Job Empowerment and Its Relationship to Job Satisfaction Among Faculty Members in Higher Education - Saudi Arabia

Maha B. Bin Bakr[1], Haifa T. Almagati[2]

[1]Department of Educational Management, College of Education, Imam Abdulrahman Bin Faisal University, P.O. Box 1982, Dammam, Saudi Arabia.
mbakr@iau.edu.sa
[2]College of Education, Imam Abdulrahman Bin Faisal University, P.O. Box 1982, Dammam, Saudi Arabia.
haifaturki.94@gmail.com

Abstract:

This study empirically investigates the correlation between job empowerment (JE) and job satisfaction (JS) among faculty members at Imam Abdulrahman bin Faisal (IAU) in Saudi Arabia. It also explores whether faculty members' gender and years of experience and their own supervisors' gender are associated with JE and JS levels. In this study, a descriptive approach was implemented, and a random sample of 345 faculty members at IAU rated their attitudes toward JE and JS using a questionnaire developed by the researchers. The findings indicate that the levels of JE and JS came to a "high" level with means of 3.72 and 3.66 respectively; and that JE is significantly correlated to JS *(r=0.81, p<0.001)*. Further findings revealed statistically significant differences in the responses on JE and JS attributed to gender in favor of the female faculty *(p<0.05)*; as well as a statistically significant differences in the responses attributed to supervisors' gender *(p<0.05)*. These findings indicate that the female leaders may be more effective than their male counterparts in empowering and affecting the JE and JS levels of their subordinates. The study recommends that upper-leadership need be role modeling practices that support the empowerment of faculty members, such as granting independence and authority in solving problems, and allowing active participation in upper-level committees and workgroups that set the strategies, policies and procedures that governs IAU. This study also recommends further empowerment of academic women into leadership positions to participate in directing the JE and JS practices towards faculty effectiveness in IAU.

Key words: Job empowerment (JE), job satisfaction (JS), higher education, faculty members, Saudi Arabia.

Introduction

Higher educational institutions are witnessing a shift from centralization to decentralization in leadership practices that support full empowerment of faculty members at all levels and sectors. The university's effectiveness is based on its investment in faculty members who represent the backbone for its prosperity and progress among other competing institutions. There is no doubt that quality educational outcomes are nothing but a product of all efforts of highly qualified faculty members; therefore, it is necessary to provide the supportive working environment that would allow faculty members excel in their teaching responsibilities, scientific research, and community services (Khouribeh and Abul-Hassan, 2022).

It should be noted that JE is one of the administrative concepts that rest on the idea of granting individuals the powers, with the necessary authority, along with the responsibilities, and enough freedom to perform the job without direct intervention to solve any problems (Al-Zahraa, 2018, Al-Madhi and Al-

Shanifi, 2021). Al-Zowi et al. (2022) confirm that JE allows faculty members' active participation in decision-making and policymaking processes. Accordingly, the concept of JE among faculty members includes the provision of more space in order to improve performance and to show creativity in all the tasks and roles associated with their job (Al-Zuhairi and Morjan, 2019).

Many previous research has stressed the importance of providing universities with a work environment which supports JE. Studies of Al-Sherif et al. (2021), Abiodun-Oyebanji (2019), Khan et al. (2020), (Njoroge (2018), (Turi et al. (2019), Yahchouchi & Bouldoukian (2014) investigated JE among faculty members and discussed its relationship with many vital concepts related to effective leadership, such as job loyalty, organizational commitment, job creativity…. Other studies have investigated faculty empowerment as an effective tool to motivate faculty members and improve their JS level; findings of these imperial studies have positively correlated JS with high levels of trust and achievement of common goals, and the sense of job loyalty and affiliation among individuals (Al-Adlibi, 2019; Al-Zuhairi and Morjan, 2019; Qutaish, 2015; Aithal, 2015; Amen& Sheikh, 2015; Hanaysha, 2016; Njoroge, 2018; Posadas et al., 2020; Tindowen, 2019). While other studies highlighted the role of JS in increasing the level of job performance effectiveness, thus, adding quality to the outputs of the educational system in general (Belaid and Belaadi, 2022; Al-Johary, 2020; Al-Akoury and Attia, 2020; Abdul Fattah, 2020). Therefore, it is important to provide all means of JS enhancement among faculty members, such as offering appropriate services, fulfilling personal needs, and improving the organizational climate within the university (Al-Ruwaished, 2021; Giorgidze, 2016; McNaughtan et al., 2021; Nuris et al., 2020).

As mentioned above, previous research on empowerment have concluded its positive association with JS and revealed that empowering faculty members have showed a higher degree of JS, which in turn increases their commitment and discipline at work, and further achieved higher results in their overall performance (Harb, 2015; Al-Harbi, 2013; Al-Moussawi and Farhat, 2019).

