40	12.8
	More than 10 years	144	46.2
	Total	312	100

- Age: It was found that 64.1% of the respondents are 41 years and over, while 17.9% of the age group 40-36 years old, 10.3% of the age group 35-31 years, and 7.7% of the age group is less than 30 years old.

Academic qualification: The vast majority of the sample have a Bachelor's degree, while 10.3% have a Master's degree.

It matters more than 10 years of driving experience

- Experience in administrators' hip: 46.2% of the last sample and 41% of 1-5 years of experience, while 12.8% of 5-10 years.

Fourth: Study tools:

In the field of reviewing the available studies and the standards that dealt with the study tools, it was found that there is a lack of Arab studies in general that dealt with the study variables with the sample, and their scarcity in the Saudi environment, especially according to the researcher's knowledge, and in order to achieve the study objectives, the researcher has built the following study tools, namely:

1. A measure of the reality of administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia prepared by the researcher.

The survey consists of two parts:

The first section: consists of demographic variables (educational qualification, age, experience in administrators' hip.

The second section: On the reality of administrative empowerment.

After reviewing the educational literature and previous studies related to the study problem, consulting with a number of experts in the field of administrative sciences and surveying the opinion of a sample of academics in the field of administrative sciences, and based on the continuous directives by the academic supervisor, the researcher prepared the scale, which in its initial form is from (52 A phrase consisting of three axes:

1. The topic of "Administrative Empowerment": It consists of 33 paragraphs, and eleven dimensions fall under it (participation in decision-making, competence,

culture, self-motivation, acquiring and investing knowledge, information flow, delegation of authority, teamwork, effective communication, influence, technical).

2. The topic "Obstacles to Administrative Empowerment": It consists of 9 paragraphs.

3. The focus of the features of the proposed vision for empowerment: It consists of (1) paragraphs.

Steps to prepare study tools:

The following is the detail of building and designing the scale (the reality of administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia), and then ensuring the validity and reliability of the tools to reach the final picture, where the researcher was the builder of tools. The following steps:

1) Defining the purpose of the study tools: it aims to identify the reality of the administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia.

2) Access to literature, previous studies and standards in administrative sciences, specifically in studies

Which talked about the reality of the administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia.

3) Determine the areas that the study tools measure, by reviewing the educational literature, previous studies, and the theoretical framework of the research.

4) Formulating phrases that fall under each field of study tools, and the researcher prepared a number of phrases to measure (the reality of administrative empowerment for boys' secondary school administrators in the Kingdom of Saudi Arabia), and the phrases were formulated; So that "the phrases are appropriate to measure what was prepared for him in advance."

Statements to be clear.

To be linguistically and scientifically sound.

5) Preparing a page for the instructions for the study tools, and they included the following:

A. Clarify the purpose of the tool.

B. Instructions for answering phrases of the tool.

C. Data for answering the paragraphs of the tool

D. Setting the correction key for each instrument

6) Preparing the study tools in their initial form.

7) Show the tools to the supervisor in order to choose their suitability for data collection

8) Amending the statistical tools based on the supervisor's directions.

9) Amending the study tools as suggested by the supervisor, after working on honesty and consistency, and amending the wording of some phrases and domains, the researcher gave each statement a five-fold graded weight, and the survey consisted in its final form of (52) phrases Appendix No. (1)

10) Actual application of study tools:

After completing the amendment of the study survey (the reality of administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia) in its final form, Appendix No. (1), and presenting it to the arbitrators, the researcher distributed it to the study sample for the purpose of conducting the field study and (314) surveys were distributed, from which the researcher retrieved (312) survey, and thus the total valid surveys for analysis are (312) surveys, which are statistically sufficient, and meet the conditions of the scale used.

Scale correction:

Likert scale, a method for measuring behaviors and preferences in psychological sciences devised by a psychologist (Rensis Likert), is used in measures and surveys,

especially for the statistical field, with five values, which are value and application. The five-point scale was used, where the value (0) was coded, which means never, the value (1) means rarely, the value (2) means sometimes, the value (3) means often, and the value (4) means always and the direction of the answer is determined by Average and weights based on the following dimensions:

The approved criterion:

The five-year Likert weighted average was calculated by determining the length of the period according to the value of the value (4), which means the highest answer minus (0), which means the lowest answer, and therefore the answer will be (4), which means the neutral or average answer, where the average answer is divided (4) On the five-point scale values, which are (4), we get the length of the interval between the five directions, which is (1.0), and accordingly the directions are:

Table 2

Degree of agreement	Strongly weak	Weak	Average	High	Strongly high
Arithmetic average	Less than 1.0	1.01-2.0	2.01-3.0	3.01-4.0	More than 4.01
Relative weight	Less than 20%	20.1 -40%	40.1 -60%-	60.1%-80.0%	More than 80.1

Validity and reliability of statistical tools:

The validity of the statistical tools means making sure that they will measure what they were prepared to measure (Al-Assaf, 1995, 429). It also means the validity of the “statistical tool’s inclusion of all the elements that must be included in the analysis on the one hand, and the clarity of its paragraphs and vocabulary on the other hand, so that it is understandable to everyone. It is used by (Obaidat et al.,

2001, 179), and the researcher codified the terms of statistical tools, in order to ensure their validity. The following is a presentation of the most prominent amendments to the study tools, testing their validity and reliability, and presenting their correction key.

- Apparent honesty (veracity of arbitrators):

The researcher presented the survey to the supervisor, in order to make what he deems fit in terms of the consistency of the content with the subject of the study in terms of wording and the belonging of the paragraphs to the field they represent and their ability to measure what was put to measure, after presenting them to the supervisor and then making the necessary adjustments, and the researcher approved it, and the percentage of approval was arbitrators on the scale paragraphs of not less than 85%, which means that the tool is valid for application to the study sample, and the scale appears in its final form as shown in

Appendix No. (1) of the study.

Construct validity (internal consistency):

The researcher selected a random survey sample from the study population consisting of (40) individuals, and the validity of the construction of the survey (internal consistency) was verified by calculating the Pearson correlation coefficient, using that exploratory sample, between each of the areas and its topic, and between each paragraph with its topic. And that as it comes.

Table (3):

Administrative empowerment reality		
Subject	Anderson Correlation coefficient	Significance level
administrative empowerment	0.92	0.001

Barriers to administrative empowerment	0.50	0.001
Features of the proposed vision for administrative empowerment	0.71	0.001

Through the results in the above table, we find that the correlation coefficients for the measure of the reality of administrative empowerment ranged between (0.50 - 0.92), and all of them are statistically significant at the level of significance ($\alpha \leq 0.01$), which means that all the axes of administrative empowerment are related to their topic in a way. Good, so the scale axes are considered honest; For what you put to measure

Table (4):

Administrative empowerment reality		
Subject	Anderson Correlation coefficient	Significance level
Participate in decision making	0.81	0.001
The efficiency	.070	0.001
Culture	0.84	0.001
Self-motivation	0.64	0.001
Possessing and investing in the right knowledge	0.88	0.001
Information flow	0.78	0.001
Authorization	0.71	0.001
Team work	0.87	0.001
Active communication	0.54	0.001

Effect	0.50	0.001
Technical aspect	0.64	0.001

The correlation coefficient between each dimension of the administrative empowerment dimension and the overall degree of the dimension

The overall score for the Administrative Empowerment Scale

Through the results in the above table, we find that the correlation coefficients for the administrative empowerment topic ranged between (0.50 - 0.88), and all of them are statistically significant at the level of significance (0.0) 0, which means that all the axes of administrative empowerment are well connected with their topic, and thus the axes are considered latent is honest; for what was put to measure.

As for the correlation of the paragraphs with their topic, the correlation between the paragraphs of each topic has been calculated and the total score for each topic separately, and the result shows the following:

Table (5):

Participate in decision making			The efficiency		
1	0.95	0.001	4	0.78	0.001
2	0.90	0.001	5	0.88	0.001
3	0.82	0.001	6	0.87	0.001
Culture			Self-motivation		
7	0.83	0.001	10	0.88	0.001
8	0.92	0.001	11	0.88	0.001
9	0.86	0.001	12	0.58	0.001
Possessing and investing in the right knowledge			Information flow		

13	0.93	0.001	16	0.86	0.001
14	0.94	0.001	17	0.84	0.001
15	0.73	0.001	18	0.82	0.001
Authorization			Team work		
19	0.80	0.001	22	0.88	0.001
20	0.56	0.001	23	0.89	0.001
21	0.73	0.001	24	0.92	0.001
Active communication			Effect		
25	0.86	0.001	28	0.83	0.001
26	0.84	0.001	29	0.89	0.001
27	0.92	0.001	30	0.58	0.001
Technical aspect					
31	0.82	0.001	33		0.001
32	0.85	0.001			0.87

The correlation coefficient between each paragraph of the topic and the overall score of the topic (administrative empowerment) is the level of significance.

Through the results in the above table, we find that the correlation coefficients for the administrative empowerment topic ranged between (0.56 - 0.92), and all of them are statistically significant at the level of significance (0.0) 0, which means that all the paragraphs of administrative empowerment are well connected with their topic, and thus items are considered honest topic; for what was put to measure.

Table (6):

Barriers to administrative empowerment		
#	Anderson Correlation coefficient	Significance level

1	0.72	0.001
2	0.77	0.001
3	0.67	0.001
4	0.83	0.001
5	0.65	0.001
6	0.76	0.001
7	0.79	0.001
8	0.62	0.001
9	0.59	0.001

The correlation coefficient between each paragraph of the topic and the overall degree of the topic (administrative empowerment), obstacles to administrative empowerment

Through the results in the above table, we find that the correlation coefficients for the topic of administrative empowerment constraints ranged between (0.59 - 0.83), and all of them are statistically significant at the level of significance (00.0), which means that all paragraphs of administrative empowerment obstacles are well connected with their topic, and thus items are considered honest topic; for what was put to measure.

Table (7):

Features of the proposed perception of administrative training		
#	Anderson Correlation coefficient	Significance level
1	0.83	0.001
2	0.87	0.001
3	0.87	0.001

4	0.76	0.001
5	0.83	0.001
6	0.73	0.001
7	0.61	0.001
8	0.79	0.001
9	0.80	0.001
10	0.81	0.001
11	0.47	0.001

The correlation coefficient between each paragraph of the topic and the total score of the topic (features of the proposed visualization administrative Empowerment)

Features of the proposed vision for administrative empowerment

Through the results in the above table, we find that the correlation coefficients for the topic of the proposed perception features of administrative empowerment ranged between (0.47 - 0.87), and all of them are statistically significant at the level of significance ($\alpha < 0.01$), which means that all paragraphs of the features of the proposed perception of administrative empowerment are related. With its topic well, so that the vertebrae of the topic are considered sincere; for what was put to measure.

Stability of scale:

As for the stability of the study tool, it means making sure that the answer will be approximately the same if it is repeatedly applied to the same people at times (Al-Assaf, 430,1995). The researcher performed the stability steps on the survey sample itself in two ways: The Cronbach alpha coefficient, and the half segmentation method, in which the Pearson correlation coefficient is found between the rate of individual questions, the rank, and the rate of questions.

Correlation coefficients using the Spearman-Brown Coefficient correlation equation for each dimension have been corrected

For correction (Spearman-Brown Coefficient), the following are results of stability using the alpha method

Cronbach and the Halftone Segmentation.

Table (8):

#	Aspects	No. Paragraphs	Cronbach alpha	Halftone Segmentation	
				Correlation coefficient	Spearman- Brown
1	Administrative empowerment	33	0.87	0.62	0.76
1.1	Participate in decision making	3	0.8	0.66	0.79
1.2	The efficiency	3	0.89	0.68	0.81
1.3	Culture	3	0.7	0.67	0.54
1.4	Self- motivation	3	0.84	0.51	0.67
1.5	Possessing and investing in the right knowledge	3	0.79	0.56	0.71

1.6	Information flow	3	0.46	0.45	0.36
1.7	Authorization	3	0.88	0.83	0.91
1.8	Team work	3	0.83	0.81	0.9
1.9	Active communication	3	0.81	0.71	0.83
1.10	Effect	3	0.8	0.68	0.81
1.11	Technical aspect	3	0.95	0.72	0.84
2	Barriers to administrative empowerment	9	0.88	0.57	0.72
3	Features of the proposed perception of administrative training	10	0.93	0.84	0.92
Total degree for the administrative empowerment reality		52	0.93	0.63	0.74

Results of consistency using the Cronbach alpha method and the mid-segmentation of the scale Reality of administrative empowerment of secondary school administrators for boys in Saudi Arabia.

It is evident from the previous table that the value of the overall stability coefficient is equal to (0.93), and this indicates that it has a high degree of stability, and it is

also clear that the value of the modified correlation coefficient is that the (Brown Spearman) resolution (0.74) is a high value, and thus the resolution is in its final form as it is in Appendix (1), it can be distributed, and the researcher has made sure of the validity and reliability of the study survey. Which makes him fully confident of the validity of the survey, its validity to analyze the results, answer the study questions, and test its hypotheses.

Fifth: the statistical treatments used in the study:

The researcher sought the assistance of the Statistical Package for Social Sciences "(SPSS) Sciences Social for the following statistical methods were used:

- 1) Percentages, frequencies, and relative weight, and this matter is mainly used for the purposes of knowing the frequency of categories of a variable, and it is used to describe the study sample studied and to answer the study's questions.
- 2) Alpha Cronbach's test and half-segmentation test; To find out the stability of the paragraphs of the survey.
- 3) Coefficient Correlation Pearson! To measure the degree of correlation, this test is based on studying the relationship between two variables. It has been used to calculate the internal consistency, the structural validity of the survey, and the relationship between the variables.
- 4) Test t sample one; to measure whether the arithmetic mean of the dimensions is equal to the mean degree (3).
- 5) T-test for two reclining samples: to reveal the significance of the differences between the averages of two independent samples.
- 6) ANOVA One-Way: to show the significance of differences between the averages of three groups or more.
- 7) The Schiff test: to find out the direction and significance of the differences between the categories of each of the factor variables

Demography and its impact on study measures.

Chapter Four

Data analysis and tests of the study hypotheses and questions

- Introduction.

First: Analyzing the results related to the study questions.

Second: Examining and discussing the study hypotheses.

Introduction:

This chapter reviews data analysis, testing the study hypotheses, answering the study questions, identifying the most prominent results of the survey and analyzing its paragraphs, using statistical descriptive and inferential methods to analyze the study data and arrive at its results, and then discuss and comment on them.

First: Study inquiries:

1.1 The first question: What is the administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia?

In order to know the extent of the reality of administrative empowerment among the administrators of secondary schools for boys in the Kingdom of Saudi Arabia, the researcher calculated the averages, standard deviations and the relative weight of paragraph scores, and the results are shown as follows:

Table (9):

The arithmetic averages, standard deviations, and relative weights of the administrative empowerment sections at administrators of secondary schools for boys in Saudi Arabia

Mean deviation

#	Paragraph	Arithmetic average	standard deviation	Relative weight	Arrangement
1	The Ministry of Education involves school administrators in decision-making.	1.33	1.29	33.33	3
2	The Ministry of Education makes all decisions, in partnership with school administrators, regarding education quality, plans and implementation.	1.49	1.32	37.18	2
3	The Ministry of Education engages school administrators with the skills and training they need.	1.77	1.33	44.23	1
	The first aspect: participation in decision-making.	1.53	1.17	38.25	-
4	The school leader possesses the necessary competence in his assigned duties.	2.97	0.7	74.36	3
5	The school leader deals with problems within the school very efficiently.	3.18	0.68	79.49	1
6	The school leader has the power to make educational decisions.	3.03	0.8	75.64	2
	Second aspect: efficiency	3.06	0.61	76.5	-