However, the empirical data gathered differed among different educational settings. For example, in the Saudi universities, findings of Harb (2015), Al-Harbi and Awad (2020), Al-Hamidi (2016) all reported medium levels of empowerment among faculty members; and findings of Al-Borai (2020), Al-Hussein (2019), Othman & Al Rayes (2022), Al-Ali (2018) all reported medium levels of JS; while findings of Al-Bajidi (2016), Al-Shahri (2019), Al-Ghamdi (2017) reported low levels of JS.

Furthermore, few research in the Saudi higher educational setting have investigated the important relationship between JE and JS; specifically, no previous attempt to investigate these variables from the faculty members' view point at IAU. Therefore, this study is an effort to bridge this gap, in hope to enhance the culture of JE among faculty members, and highlight its positive affect on their different job roles related to teaching, research and community service. This study gives particular recommendations to the decision makers at IAU, in hope it may help achieve higher levels of institutional performance, through answering the following research questions:

Q1. What are the perceptions of JE and JS among faculty members at IAU?

Q2. Are there statistically significant differences of JE on demographic categories (respondent's gender, supervisor's gender, years of experience?

Q3. Are there statistically significant differences of JS on demographic categories (respondent's gender, supervisor's gender, years of experience?

Q4. Is there a statistically significant relationship between JE and JS among faculty members at IAU?

Theoretical Framework

Job Empowerment

Definition

Many researchers in the field have defined the concept of empowerment from their point of view; Conger & Kanungo (1988) linked empowerment with feelings of self-efficacy among members of the organization and have determined the conditions that enhanced their feeling of helplessness, and worked towards removing these feelings; while Lightfoot (1986) referred to empowerment as the opportunities that individuals have in order to support the autonomy, choices, responsibilities and participation in the decision-making processes. JE is one of the modern administrative concepts that revolves around delegation of powers to the individuals; it does not mean loss of the control, rather it is redistribution of the authority and granting the individuals more freedom in the field of their specified jobs to resolve the related problems and assuming larger extent of the responsibilities (Al-Hamidi, 2016; Ababneh, 2013, Greasley et al., 2005, Mohapatra & Mishra, 2018؛ Naghavi et al., 2019, Somech, 2005).

In the higher educational setting, JE is realized formally by giving faculty members the opportunity to participate and engage actively in decision-making, and have direct influence on the work outcomes while increasing the overall levels of personal and institutional performance (Harb, 2015; Al-Asmar and Al-Hudhali, 2014; Al-Madhi & Al-Shanifi, 2021; Amen& Shaikh, 2015؛ Hanaysha, 2016). Therefore, JE of faculty members revolves around granting them more power, authority and independence to solve and deal with their problems, and make job decisions related to their teaching performance, scientific research or community service.

JE Dimensions

JE encompass many dimensions including the following:

- *Participation in decision-making*: Harb (2015) mentioned that faculty members' participation are able to perform their job activities skillfully through their contribution in setting the goals and plans related to their work. The participation in decision-making makes faculty members feel their importance and value to the university. Expanding the role of faculty members in the decision-making process, taking into consideration the individual and collective suggestions, recommendations and opinions, will facilitate the appropriate climate that allows access to the most effective decisions and will further ensure ease of its implementation (Ahmed and Beshaqli, 2019; Al-Olaymat, 2013, Al-Wazrah, 2019).

- *career growth and development*: The planned integrated professional development programs help faculty members obtain the needed training, and the technical, professional and psychological experiences necessary to bridge the gap between what a faculty member possesses and what is required to raise his/her performance in the academic field (Hassouna and Hassouna, 2020; Al-Daihani, 2016).

- *Independency*: Granting faculty members responsibilities and powers towards their work, and giving them the freedom to decide how to complete their work is an important aspect of JE (Harb, 2015). For example, it is crucial to grant faculty members the freedom to take decisions that control different aspects of their work, such as, scheduling, curricula, books, and educational planning (Short & Rinhart, 1992).

- *Influence*: Faculty members need to feel they can affect the system in which they work, they need to realize a certain degree of personal effect on the strategic, administrative and operational outcomes of their work (Al-Khatib and Ma'aieh, 2009).

JE Importance

JE is one of the important concepts that have a direct and indirect positive impact on faculty members in higher education. Empowerment of faculty members helps them develop their self-efficacy in order to assume responsibility for their own professional growth and progress; it also raises level of their ability to solve their own problems in their daily practices, and develops their ability to think about their academic progress (Kimwarey et al., 2014). The research of Al-Mohammadi (2019), Mohapatra & Mishra (2018), and Mozaiini et al. (2014) all concluded unanimously that JE results in satisfying faculty members' moral needs for self-esteem and self-affirmation, which leads to their love to and dedication in the work, and raise their self-motivation and JS. While Harb (2015) also indicated that JE a sense of achievement, and

encourages to unleash their energies, which increases their level of internal affiliation to the tasks that they perform, thus their loyalty and affiliation to the University increases. In addition, Guorong & Yusuf (2020) and Njoroge (2018) agreed that JE is a powerful tool to drive organizational change and to expand university communication channels to introduce new ideas and suggestions, and it also helps to create trust and mutual respect-based a friendly environment (Guorong & Yusuf, 2020, Njoroge, 2018).