7	The Ministry of Education encourages school administrators to participate in the various training courses within the school.	2.54	1.13	63.46	1
8	The Ministry of Education is working to develop school administrators and raise their administrative level through continuous and targeted workshops within the school.	2.28	1.18	57.05	2
9	The Ministry of Education provides books and cultural references necessary for developing the capacities of school administrators.	1.62	1.19	40.38	3
	Third aspect: culture	2.15	1.02	53.63	-
10	The Ministry of Education awards several motivational awards to school administrators.	0.97	1.21	24.36	2
11	The salary a school leader receives at work gives him a sense of appreciation.	1.03	1.25	25.64	1
12	The Ministry of Education offers many international trips as a kind of motivation for administrators.	0.15	0.66	3.85	3

	The Fourth Dimension: "Self-motivation"	0.72	0.85	17.95	-
13	The Ministry of Education provides us with adequate training courses to raise the standard entrusted to us.	1.56	1.26	39.1	2
14	The Ministry of Education works to cultivate our personalities with the knowledge and skills needed on the job.	1.77	1.37	44.23	1
15	The Ministry of Education periodically works on our scholarships for science and knowledge inside and outside the Kingdom of Saudi Arabia.	0.95	1.06	23.72	3
	The fifth dimension: Knowledge acquisition and investment	1.43	1.08	35.68	-
16	The Ministry of Education provides the necessary channels and means for information exchange between the school leader and other administrators and the Ministry of Education.	1.44	1.28	35.9	3
17	The Ministry of Education provides school administrators with educational action maps on how to operate within the school.	1.92	1.19	48.08	2
18	The Ministry of Education provides all necessary data and information on the situation of teachers and students within the school.	2.21	1.4	55.13	1

	The sixth dimension is information flow	1.85	1.08	46.37	-
19	The Ministry of Education authorizes me to fully manage and monitor school matters.	2.9	1.34	72.44	2
20	I authorize my colleagues to part of the powers granted to me within the school so that I can carry out the tasks assigned to me by the Ministry of Education.	3.41	0.67	85.26	1
21	The Ministry of Education bears all responsibility for the work that I do based on their mandate for all tasks.	2.36	1.44	58.97	3
	The seventh dimension: delegation of authority	2.89	0.83	72.22	-
22	The Ministry of Education is always keen to share with me and other colleagues their events.	1.97	1.56	49.36	3
23	The Ministry of Education encourages us to work in an integrated team spirit.	2.74	1.34	68.59	1
24	The Ministry of Education is always keen to help us solve problems.	2.41	1.39	60.26	2
	The Eighth Dimension: "Teamwork	1.53	1.17	38.25	-
25	Be serious about the topics that arise during my contact with others within the school.	3.36	0.66	83.97	3

26	I care about the content of my communication with others while communicating with them within the school.	3.56	0.55	89.1	2
27	I offer a kind of positive interaction while communicating with others within the school.	3.62	0.54	90.38	1
	The Ninth Dimension “Effective Communication	1.53	1.17	38.25	-
28	The Ministry of Education influences us in its decisions as school administrators in terms of the quality of work.	2.92	1.17	73.08	3
29	The supervisors within the ministry greatly influence our ability to positively manage the school.	2.85	1.17	71.15	2
30	The decisions issued by the Ministry of Education affect the administrators ' interaction with educational staff.	2.97	0.89	74.36	1
	The tenth dimension "influence	1.53	1.17	38.25	-

31	The Ministry of Education is working to provide all technologies and devices necessary to work inside schools.	2.08	0.97	51.92	2
32	The Ministry of Education seeks to continuously develop our technological skills in order to develop ourselves through training on electronic platforms and programs for administrative work within the school.	2.1	1.01	52.56	1
33	The Ministry of Education seeks to renew computers and electronic devices in line with modern technological development.	1.38	1.08	34.61	3
	The eleventh "technical dimension."	1.53	1.17	38.25	-
34	Dimensions of administrative empowerment	2.21	0.69	55.19	-

Figure No. (1) The relative weights of the sections on the extent of administrative empowerment among secondary school administrators for boys in the Kingdom of Saudi Arabia



1.2 The second question / What is the level of obstacles to administrative empowerment among boys' secondary school administrators?

In Saudi Arabia?

In order to identify the level of obstacles to administrative empowerment of the administrators of secondary schools for boys in the Kingdom of Saudi Arabia, the researcher calculated the averages, standard deviations and the relative weight of the scores of the paragraphs.

The results are shown below:

Table (10):

Arithmetic averages, standard deviations, and relative weights of the level of administrative empowerment obstacles for high school administrators for boys in the Kingdom of Saudi Arabia.

#	Paragraph	Arithmetic average	standard deviation	Relative weight	Arrangement
1	School administrators have limited authorities	2.79	1.07	69.87	1
2	Underestimating and belittling school administrators.	2.03	1.48	50.64	8
3	Lack of necessary competence in the Ministry of Education.	1.77	1.21	44.23	9
4	Misconception of administrative empowerment from a point of view ministry of education.	2.28	1.04	57.05	6
5	Lack of information sources and databases Necessary to work in schools.	2.23	1.25	55.77	7
6	Lack of interest in school administrators from an administrative point of view.	2.77	1.25	69.23	2
7	Lack of response from the Ministry of Education towards to the demands of school administrators.	2.67	1.14	66.67	3
8	Weak school administrators	2.54	1.01	63.46	4
9	Job insecurity for school administrators.	2.51	1.22	62.82	5
	The second dimension: "Barriers to Administrative Empowerment"	2.4	0.84	59.97	-

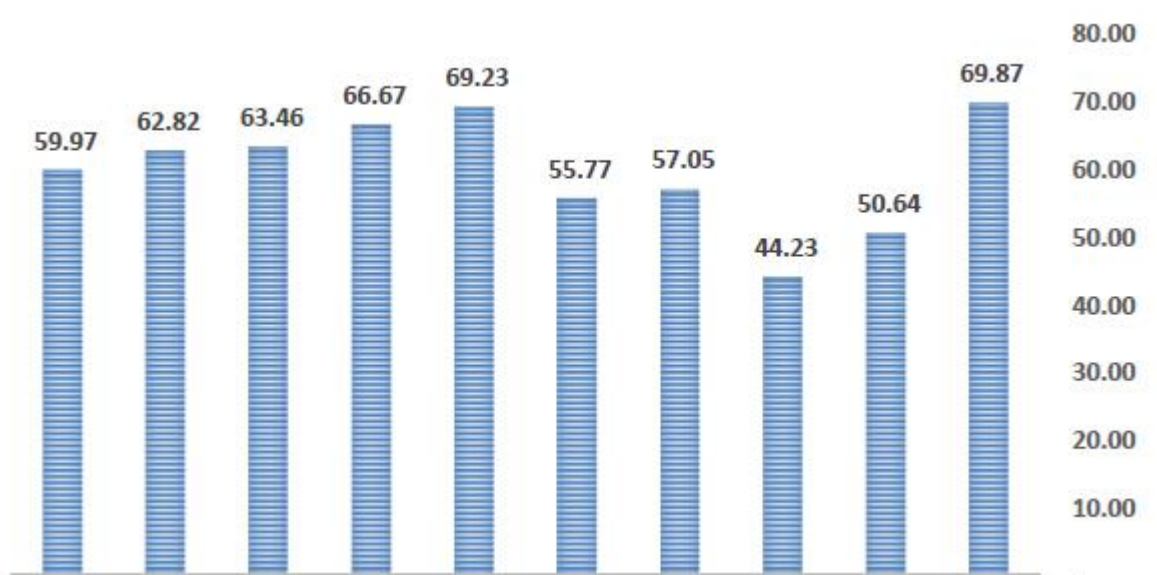
In the previous table, it is clear that:

The arithmetic mean of the overall score for the topic (the empowerment constraints, standard, was 0.84, and the relative weight was 59.97%), indicating that there are obstacles to administrative empowerment among high school administrators for boys in the Kingdom of Saudi Arabia with a medium degree, and according to the result of one-sample test about the average score (2), it was found, there are statistically significant differences between the averages of the respondents' responses, and this indicates that the average of responses is higher than the average (2), which indicates an average approval of high school administrators for boys on the existence of obstacles hindering administrative empowerment in secondary schools for boys in the Kingdom of Saudi Arabia.