JE Requirements

Undoubtedly, there are many requirements which support successful implementation of JE in the university settings. The research of Harb (2015); Al Harbi (2013); Al-Douri and Saleh (2008) and Al-Otaibi (2004), have highlighted the following:

▪ *Flexible organizational structure*: Empowerment requires adoption of a democratic culture, especially in the university's decision-making processes. Faculty members' participation in all academic activities, and having an impact on the structural and organizational changes; all systems need to be periodically reviewed and developed since the empowerment does not occur in organizations that emphasize order and control.
▪ *Award and reward programs*: Motivational theories over the years have focused on these recognition programs as a major factor that lead to highly motivated workers (Andrews, 2011). Faculty receiving recognition and awards, and prizes have high JS and organizational-commitment levels; it is important to recognize and honor skilled faculty members who engage in new teaching strategies and technologies and are lifelong learners who constantly produce quality research, and come up with creative initiatives and solutions to work problems (Bin Bakr & Ahmed, 2015; Crter & Brockerhoff-Macdonald, 2011).
▪ *Data & information circulation*: Faculty members need accurate, easy access to information in order to make those decisions in an effective and in due course. JE cannot be embodied without an atmosphere that promotes the flow of information in all directions of the institutions, among faculty, between colleges and departments, between leadership and subordinates; open communication between faculty members and leaders is crucial. This encompass effective listening and exchange of continuous constructive feedback; in addition, to coming up with initiative and training opportunities to secure latest implementation of technologies and databases that support the decision-making processes (Al-Alimat, 2013; Abiodun-Oyebanji, 2019, Appelbaum et al., 1999).

On the other hand, some researchers have studied the obstacles that may affect the successful JE implementation. The research of Al-Otaibi, (2004), and Al-Neyadi (2011) have pointed the most prevailing obstacles to include: the hierarchical organizational structure of universities which rests on the centralization in decision-making authority, the strict systems that do not believe in innovation and initiative for creativity, the lack of flexibility in job description with unclear roles, and the lack of the desire to and conviction of change among leadership, and a weak support for professional development and training programs for faculty members. Further obstacles for JE included high levels of confidentiality in the exchange of information and resources among different units and departments, and absence of effective communication between faculty members themselves and their department chairs, in addition to faculty members' fear of being criticized for assuming responsibilities and accountability in case of mistakes (Abiodun-Oyebanji, 2019; Njoroge, 2018).

Job Satisfaction

Definition

The interest in the topic of JS and extent of its impact on individuals go back to the early twentieth century, when the Practical Management Movement emerged, whose pioneers (Taylor, Fayol, and Feber) were interested in materialistic incentives as factor that achieve JS; and they tried to provide all financial means that would raise the efficiency and performance of individuals, which makes them work perfectly and at maximum speed (Abu Musameh, 2013). JS is a psychological concept, which is subject to many factors and variables that affect it; therefore, it is difficult to reach an agreed definition by scholars and researchers. Vroom (1964) defines JS as a

concept representing the emotional tendencies of the individuals towards the work roles played by them; while Locke (1969) referred to JS as the emotional state resulting from job evaluation as achievement or facilitation of the achievement of job values in the individual. In addition, Spector (1997) referred to JS as what individuals feel towards their jobs and the different aspects of their jobs, i.e. extent to which the individuals like their jobs "satisfaction" or don't like them "dissatisfaction. In addition, JS is defined as the perception and personal judgment of the individual towards the organization, to which they are affiliated with, and is an outcome of many pleasant and unpleasant experiences associated with the job (Abdul-Qader, 2018).

JS Aspects

JS have captured the discussion and attention of many researchers in the educational field due to its positive association with the job performance of faculty members. Because the educational process in universities is affected by the extent of the faculty member's satisfaction and productivity, different aspects of JS need to be meet and are used as measuring criteria, as follows:

- *Nature and Conditions of Work*: it goes without saying that efficiency of the faculty member increases, when suitable working conditions are created materially, socially and psychologically. Once a healthy environment is provided, with required working conditions the faculty member can produce and become innovative (Atoum, 2013).
- *Relationship with Superiors*: A strong relationship with supervisors is considered as one of the protective factors, which if lost, a state of dissatisfaction and resentment will arise among faculty members, therefore, it is necessary to give faculty members the respect and the freedom to act and flexibility in completing their work, and evaluating them through the final achievement, which ensures high levels of satisfaction among them (Al-Noman, 2018).
- *Relationship with Colleagues:* Researchers have pointed that the faculty member achieves higher levels of JS when social needs, namely needs of affiliation, are satisfied (Siyam, 2019). The relationship of faculty members with colleagues under the name (work group), are

considered a form of social formation that rests on satisfying motives of the individual's sense of belonging to a specific group, where work groups affect performance, personal relationships, communication, and motivation, and they are all closely related to JS.