The paragraph that came in the first place in terms of importance is paragraph (1) that says: The powers of administrators for schools are limited. Where the arithmetic mean reached 2.79 degrees, with a standard deviation of 1.07 and a relative weight of 69.87%, which indicates the presence of approval for the paragraph, while it came in last place in terms of importance is paragraph (3) that says: The lack of the necessary competence in the Ministry of Education. Where the arithmetic mean was 1.77, with a standard deviation of 1.21 and a relative weight of 44.23%, which indicates an average degree of agreement with the paragraph.

The researcher attributes this result to the fact that obstacles to administrative empowerment exist to a degree above average among school administrators as a result of the apparent lack of training and qualification processes for administrators and the lack of continuous contact and communication with administrators by the Ministry of Higher Education.

Figure No. (2) The Relative Weights of the Clauses of Administrative Empowerment Constraints Among the administrators of Secondary Schools for Boys in the Kingdom of Saudi Arabia



The third question / What are the features of the proposed vision of administrative empowerment among the administrators of secondary schools for boys in the Kingdom of Saudi Arabia?

What are the features of the proposed vision for administrative empowerment of secondary school administrators for boys to get acquainted with the Kingdom of Saudi Arabia, the researcher calculated the averages, standard deviations and the relative weight of the scores for paragraphs, and the results are as follows:

Table (11):

#	Paragraph	Arithmetic average	standard deviation	Relative weight	Arrangement
1	The powers and mandates required for school administrators.	2.92	1.12	73.08	2
2	Grants support school administrators to reach administrative empowerment.	2.69	1.29	67.31	4
3	Providing school	2.79	1.33	69.87	3

	administrators with the necessary databases to work within the schools.				
4	School administrators incurred social cooperation within schools.	3.21	0.91	80.13	1
5	Communication and communication processes between administrators and the Ministry of Education.	2.64	1.31	66.03	6
6	Securing school administrators in terms of the salary and grade due to them.	2.59	1.48	64.74	8
7	Putting an end to preventing the excesses of school administrators in order to improve the educational process resulting from the administrative processes inside the schools.	2.56	1.22	64.1	9
8	Holding more necessary management training courses for school administrators.	2.67	1.33	66.67	5
9	Holding the necessary periodic	2.64	1.21	66.03	7

	meetings for school administrators with the Ministry of Education.				
10	The third dimension: Features of the proposed vision for administrative empowerment	2.38	1.53	59.62	10
The third aspect: Features of the proposed visualization of an empowered administrative		2.71	1.01	67.76	

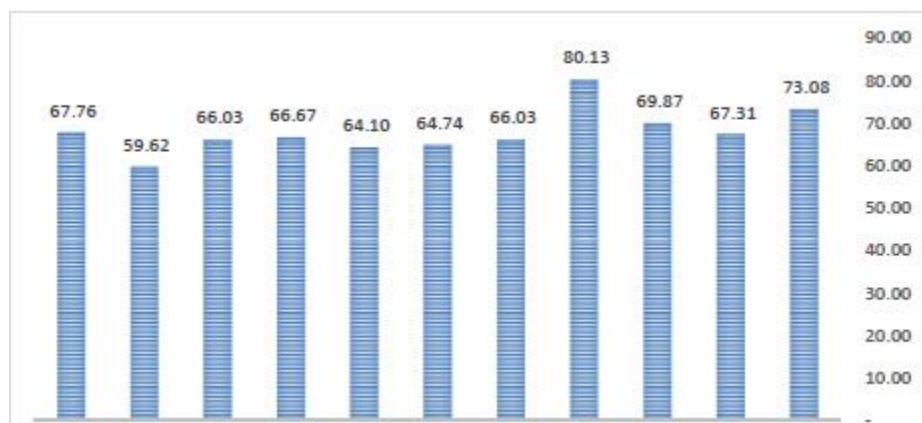
Arithmetic averages, standard deviations and relative weights of paragraphs are features of the proposed visualization of administrative empowerment among secondary school administrators for boys in the Kingdom of Saudi Arabia.

Relative weight ranking

In the previous table, it is clear that:

The arithmetic mean of the overall score for the topic (Features of the Proposed Perception of Administrative Empowerment) was 2.71, with a standard deviation 1.01, and the relative weight was 67.76%, which indicates that there is a proposed perception of administrative empowerment among high school administrators for boys in the Kingdom of Saudi Arabia with a high degree, and according to the results of the T-test. For one sample about the average score (2), it was found that there are statistically significant differences between the averages of the respondents' responses, and this indicates that the average of the responses is higher than the average (2), which indicates a high agreement among boys' high school administrators on the proposed vision of administrative empowerment in schools. Secondary for boys, Saudi Arabia.

The paragraph that appeared first with respect to its importance is Paragraph (4) that says: “School administrators urged social cooperation within schools. The arithmetic mean reached 3.21, with a standard deviation of 91. () and a relative weight of 13. () 8%, which indicates The existence of high approval for the paragraph, while it came in last place in terms of importance is Paragraph (10) that says: holding the necessary periodic meetings for school administrators with the Ministry of Education, where the arithmetic mean reached 2.38, with a standard deviation of 1.53 and a relative weight of 59.62%, which indicates the degree of approval Medium on the paragraph. The researcher attributes this result to the fact that a large percentage of school administrators agree with the proposed vision for administrative empowerment, with the aim of raising the level assigned to school administrators as role models for them and consider themselves to be role models for others in the educational process within schools. Figure No. (3) the relative weights of the paragraphs of the proposed scenario for administrative empowerment among secondary school administrators for boys in the Kingdom of Saudi Arabia



Second: the study hypotheses:

The first hypothesis: There are no substantial differences of statistical significance at (0.05 »u) in the degrees of the reality of administrative empowerment among the administrators of secondary schools for boys in the Kingdom of Saudi Arabia due to academic qualification.

To test the validity of this hypothesis, an independent test sample was used to study the differences in the degrees of administrative empowerment among secondary school administrators for boys in the Kingdom of Saudi Arabia attributable to academic qualification (BA, MA), and the results related to this hypothesis are shown in the following table:

Table 12

Subject	Scientific qualification	No	Arithmetic average	standard deviation	Test	Signification level	Difference
Participate in decision making	BA	280	50	1.16	1.55-	0.121	
	Master	32	1.83	1.23			
The efficiency	BA	280	3.06	0.62	0.23-	0.82	
	Master	32	3.08	0.56			
Culture	BA	280	2.13	0.98	0.48-	0.636	
	Master	32	2.25	1.34			
Self-motivation	BA	280	0.61	1.5	3.95-	0.001	BA
	Master	32	1.67	1.04			
Possessing and investing in the right knowledge	BA	280	1.38	1.32	1.87-	0.07	
	Master	32	1.83	1.05			
Information flow	BA	280	1.82	1.28	48.1-	0.147	
	Master	32	2.17	0.82			
Authorization	BA	280	2.91	0.96	1.6	0.111	
	Master	32	2.67	1.16			

Team work	BA	280	1.5	1.23	1.55-	0.121	
	Master	32	1.83	1.16			
Active communication	BA	280	1.5	1.23	1.55-	0.121	
	Master	32	1.83	1.16			
Effect	BA	280	1.5	1.23	1.55-	0.121	
	Master	32	1.83	1.16			
Technical aspect	BA	280	1.5	1.23	1.55-	0.121	
	Master	32	1.83	0.64			
The total degree to measure administrative empowerment	BA	280	2.18	1.02	2.71-	0.231	
	Master	32	2.41	0.84			
Barriers to administrative empowerment	BA	280	2.36	0.82	0.98-	0.007	BA
	Master	32	2.78	0.99			
Features of the proposed perception of administrative training	BA	280	2.69	1.13	-1.57	0.329	
	Master	32	2.88	0.47			
Total degree for the administrative empowerment reality	BA	280	2.31	0.89	0.126	0.126	
	Master	32	2.56				

•The overall score of the Administrative Empowerment Reality Scale: It was found that there are no statistically significant differences ($0.05 > p\text{-value}$) in the degrees of the reality of administrative empowerment among secondary school administrators for boys in the Kingdom of Saudi Arabia attributable to academic qualification (BA, MA), which means that school administrators Secondary schools for boys in the Kingdom of Saudi Arabia, with different educational qualifications, have similar views on the reality of administrative empowerment.