JS Importance

JS is deemed a critical matter for faculty members as it directly affects the overall educational development and formation of future leaders (Hee et al., 2020). Many researchers have touched on the importance of JS as follows:

- *Increase performance effectiveness***:** Findings of Khazaleh (2019); Asas (2021); Lahsen (2020) all found that JS increases the level of job performance; if the individual is satisfied with the work, his enthusiasm for it will increases, and the level of turnout and gratitude towards work will increase. In addition, JS enhances the confidence of individuals and raises their morals, which leads them to exert more effort and energy and to harness all their knowledge, capabilities and skills at work; which will ultimately lead to higher levels of efficiency and effectiveness at the organizational level, while the decrease in JS makes the individual feel anxious and unstable, which negatively reflects on level of the job performance.
- *Raise levels of mental and physical states***:** Many studies indicated that there is a clear correlation between JS and individual's physical and psychological state and scientific productivity, which may reflect on faculty members positively or negatively. Some important factors that may increase faculty members' affiliation to their universities and stimulates them to give and make the desired efforts start with the job security, the stability and adequate salaries of faculty members that meet the living requirements, and their participation in decision-making processes related to all work aspects (Abdul-Fattah, 2020; Abdul-Qader, 2018; Qisa, 2018).
- *Positively correlates with other functional variables:* JS is a positive influential motive for the emergence of other important variables in the work environment, where many studies concluded that JS among faculty members is positively associated with their job commitment, loyalty,

creativity and initiative taking, and the quality work environment, and with the reduction of faculty turnover rates in universities (Al-Akouri and Attia, 2020; Al-Ghamdi, 2017; Haris et al., 2016).

Leadership Models & Job empowerment

The modern leadership models all call for building exceptional support teams to help them stay on track. These strong team members provide advice in times of uncertainty, help in times of difficulty, give solutions to problems when needed, and celebrate in times of success, thus, improving the effectiveness of all involved parties in the leadership process. Al-Hammouri (2020) has confirmed that these modern leadership models necessitate the presence of leadership practices that are able to lead organizations in competitive circumstances in an effective manner characterized by flexibility and innovation.

These models have adopted empowerment as one of its pillars, thus, moving away from centralization into a broader space of delegation of powers and authorities to subordinates, and granting trust in their abilities and competencies, and providing continuous professional development to all. Among the most important leadership models are:

a. Transformational Leadership: It is one of the modern models that seek the adoption of behaviors that encourage the empowerment of subordinates though delegation of powers, enhancement of individuals' abilities and stimulation of creative new ideas (Zarzour et al 2020). Bass (1997) has determined four dimensions for the transformational leadership as follows:

▪ *Ideal influence (charisma)*: The transformational leader act as strong role models for followers demonstrating high standards of moral and ethical conduct, sacrificing self-gain for collective gain.They become deeply admired, respected, trusted, and followers want to emulate them.
▪ *Inspirational motivation*: the transformational leader creates a clear picture of the future that is both optimistic and attainable,

and inspiring followers through motivation to become committed to the shared vision, communicates high expectations, talks with enthusiasm and encourages team spirit.
▪ *Intellectual stimulation*: the transformational leader stimulates followers to be creative and innovative and produce new ideas, encourages them to question the status quo and come-up with their own structure and solution to problems; they also provides followers with a flow of challenging ideas and develops innovative ways of dealing with organization issues.
▪ *Individual consideration*: the transformational leader Builds supportive climate by listening carefully to all needs and treats each follower as an individual. They also act as a coaches and advisors to assist followers in become fully actualized, while expressing trust and support, through providing learning opportunities and continuous feedback and useful criticisms.