The researcher attributes this result to the fact that school administrators have converging views on the reality of administrative empowerment attributable to scientific qualification being holders of academic degrees and to acquiring the

necessary skills for self-development for the sake of administrative empowerment and we may find differences in some demographic factors between administrators in favor of highly qualified holders of certificates Masters.

- The first dimension, “Administrative Empowerment”: it shows that there are no statistically significant differences ($p > 0.05$) in the degrees of the reality of administrative empowerment and its following dimensions (participation in decision-making, competence, culture, knowledge acquisition and investment, information flow, delegation of authority, teamwork, effective communication, influence, and technology among high school administrators for boys in the Kingdom of Saudi Arabia attributed to academic qualification (BA, MA), while significant differences were found statistically significant ($0.05 > p\text{-value}$) in the degrees of (self-motivation) among administrators Secondary schools for boys in the Kingdom of Saudi Arabia are attributed to academic qualifications (Bachelor’s, Master’s), and differences in favor of master’s holders, which means that administrators of secondary schools for boys in the Kingdom of Saudi Arabia who hold masters have their views on self-motivation higher than administrators who hold a bachelor’s degree.

- The second dimension, "Barriers to Administrative Empowerment": It was found that there are statistically significant differences ($0.05 > p\text{-value}$) in the degrees of obstacles to administrative empowerment among secondary school administrators for boys in the Kingdom of Saudi Arabia due to academic qualification (BA, MA), and differences in favor of Master's holders. This means that the administrators of secondary schools for boys in the Kingdom of Saudi Arabia who hold a master’s degree and their views on the obstacles to administrative empowerment are higher than the administrators with a bachelor’s degree.

- The third dimension “The proposed perception of administrative empowerment: It was found that there are no statistically significant ($0.05 > p\text{-value}$) differences in the

degrees of the proposed perception of administrative empowerment among the administrators of secondary schools for boys in the Kingdom of Saudi Arabia attributable to academic qualification (BA, MA).

The second hypothesis: There are no substantial differences of statistical significance at (0.05 »a) in the degrees of the reality of administrative empowerment among the administrators of secondary schools for boys in the Kingdom of Saudi Arabia due to age.

To test the validity of this hypothesis, a way one was used to study the differences in the degrees of administrative empowerment among the administrators of secondary schools for boys in the Kingdom of Saudi Arabia due to age (less than 30 years, 31-35 years, 36-40 years, 41 years and more), And the results related to this hypothesis are shown through the following table:

Table (13):

Difference				Test	standard deviation	Arithmetic average	No	Age	Subject
4	3	2	1						
**0.001	**0.001	**0.001	1		0.64	2.78	24	Less than 30	Participate in decision making
//0.801	//0.247	1	-	11.62	1.02	1.33	32	31-35 Years	
//0.168	1	-	-	**0.001	1.42	1.62	56	36-40 Years	
1	-	-	-		1.07	1.39	200	Years 41 and more	
**0.001	**0.004	//0.160	1	10.59	0.32	3.56	24	Less than 30	The efficiency

**0.001	//0.142	1	-	**0.000	0.41	3.33	32	31-35 Years	
*0.018	1	-	-		0.56	3.14	56	36-40 Years	
1	-	-	-		0.63	2.93	200	Years 41 and more	
**0.001	**0.001	**0.001	1	12.47	0.48	3.33	24	Less than 30	Culture
//0.489	//0.434	1	-	**0.000	0.97	2.17	32	31-35 Years	
//0.783	1	-	-		1.09	2	56	36-40 Years	
1	-	-	-		0.96	2.04	200	Years 41 and more	
**0.001	//0.059	**0.001	1	6.61	1.93	1.33	24	Less than 30	Self-motivation
//0.916	*0.044	1	-	**0.000	0.37	0.58	32	31-35 Years	
**0.005	1	-	-		0.98	0.95	56	36-40 Years	
1	-	-	-		0.58	0.6	200	Years 41 and more	
**0.001	**0.001	**0.001	1	95.67	0.16	3.78	24	Less than 30	Possessing and investing in the right knowledge
**0.001	//0.580	1	-	**0.000	1.02	1.67	32	31-35 Years	
**0.001	1	-	-		0.84	1.76	56	36-40 Years	

1	-	-	-	19.86	0.76	1.01	200	Years 41 and more	
**0.001	**0.001	**0.001	1	**0.000	0.64	3.11	24	Less than 30	Information flow
**0.002	//0.914	1	-	19.86	0.88	2.17	32	31-35 Years	
**0.001	1	-	-		1	2.14	56	36-40 Years	
1	-	-	-		1.04	1.57	200	Years 41 and more	
**0.001	**0.001	**0.001	1	14.46	0.16	3.78	24	Less than 30	Authorization
*0.012	//0.836	1	-	**0.000	0.28	3.08	32	31-35 Years	
**0.004	1	-	-		0.87	3.05	56	36-40 Years	
1	-	-	-		0.85	2.71	200	Years 41 and more	
**0.001	**0.001	**0.001	1	10.62	0.64	2.78	24	Less than 30	Team work
//0.801	//0.247	1	-	**0.000	1.02	1.33	32	31-35 Years	
//0.168	1	-	-		1.42	1.62	56	36-40 Years	
1	-	-	-	10.62	1.07	1.39	200	Years 41 and more	
**0.001	**0.001	**0.001	1	**0.000	0.64	2.78	24	Less than 30	Active communication

//0.801	//0.247	1	-		1.02	1.33	32	31-35 Years	
//0.168	1	-	-		1.42	1.62	56	36-40 Years	
1	-	-	-		1.07	1.39	200	Years 41 and more	
**0.001	**0.001	**0.001	1	10.62	0.64	2.78	24	Less than 30	
//0.801	//0.247	1	-	**0.000	1.02	1.33	32	31-35 Years	Effect
//0.168	1	-	-		1.42	1.62	56	36-40 Years	
1	-	-	-		1.07	1.39	200	Years 41 and more	
**0.001	**0.001	**0.001	1	10.62	0.64	2.78	24	Less than 30	
//0.801	//0.247	1	-	**0.000	1.02	1.33	32	31-35 Years	Technical aspect
//0.168	1	-	-		1.42	1.62	56	36-40 Years	
1	-	-	-		1.07	1.39	200	Years 41 and more	
**0.001	**0.001	**0.001	1	27.48	0.55	3.2	24	Less than 30	
//0.058	//0.265	1	-	**0.000	0.58	2.25	32	31-35 Years	Dimensions of administrative empowerment

**0.001	1	-	-		0.71	2.4	56	36-40 Years	
1	-	-	-		0.6	2.03	200	Years 41 and more	
**0.001	**0.001	//0.363	1	15.88	0.8	2.89	24	Less than 30	Barriers to administrative empowerment
**0.001	**0.001	1	-	**0.001	0.15	3.08	32	31-35 Years	
**0.007	1	-	-		1.27	2.02	56	36-40 Years	
1	-	-	-		0.66	2.34	200	Years 41 and more	
*0.025	*0.011	//0.901	1	4.07	0.63	3.13	24	Less than 30	
*0.018	**0.008	1	-	**0.001	1.17	3.1	32	31-35 Years	Features of the proposed perception of administrative training
//0.359	1	-	-		1.2	2.51	56	36-40 Years	
1	-	-	-		0.93	2.65	200	Years 41 and more	
**0.001	**0.001	**0.001	1		0.61	3.13	24	Less than 30	
**0.001	//0.055	1	-	30.16	0.59	2.56	32	31-35 Years	Total degree for the administrative empowerment reality
*0.028	1	-	-	**0.002	0.4	2.36	56	36-40 Years	
1	-	-	-		0.45	2.2	200	Years 41 and more	

- The overall score of the Administrative Empowerment Reality Scale: It was found that there are statistically significant differences (0.01 p-value $<$) in the degrees of the reality of administrative empowerment among secondary school administrators for boys in the Kingdom of Saudi Arabia due to age (less than 30 years, 31–35 years, 36-- (40 years, 41 years and over), and to find the differences, a 1-SD test for dimensional differences was found. It was found that school administrators who are less than (3) years old have a higher view of the reality of administrative empowerment than administrators who are 31 years and above. 31-40 years old, their view on the reality of administrative empowerment is higher than those of 41 years and over, and these differences are statistically significant, while it is clear that there are no statistically significant differences between other groups.