It is clear that practices of the transformational leader call for principle of empowering the others. Al-Tilbani et al. (2013); Ibrahim et al (2017) confirmed that the behaviors pursued by the transformational leader are an invitation to empowerment, such as the participation of individuals in formulating the future vision and motivating them through spreading the spirit of teamwork, as well as the behaviors of intellectual stimulation embodied in encouraging individuals to think in a creative manner, training them on assuming the responsibilities, and freedom to choose ways and methods of work, which increases the individuals' sense of empowerment. Al-Sharif (2017), Al-Otaibi (2020) and Qarawani (2017) all agreed that the transformational leader has the ability to empower and transform individuals into leaders.

b. Participatory Leadership is another modern leadership approaches that rests on the participation of individuals in the decision making process, by delegating the powers and taking responsibility for all decisions made, thus, expanding their experiences and capabilities (Al-Harthy, 2018). The participatory leadership revolves around building close human relationships with all subordinates, holding meetings, discussing job problems, and benefiting from all ideas and opinions to reach common

solutions, which develops trust, cooperation while accomplishing the tasks (Al-Osaimi and Al-Qurashi, 2021). Participatory leadership rests on several dimensions as describes by Abu Shamala (2020) as follows:

▪ *Participation of individuals in decision-making*: this leads to integrating them the work, and increases their convictions in achieving goals.
▪ *Delegation of the powers and responsibilities*: giving individuals the opportunity to develop plans and participate in strategic and executive planning, which is commensurate with their qualifications, abilities and jobs.
▪ *Relying on human relations*: focusing on building individuals' energies by respecting their feelings, developing their own capabilities and developing their skills.

Some studies reviewed the links between participatory leadership and empowerment, where the participatory leadership lies in the leader's engaging the individuals in discussing the work decisions, setting the plans and goals, and solving the problems, which will enhance trust between them, enable them to work and feel JS, and this will reflect on their creativity and performance and achieve the goals of their organizations (Al-Damour, 2020). Findings of Al Ruwaithi (2018); Abu Shamala (2020); Abu Nasser (2019) agreed that empowerment can be achieved through availability of the participatory leadership pattern, which opens opportunities for empowerment instead of domination and control.

Methodology

Population & Sample

The population of this study consists of all full-time faculty members employed by IAU during the academic year 2021/ 2022. Using a list provided by the Deanship of Faculty and Personnel Affairs at the university, the sample was found to be totaled (N=3450). A simple random sample was taken which was determined according to the sample size table provided by Morgan & Krejcie (Morgan & Krejcie, 1970), (N=345) with confidence level 95% and response rate was 100%.

Table 1: Demographic characteristics of the respondents N=345.

Demographic Categories	N	%
Gender		
Male	149	43.2%
Female	196	56.8%
Supervisor's gender		
Male	148	42.9%
Female	197	57.1%
Years of experience		
Less than 5	68	19.7%
From 5 to 10	111	32.2%
More than 10	166	48.1%
Total	**345**	**100%**

Table 1 shows that most of the participants representing (56.8%) are female faculty; it also shows that the majority of the participants had female supervisors (57.1%), and most had more than 10 years of experience (48.1%).

Data Collection

Our study was guided by a set of ethical considerations on research with human participants set out by IAU; the required official approvals and procedures were followed. The questionnaire was electronically distributed through internal emails; the invitation email explained the main purpose of the study and explained the significance of participants' response to the success of the study. The questionnaire was sent to the sample with two reminders two weeks apart during the second semester of the academic year 2021/ 2022. The sample members were encouraged to respond to the questionnaire willingly and voluntarily, and both their response and completion rate were 100%. The protection of the privacy of all participants was ensured, the questionnaire did not ask for any information that would identify them.

Instrumentation

The research followed the descriptive approach, and a survey research design was used to address the objectives of this study. A fully structured questionnaire has been designed by the researchers, and used as a tool for data collection, after reviewing the literature and previous work related to the study topic, including the studies of Al-Jawhari (2020); Al Hamidi (2016); Al Asmar and Al Hudhali (2014); Al-Shahry (2020); Ababneh (2013); Al-Anezi (2019). The questionnaire consisted of 3 parts:

1. Demographic characteristics: Respondents were asked about their gender and years of experience, and their own supervisor's gender.
2. Job Empowerment (JE): This section included 20 items; respondents rated their attitudes towards work attributes related to JE in 4 categories (participation in decision-making (7), professional growth (6), influence (7),

independence (6). The sample questions included the following phrases: *"My supervisors encourage me to express my opinions and make decisions, I have access to the necessary data and sources related to decision-making, I participate in the development of plans for programs, courses, and activities, I participate in defining the criteria for accepting students in the department. Training programs are suitable for my professional needs are available, My department supports my participation in scientific conferences, The department allows exchange of professional experiences with other faculty members, I'm granted freedom in evaluating students, I have freedom to address research issues that are compatible with my interests, I can solve my job problems with complete independence. My colleagues consult me about their career matters, I feel that I am effective at the department/ college/ university levels, I see myself as a role model for others…".*

3. Job Satisfaction (JS): This section included 17 items; respondents rated their attitudes towards attributes related to JS in 3 categories (Work nature and conditions (6), Relations with supervisors (6), Relations with colleagues (5). Sample questions included the following phrases: "*I am satisfied with the results of my academic assignments clarity, My job tasks are suitable with my specialization, The tasks assigned correspond to the working hours, I feel the fairness and transparency of promotions, My salary fulfills my life requirements. My relationship with my supervisor have mutual respect, I receive sufficient incentives and encouragements to my ideas, My supervisor believes in an open door policy, I cooperate with my colleagues in accomplishing tasks, I have different communication channels with my colleagues, My colleagues provide me with support and assistance when needed…*"

The research sample members were asked to answer the phrases, according to the Likert Scale, and each scale was given a relative weight that was statistically processed as follows: Strongly Agree (5) degrees, Agree (4) degrees, Neutral (3) degrees, Disagree (2), Strongly Disagree (1).