The researcher attributes this result, which indicates that there are statistical differences in favor of younger administrators than older administrators. This is because young administrators have the ability to move, move and freedom in a very large way, and they do not have anything hindering them in addition to the fact that they do not have problems or pressures that hinder their training or learning like the older ones. Due to their advanced age, we find that younger administrators are better able to give and receive information better than older administrators in general.

- The first dimension, “Administrative Empowerment”: shows the existence of statistically significant fundamental differences (p-value <0.01) in the degrees of the reality of administrative empowerment and its following dimensions (participation in decision-making, competence, culture, self-motivation, possession and investment of knowledge, information flow. The delegation of authority, team work, effective communication, influence, and technology) among the administrators of secondary schools for boys in the Kingdom of Saudi Arabia is attributable to age (less than 30 years, 35-31 years, 36-40 years, 41 years and over), and to find the differences, the 15D test was found. For the dimensional differences,

it was found that school administrators who are less than 30 years old have their view on administrative empowerment and its following dimensions (participation in decision-making, culture, possession and investment of knowledge, information flow, teamwork, effective communication, influence, technical dimension) higher than administrators. It was found that administrators aged 36-40 years old have a higher view of the reality of administrative empowerment than those aged 41 years and over, and it was found that administrators aged 40-31 years have their view on acquiring and investing knowledge, the flow of information is higher than The administrators of their age 41 years and over, and it was found that administrators who are 40 years of age or less have a higher view of competence than administrators who are 41 years and over. It was also found that administrators aged 30 years and over have a higher level of competence than administrators aged 36 - 40 years. Administrators who are 30 years old and younger, (40-36 years), have a higher view of self-motivation than administrators (35-31 years, 41 years).

And more), and these differences are statistically significant, while it appears that there are no significant differences

Statistic among other groups.

- The second dimension: “Obstacles to Administrative Empowerment: It was found that there are substantial differences of statistical significance (-p Value <0.01) in degrees of obstacles to administrative empowerment among secondary school administrators for boys in the Kingdom of Saudi Arabia attributable to age (less than 30 years old, 31-35 years old, 36-40 years old, 41 years old and over), and to find differences, the LSD test for dimensional differences was found. It was found that school administrators who are 35 years of age or less have a higher point of view on the obstacles to administrative empowerment than administrators who are 36 years old or above. It was also found that administrators aged 41 years and over have a higher view of the reality of administrative

empowerment than those aged 36-40 years. Statistical significance, while it was found that there were no statistically significant differences between the other groups.

•The third dimension, "the proposed vision of administrative empowerment": showing the existence of statistically significant differences ($0.01 \text{ p-value} <$) in the degrees of the proposed perception of administrative empowerment among the administrators managing the administrators secondary school for boys in the Kingdom of Saudi Arabia is attributable to age (less than 30 years old, 31- 35 years old, 36-40 years old, 41 years and over)‘ and to find differences, the LSD test for dimensional differences was found. The proposed vision for administrative empowerment is higher than for administrators aged 36 years and above, and these differences are statistically significant, while it is evident that there are no statistically significant differences between other groups.

The third hypothesis: There are no statistically significant differences at ($0.05 \gg a$) in the degrees of administrative empowerment among the administrators of secondary schools for boys in the Kingdom of Saudi Arabia attributable to the experience in administrators.

To test the validity of this hypothesis, an ANOVA way one was used to study the differences in the degrees of administrative empowerment among high school administrators for boys in the Kingdom of Saudi Arabia due to administrators hip experience (1-5 years, (1-5) years, more than 10 years), and the results related to this hypothesis are shown through the following table:

Table (14):

The results of the PSA test to reveal the differences in the degrees of administrative empowerment among the administrators of secondary schools for boys in the Kingdom of Saudi Arabia attributable to the experience of administrators

Differences			Test	standard deviation	Arithmetic average	No	Leading experience	Aspect
3	2	1						
*0.012	**0.001	1		0.85	1.48	128	5-1 Years	Participate in decision making
**0.001	1	-	51.3	1.35	3	40	10-5 Years	
1	-	-	**0.001	1.04	1.17	144	More than 10 years	
**0.006	**0.001	1		0.45	3.1	128	5-1 Years	The efficiency
**0.001	1	-	14.8	1.08	3.47	40	10-5 Years	
1	-	-	**0.001	0.5	2.91	144	More than 10 years	
//0.324	**0.001	1		1.02	1.96	128	5-1 Years	Culture
**0.001	1	-	18.5	1.02	3	40	10-5 Years	
1	-	-	**0.001	0.89	2.07	144	More than 10 years	
**0.001	**0.001	1		0.33	0.29	128	5-1 Years	Self-motivation
**0.001	1	-	47.9	0.76	1.53	40	10-5 Years	

1	-	-	**0.001	0.97	0.87	144	More than 10 years	
**0.001	*0.045	1		1.06	1.63	128	5-1 Years	Possessing and investing in the right knowledge
**0.001	1	-	16.2	1.11	2	40	10-5 Years	
1	-	-	**0.001	0.97	1.09	144	More than 10 years	
//0.845	**0.004	1	4.6	0.87	1.77	128	5-1 Years	Information flow
**0.005	1	-	**0.001	0.74	2.33	40	10-5 Years	
1	-	-		1.29	1.8	144	More than 10 years	
//0.813	**0.001	1		0.87	2.79	128	5-1 Years	Authorization
**0.001	1	-	11.8	0.51	3.47	40	10-5 Years	
1	-	-	**0.001	0.81	2.81	144	More than 10 years	
*0.012	**0.001	1		0.85	1.48	128	5-1 Years	Team work
**0.001	1	-	51.3	1.35	3	40	10-5 Years	

1	-	-	**0.001	1.04	1.17	144	More than 10 years	
*0.012	**0.001	1		0.85	1.48	128	5-1 Years	Active communication
**0.001	1	-	51.3	1.35	3	40	10-5 Years	
1	-	-	**0.001	1.04	1.17	144	More than 10 years	
*0.012	**0.001	1		0.85	1.48	128	5-1 Years	Effect
**0.001	1	-	51.3	1.35	3	40	10-5 Years	
1	-	-	**0.001	1.04	1.17	144	More than 10 years	
*0.012	**0.001	1		0.85	1.48	128	5-1 Years	Technical aspect
**0.001	1	-	51.3	1.35	3	40	10-5 Years	
1	-	-	**0.001	1.04	1.17	144	More than 10 years	
//0.397	**0.001	1		0.58	2.14	128	5-1 Years	Dimensions of administrative empowerment

**0.001	1	-	26.3	0.72	2.89	40	10-5 Years	
1	-	-	**0.001	0.68	2.08	144	More than 10 years	
//0.994	**0.001	1		0.54	2.51	128	5-1 Years	Barriers to administrative empowerment
**0.001	1	-	19.3	1.16	1.67	40	10-5 Years	
1	-	-	**0.001	0.87	2.51	144	More than 10 years	
**0.001	**0.002	1		0.81	3.08	128	5-1 Years	Features of the proposed visualization of administrative empowerment