Table 2 indicate respondents' degrees of approval on the phrases, as shown in the following table:

Table 2: Distribution of categories according to the gradation used in the tool.

Degree	Range
Strongly Agree	4.21 – 5
Agree	3.41 – 4.20
Neutral	2.61 – 3.40
Disagree	1.81 – 2.60
Strongly Disagree	1 – 1.8

Validity and Reliability

The research tool was tested for its validity by a group of specialized professors in the field (18) arbitrators. They were asked to review the items and sections for its clarity and accuracy and report any problems in completing it. The questionnaire was also piloted on a convenient sample of 30 faculty members from the population of the study.

Cronbach's alpha was used to examine the internal consistency of the questionnaire and to measure the questionnaire reliability. The value of the overall coefficient for JE was (0.937), where the values of its categories ranged between (0.841 - 0.890), while the value for overall JS was (0.912), and the values of its categories ranged between (0.847 - 0.937). The Pearson coefficient was also calculated and used as an indicator of the validity of the questionnaire; it ranged for JE categories between (0.732 - 0.902) and ranged for JS categories between (0.684-0.910). Overall values of both the Cronbach's alpha and the Pearson Correlation are strong, positive and statistically significant at the level (0.01).

Data Analysis & Results

Data analysis

The data was analyzed by using the Statistical Package for Social Sciences (SPSS), and the following is a review of the statistical tools that were utilized:

- Descriptive statistics: Frequencies and percentages to describe the characteristics of the research sample; means and standard deviations to calculate the response level to the different phrases and categories.
- Pearson correlation: to verify the validity of the tool, and test for correlation between study variables.
- Cronbach's Alpha coefficient: to verify the tool stability.
- Independent samples t-Test: to investigate significant differences between two independent groups.
- One-way ANOVA: to investigate significant differences between more than two independent groups.
- Least Significant Difference (LSD) Test; to compare the categories of a variable.

Results

Q1. What are the perceptions of JE and JS among faculty members at IAU?

Table 3: Descriptive Statistics for JE and JS N=345.

JE Categories	Mean	SD	Degree of Approval
Influence	4.10	0.593	High
Professional Growth	3.77	0.746	High
Independence	3.60	0.849	High
Decision-Making	3.40	0.897	High
Total JE	**3.72**	**0.652**	**High**
JS Categories			
Relations with Colleagues	4.32	0.606	Very High
Relations with Supervisors	3.59	0.980	High
Work Nature and Conditions	3.17	0.945	Intermediate
Total JS	**3.66**	**0.714**	**High**

Table 3 presents the descriptive statistics for both JE and JS for faculty members at IAU. The results indicate an overall high degree of approval for JE *(M=3.72, SD=0.652)*. All four categories of JE had high degrees of approval with means ranging between (4.10-3.72).

The findings in table 3 also show an overall high degree of approval for JS among faculty members at IAU *(M=3.66, SD=0.714)*. As shown, the highest level of approval was for the "Relations with colleagues" category *(M=4.32, SD=0.606)*, followed by the "relations with superiors"

category *(M=3.59, SD=0.98)*, and then the "work nature and conditions" category came with an intermediate degree of approval *(M=3.17, SD=0.945)*.

Q2. Are there statistically significant differences of JE on demographic categories (respondent's gender, supervisor's gender, years of experience?

Table 4: Results of t-Test analysis comparing JE based on respondent's gender and supervisor's gender N=345.

JE categories	Gender	Respondents' Gender (M=149; F=196)				Supervisors' Gender (M=148; F=197)			
		Mean	SD	*t-Value*	*p-value*	Mean	SD	*t-value*	*p-value*
Decision-Making	Male	3.34	0.894	-1.092	0.276	3.25	0.895	-2.678	* 0.008
	Female	3.45	0.900			3.51	0.885		

Professional Growth	Male	3.59	0.743	-3.940	* 0.000	3.58	0.723	-4.319	* 0.000
	Female	3.91	0.720			3.92	0.731		
Independence	Male	3.54	0.824	-1.204	0.229	3.50	0.818	-1.882	0.061
	Female	3.65	0.867			3.68	0.867		
Influence	Male	4.04	0.549	-0.760	0.448	4.01	0.579	-2.32	* 0.020
	Female	4.12	0.626			4.16	0.598		
Total JE	Male	3.64	0.625	-1.978	* 0.049	3.59	0.620	-3.269	* 0.001
	Female	3.78	0.668			3.82	0.661		

*significance level <0.05

The results of the t-test, as indicated in Table 4, show that there are statistically significant differences between the responses on JE as a whole due to respondents' gender in favor of females *(p-value<0.05)*. Results also show there is a statistically significant difference at the (professional growth) category in favor of females, while there were no statistically significant differences in the other three categories (decision-making, independence, and influence) due to the respondents' gender. It appears as if the female faculty have a higher degree of approval to their overall empowerment, in particular, in the professional growth category.

Table 4 also indicate that there is a statistically significant difference between the responses on JE as a whole due to supervisor's gender in favor of females *(p<0.05);* findings also show a statistically significant differences in the three categories of JE (participation in decision-making, professional growth, influence) *(p-values <0.05);* however, no differences in the (independence) category due to the supervisor's gender *(p-value>0.05)*. It appears as if the participants with the female supervisors have a higher degree of approval to their overall empowerment, in particular to the JE categories (decision making, professional growth, influence). While all respondents, regardless of their supervisors' gender, had similar levels of approval toward the (independence) category.

Table 5: Results of Analysis of various ANOVA comparing JE based on respondent's years of experience N=345.

JE categories	Years of experience	N	Mean	SD	*f-value*	*p-value*
	< 5	68	3.05	0.966		

Decision-Making	5 to 10	111	3.31	0.864	7.658	* 0.001
	> 10	166	3.64	0.855		
Professional Growth	< 5	68	3.48	0.789		
	5 to 10	111	3.67	0.720	7.693	* 0.001
	> 10	166	3.99	0.714		
Independence	< 5	68	3.19	0.969		
	5 to 10	111	3.59	0.730	10.566	* 0.000
	> 10	166	3.81	0.824		
Influence	< 5	68	3.83	0.604		
	5 to 10	111	4.10	0.551	3.930	* 0.021
	> 10	166	4.27	0.606		
Total JE	< 5	68	3.42	0.707		
	5 to 10	111	3.64	0.598	10.324	* 0.000
	> 10	166	3.93	0.629		

* significance level <0.05

Table 5 shows that there are statistically significant differences in all categories of JE due to the number of years of experience *(p<0.05).*

In order to find out between which categories the years of experience the differences lie, the (LSD) test was conducted and it was found that these differences came in favor of the more senior faculty members (>10 yrs*)*. It appears as if the most senior respondents (>10 yrs) have a higher

degree of approval to all JS categories as come to the less experienced faculty (<5yrs, and 5-10yrs).

Q3. Are there statistically significant differences of JS on demographic categories (respondent's gender, supervisor's gender, years of experience?

Table 6 Results of t-Test analysis comparing JS based on respondent's gender and supervisor's gender N=345.

JS categories	Gender	Respondents' Gender (M=149; F=196)				Supervisors' Gender (M=148; F=197)			
		Mean	SD	*t-value*	*P-value*	Mean	SD	*t-value*	*p-value*

Category	Gender	Mean	SD	t-value	p-value	Mean	SD	t-value	p-value
Work Nature and Conditions	Male	3.09	0.903	-1.382	0.168	3.08	0.885	-1.449	0.135
	Female	3.23	0.974			3.23	0.985		
Relations with Supervisors	Male	3.45	0.991	-2.335	*0.020	3.38	1.025	-3.633	*0.000
	Female	3.70	0.960			3.76	0.913		
Relations with Colleagues	Male	4.31	0.595	-0.414	0.679	4.22	0.670	-2.829	*0.005
	Female	4.33	0.615			4.40	0.540		
Total JS	Male	3.57	0.715	-1.880	0.061	3.52	0.743	-3.169	*0.002
	Female	3.72	0.708			3.76	0.674		

*significance level <0.05)

Table 6 findings indicate that there were no statistically significant differences in responses on the overall JS based on respondents' gender *(p-value>0.05)*. However, a statistically significant difference was reported in the "relations with supervisor" category *(p-value<0.05)*, in favor of female respondents. It appears as if the female faculty may have a higher degree of approval to their relations with their supervisors as compared to their counterparts.

Table 6 also indicate a statistically significant difference in responses on the overall JS based on supervisors' gender in favor of female supervisor, and there are also statistically significant differences in JS categories, "relations with supervisors", "relations with colleagues" (p-value<0.05)), in favor of female supervisor. Table 6 also show no statistically significant differences in the "work nature and conditions" category based on supervisor's gender *(p-value>0.05)*. It appears as if the respondents with female supervisors may have a higher degree of approval to "relations with supervisors", and with "relations with colleagues" categories as compared to the respondents with male supervisors.