**0.001	1	-	64.4	0.32	3.56	40	10-5 Years	
							More than 10 years	
1	-	-		0.97	2.14	144	5-1 Years	The total score of the scale of the reality of administrative empowerment
**0.001	**0.002	1		0.43	2.39	128	10-5 Years	
							More than 10 years	
**0.001	1	-	27.9	0.37	2.81	40	5-1 Years	Barriers to administrative empowerment

							10-5 Years	
1	-	-		0.57	2.16	144	More than 10 years	

The third hypothesis: There are no substantial differences of statistical significance at (0.05 »a) in the degrees of reality for administrative empowerment of high school administrators for boys in the Kingdom of Saudi Arabia attributable to the experience in administrators. For boys in the Kingdom of Saudi Arabia attributed to administrators hip experience (1-5 years, 5-10 years, more than 10 years), and to find differences, the 1 SD test was found for dimensional differences, it was found that school administrators who have administrators hip experience 5-10 years have their view on The proposed vision for administrative empowerment is higher than administrators who have administrators hip experience (1–5 years, more than IO years), and school administrators who have administrators hip experience 1–5 years have a higher view of the proposed vision of administrative empowerment than administrators who have Experience in administrators hip (more than () 1 years). These differences are statistically significant, while it was found that there are no statistically significant differences between the other groups.

Chapter five

Findings and recommendations

First: Study Objectives

Second: The recommendations of the study.

Third: Features of the current study

Fourth: Obstacles to the study

Fifthly: the proposed studies.

First: Study Objectives

The study reached several results, the most important of which are:

- Administrative empowerment among the administrators of secondary schools for boys in the Kingdom of Saudi Arabia came to a moderate degree, with a relative weight of 55.19%.
- It ranked first in the dimensions of administrative empowerment after efficiency with a relative weight of 76.50%, followed by the delegation of authority with a weight of the ratio of 72.22%, followed by the dimension of culture with a relative

weight of 53.63%, followed by the fourth place after the flow of information with a relative weight of 46.37%, followed decision-making post participation, after group work, post effective communication, post influence, and after technical with a relative weight of 38.25%, followed by after possessing and investing knowledge with a relative weight of 35.68%, and lastly after self-stimulation with a relative weight of 17.95%.

- Obstacles to administrative empowerment among secondary school administrators for boys in the Kingdom of Saudi Arabia came to a moderate degree, with the relative weight reaching 59.97%. The proposed conception of administrative empowerment among secondary school administrators for boys in the Kingdom of Saudi Arabia came in a high degree, with the relative weight reaching 67.76%.

- It was found that there are substantial differences of statistical significance (0.05 p-value $<$) in the degrees of (self-motivation and administrative empowerment obstacles) of high school administrators for boys in the Kingdom of Saudi Arabia attributable to the academic qualification (bachelor's, master's) among high school administrators for boys in the Kingdom of Saudi Arabia, where Master's holders were found to have higher views on self-motivation and the barriers to administrative empowerment than BA administrators .

- It was found that school administrators who are less than 30 years old have a higher view of the reality of administrative empowerment than administrators who are 31 years old and above. It was also found that administrators aged 31-40 years old have a higher view of the reality of administrative empowerment than those aged 41 years and over. These differences are statistically significant, while there are no statistically significant differences between the other groups.

- It was found that school administrators who are less than (3) years old have a higher view of administrative empowerment and its following dimensions (participation in decision-making, culture, possession and investment of knowledge, information

flow, teamwork, effective communication, influence, and the technical dimension) than administrators whose age is 31 years and above, and it was found that administrators who are 36-40 years old have a higher view of the reality of administrative empowerment than those aged 41-40 years, and it has been found that administrators who are 31-40 years old have their view on possessing and investing knowledge, the flow of information is higher than administrators, those aged 41 years and over, and it was found that administrators who are 40 years of age or younger have a higher view of competence than administrators aged 41 years and over. It was also found that administrators who are 30 years old or less have a higher level of competence than administrators aged 0-36 years old. It turns out that the administrators (0-3 years old and under, 36-40 years old) have their view on 35 years, 41 years and over), and this self-motivation is higher than the administrators whose age is (31-- the differences are statistically significant, while it was found that there are no statistically significant differences between the other groups.)

- It was found that school administrators who are 35 years of age or less have a higher view on the obstacles to administrative empowerment than administrators who are 36 years old or above. It was also found that administrators aged 41 and over have a higher view of the reality of administrative empowerment than those aged 36-40 years, and these differences are statistically significant, while it was found that there were no statistically significant differences between the other groups.
- It was found that school administrators who are 35 years of age or less have a higher view of the proposed vision of administrative empowerment than administrators who are 36 years old or above. These differences are statistically significant, while there are no statistically significant differences between other groups.

- School administrators with 5-10 years administrative experience were found to have a higher view of the reality of administrative empowerment than administrators with administrative experience (1-5 years, more than 10 years), and school administrators who had administrative experience were found 1--5 years. Their view on the reality of administrative empowerment is higher than administrators who have administrative experience (more than 01 years), and these differences are statistically significant, while it is clear that there are no statistically significant differences between other groups.

- It was found that school administrators who have experience of administrative 5-10 years have their view on administrative empowerment and its following dimensions: participation in decision-making, competence, culture, self-motivation, possession and investment of knowledge, information flow, delegation of authority, teamwork, effective communication, the technical impact is higher than the administrators who have administrative experience (1-5 years, more than 01 years). School administrators who have administrative experience 1-5 years have also found their view on participation in decision-making, competence, possession of knowledge and invested in, teamwork.

Plan school strategies to overcome barriers and limitations

2. The necessity of setting a challenge to empower school administrators to carry out their tasks.
3. Ensure the need for school administrators to become familiar with the methods and techniques of effective administrative empowerment.
4. Create a system of incentives for school administrators to encourage them to work with the administrative empowerment system.
5. Seeking to find policies, strategies and procedures that support the implementation of empowering school administrators

6. That the regulations and instructions currently in force be amended to meet the requirements of empowerment and participation in educational decision-making.
7. The contribution of the Ministry of Education by presenting perceptions and proposals for the administrative empowerment of school administrators, especially the administrators.
8. There should be a competent authority to supervise and follow up to ensure that administrative empowerment can be applied by high school administrators.

Third: Features of the current study

I Technical empowerment of school administrators in the Kingdom of Saudi Arabia.

2- Application of remote study measures due to the Corona pandemic in the Kingdom of Saudi Arabia.

3 - The study provides a practical and applied vision for empowering educational administrators in Saudi Arabia's schools.

Fourth: Obstacles to the current study

The researcher faced a number of obstacles and obstacles during preparing this study, as follows:

The lack of availability of primary and secondary sources and references on the problem or issue on which the researcher's scientific research topic depends, which leads to the long time and effort spent in searching for other sources to form his theoretical framework and database on the problem.

Inability to access paper libraries and visit universities to learn more about the references and sources related to the subject of study as a result of the Corona pandemic and its consequences.

Difficulty in accessing previous foreign studies related to study variables, especially recent ones.

Fifth: the proposed studies

1. Conducting other studies related to the reality of administrative empowerment among school administrators in general and secondary schools in particular.
Scientific courses on the reality of administrative empowerment taught in universities
2. Designing service companies and organizations.
3. Conducting research and studies that promote the reality of administrative empowerment for workers in the Ministry of Education, in addition to studies devoted to school administrators and administrators.

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Appendices

Appendix No. (1)

A measurement for the reality of Administrative Empowerment for boys High
School Administrators

Administrators of Secondary Schools in the Kingdom of Saudi Arabia

Peace, mercy and blessings of God,

After Greetings,

Here is a measure of the reality of administrative empowerment, in the context of obtaining a PhD in Business Administration at the GATE Training Academy entitled (Measuring the reality of administrative empowerment of high school administrators for boys in the Kingdom of Saudi Arabia).

Initial data:

name:

Academic qualification: Bachelor's degree master degree

Age: less than 30.... 35-31.... 40-36.... 41 and over....

Administrators hip experience: 5-1 years.... 10-5 years... More than 10 years.....

Researcher / Sorour bin Mohammed Al-Harbi

Instructions for answering the surveys:

The following is a list of expressions following technical training techniques and administrative empowerment expressions for the administrators of secondary schools for boys in the Kingdom of Saudi Arabia, so please read each statement well, and then answer them as follows:

Put a mark (X) in the box that you think the situation applies to the need that you see in light of the question paper given to you.

There are no right or wrong answers, each of us has his own way of life, but what is important is an honest expression of your style used if you were in the supposed situation.

Note: The answers given in this scale will only be used for scientific research purposes, and they will be dealt with strictly confidential. Thank you for your kind cooperation with us.

No	Paragraph	Always	Often	Sometimes	Rare	Never
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	The Ministry of Education engages school administrators with the skills and training they need.		X			
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No	Paragraph	Always	Often	Sometimes	Rare	Never
	The first subject / theoretical frameworks (dimensions of administrative empowerment) participation in decision-making					
1	The Ministry of Education involves school administrators in decision-making.					
2	The Ministry of Education makes all decisions in partnership with school administrators regarding education quality and plans implementation.					
3	The Ministry of Education engages school administrators with the skills and training they need.					
	Efficiency					
4	The school leader possesses the necessary competence in					

	his assigned duties.					
5	The school leader deals with the problems encountered within the school with high efficiency.					
6	The school leader has the power to effect change and make educational decisions.					
	Culture					
7	The Ministry of Education encourages school administrators to participate in the various training courses within the school.					
8	The Ministry of Education is working to develop school administrators and raise their administrative level through continuous workshops within the school.					
9	The Ministry of Education provides books and cultural references					

	necessary for developing the capacities of school administrators					
	Self-motivation					
10	The Ministry of Education awards several motivational awards to school administrators .					
11	The salary a school leader receives at work gives him a sense of appreciation.					
12	The Ministry of Education offers many international trips as a kind of motivation for leader, acquiring knowledge and investing it					
Possessing and investing the right knowledge						
13	12 The Ministry of Education provides us with adequate training courses to raise the standard entrusted to us.					
14	The Ministry of Education works to cultivate our personalities with the knowledge and					

	skills needed at work.					
15	The Ministry of Education periodically works on our scholarships for science and knowledge inside and outside the Kingdom of Saudi Arabia.					
	the flow of information					
16	The Ministry of Education provides the necessary channels and means for the exchange of information between the school leader and other administrators and the Ministry of Education.					
17	The Ministry of Education provides school administrators with educational action maps on how to operate within the school.					
18	The Ministry of Education provides all necessary data and information about the situation of teachers and students inside the school.					

	Delegation					
19	The Ministry of Education authorizes me to fully manage and monitor school matters.					
20	I delegate part of the powers granted to my classmates within the school so that I can perform the tasks entrusted to me by the Ministry of Education.					
21	The Ministry of Education bears all responsibility for the work that I do based on their mandate for me in all tasks.					
	Teamwork					
22	The Ministry of Education has always made sure that I and other colleagues share their events.					
23	The Ministry of Education encourages us to work in an integrated team spirit.					
24	The Ministry of Education is always keen to					

	help us solve problems.					
	Effective Communication					
25	Be serious about the topics that arise during my communication with others within the school.					
26	I care about the content of my communication with others while communicating with them within the school.					
27	I offer a form of positive interaction during communication with others within the school.					
	Effect					
28	The Ministry of Education in its decisions affects us as school administrators in terms of the quality of work.					
29	Supervisors within the ministry have a great influence on our ability to run the school positively.					

30	Decisions issued by the Ministry of Education affect the administrators' interaction with educational staff.					
	Technical Aspect					
31	The Ministry of Education is working to provide all technologies and devices necessary to work inside schools.					
32	The Ministry of Education seeks to continuously develop our technological skills in order to develop ourselves through training on electronic platforms and programs for administrative work within the school.					
33	The Ministry of Education seeks to renew computers and electronic devices in line with modern technological development.					

	The second aspect / obstacles to administrative empowerment					
1	School administrators have limited powers					
2	Underestimating and underestimating the administrators of the orbits					
3	Lack of necessary competence in the Ministry of Education					
4	Misconception of administrative empowerment from a point of view Ministry of education					
5	The absence of sources and databases of information necessary to operate in schools					
6	Lack of interest in school administrators from an administrative point of view					
7	Lack of responding from the Ministry of Education to the demands of school administrators					
8	Administrative weakness of school administrators					
9	Lack of job security for					

	school administrators					
	Features of the proposed vision for the administrative empowerment of school administrators					
1	Granting corrections and mandates for school administrators .					
2	Supporting school administrators to gain access to administrative empowerment.					
3	Providing school administrators with the necessary databases for a laboratory inside the schools.					
4	School administrators urged social cooperation within schools.					
5	Enhancing communication and communication between administrators and the Ministry of Education.					
6	Securing school administrators in terms of ranks and grade due to Lim.					

7	Stop the abuse of school administrators.					
8	Developing a plan of cooperation between school administrators in order to improve the educational process resulting from the administrative processes inside the schools					
9	Holding more necessary administrative training sessions for school administrators.					
10	Holding the necessary periodic meetings for school administrators with the Ministry of Education.					

Appendix No. 2) The proposed scenario of the reality of the administrative empowerment of boy's Secondary school administrators

General Objective	Detailed Objective	Events and activities	Executive authority	Performance Index
	Having a plan includes strategy of empowerment application Administrative in high school.	Commissioned a team of experts to put a plan	- Ministry of Education . School leader	The existence of a strategic plan that guarantees the application of administrative empowerment in secondary schools.
	Provide administrators with a guide Comprehensive for everything With administrative empowerment	Preparing a comprehensive guide to empowerment Administration through a specialized team. Hold workshops to discuss administrators	- Ministry of Education . School leader	An extensive Guide about the administrative empowerment for school administrators

		Schools in this context. Preparing brochures about that.		
	Spread the benefits and benefits Resulting from an application Empowerment concept Administrative in schools	Preparing brochures about that. Hold seminars. Preparing awareness programs.	- Ministry of Education . School leader	Number of flyers Number of Symposiums
	Preparing awareness programs Managing Administrators Rum and all Employees with a range The need for an application	Preparing brochures for perusal of administrators And workers on everything that comes to pass About administrative empowerment	- Ministry of Education . School leader	Number of courses

	Administrative empowerment	and its development. Holding workshops to educate administrators Administrators - people with importance and necessity Empowerment.		
	Increase necessary funding To apply empowerment Administrative in schools high school	Provide a special budget for an application Administrative empowerment and what it needs from Technical aspect and incentives provided.	- Ministry of Education . School leader	The degree to which needs are met Administrative empowerment. Presence of a box Contribution to the school. Presence and diversity of devices Modern technological.

		Activating the contribution fund Schoolwork.		Having a specialized team In the field of maintenance And technical support.
		Engage principled administrators Education by setting development plans and that is through: Holding training courses for this Advancing and improving the empowerment process Administrative.	- Ministry of Education . School leader	Having a special budget For support and motivation Material. Establish motivation mechanisms And encouragement. The number of competitions Held on a level Education departments Different.

		<p>Organizing workshops to promote and develop Skills and some concepts that It will improve the empowerment process And improve the production process.</p> <p>Distance learning and empowerment application Technically administrators .</p>		
		<p>Distance learning and empowerment application Technically administrators .</p>	<p>- Ministry of Education . School leader</p>	<p>Having an actual plan To raise the level of exercise Administrators and workers</p>

		<p>Continuous technical training</p> <p>And create the right conditions</p> <p>And technical tools to follow operations</p> <p>Learning in electronic platforms.</p> <p>Enhancing the teacher's role and evaluating his performance</p> <p>And follow up student attendance and submission</p> <p>Daily Enrichments and Assignments.</p>		<p>For administrative empowerment.</p>
			- Ministry of Education	A comprehensive

			. School leader	guide to the process Technical empowerment for administrators Schools
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