Table 7 Results of Analysis of various ANOVA comparing JS based on respondent's years of experience N=345.

Categories	Years of experience	N	Mean	SD	*f-value*	*p-value*
	< 5	68	2.98	0.998	1.969	0.141
	5 to 10	111	3.15	0.944		

Work Nature and Conditions	> 10	166	3.25	0.918		
Relations with Supervisors	< 5	68	3.44	1.101	1.040	0.354
	5 to 10	111	3.63	1.011		
	> 10	166	3.63	0.903		
Relations with Colleagues	< 5	68	4.17	0.715	2.647	0.072
	5 to 10	111	4.37	0.602		
	> 10	166	4.35	0.552		
Total JS	< 5	68	3.49	0.807	2.279	0.104
	5 to 10	111	3.68	0.712		
	> 10	166	3.71	0.667		

Table 7 indicate no statistically significant differences in the average responses of JS among faculty members at IAU that are attributed to the years of experience (*p-value*>0.05. It appears as if all the respondents, regardless of the length of their work experience, have a similar degree of approval to all three JS categories (work nature and conditions, relations with supervisors, relations with colleagues).

Q4. Is there a statistically significant relationship between JE and JS among faculty members at IAU?

Table 8: Results of Pearson correlation on JE and JS categories

Job Empowerment categories		Job Satisfaction categories			
		Work Nature and Conditions	Relation w Supervisors	Relations w Colleagues	Total JS
Decision-Making	*R-value*	0.63	0.77	0.38	0.76
	p-value	**0.000	**0.000	**0.000	**0.000
Professional Growth	*R-value*	0.62	0.64	0.39	0.69
	p-value	**0.000	**0.000	**0.000	**0.000
Independency	*R-value*	0.63	0.66	0.37	0.70
	p-value	**0.000	**0.000	**0.000	**0.000
Influence	*R-value*	0.41	0.44	0.47	0.52
	p-value	**0.000	**0.000	**0.000	**0.000

Total JE	R-value	0.68	0.76	0.47	0.81
	P-value	**0.000	**0.000	**0.000	**0.000

** significance level < 0.01

Table 8 shows a highly significant positive correlation between JE and JS among faculty members in all its categories. Findings show the overall JE is highly correlated with the overall JS (*r-value*=0.81*; p-value*= 0.000). Among the JE categories, the highest correlation was found in decision making where (*r-value*=0.76; *p-value*=0.000), followed by independency, professional growth, influence where (*r-values* 0.70, 0.69, 0.52, respectively). On the other hand, among the three categories of JE, the highest correlation was found in relations with supervisors where (*r-value*=0.76; *p-value*=0.000), followed by work nature and conditions *r-value*=0.68, followed by relations with colleges *r-value*=0.47.

Discussion

It is with no doubt that all effective leadership models call for the principles of empowerment and have paid close attention to the individuals as valuable partners for organizational success. Empirical studies in the field have stressed the importance of continuously investigating the concept of JE as it relates to other important variables affecting the success of today's universities that face the ever-changing and challenging environments. Faculty members' JS is among these affected variables and is considered most vital to their motivation in accomplishing the many roles they have in an effective and efficient manner.

Because few studies have investigated the relationship between these two variables in the Saudi educational settings, and in particular, no research to date has examined this relationship among faculty members in IAU, this study was designed to examine the levels of both JE, and it further focused on gender as a potential explanatory variable and determinate of JE and JS.

The results indicate an overall high degree of approval for JE among faculty members (*M=3.72, SD=0.652*), particularly, in all four categories with means ranging between *(4.10-3.72)* (influence, professional growth, independence, and participation in decision-making). This finding may reflect upon the efforts of IAU in providing the training and professional development opportunities to its faculty members as highlighted in the university's fourth strategic goal, which is based on practices in line with the quality and accreditation standards as stated by the National Center for Academic Accreditation and Assessment agency, the official national accreditor referenced by IAU (NCAAA, 2018; IAU's Strategic Plan, 2018). This result also came in line with findings of previous studies of Al-Zawi et al. (2022); Sharif et al. (2021); Cheasakul & Varma (2016); Posadas et al. (2020); Tindowen (2019), which all stress on the importance of investing in the enablement of the university's human capital.

Further findings also show an overall high degree of approval for JS among faculty members at IAU *(M=3.66, SD=0.714)*; and a statistically significant difference in responses on JS based on supervisors' gender in favor of the female supervisors *(p-value<0.05)*. This finding may capture the interest of upper-leadership at IAU since it reflects on the female leadership potential who are positively affecting the JE and JS levels of their subordinates, particularly since the current national direction in the Saudi educational institutions is calling for further women empowerment as stated in the Kingdom's strategic vision 2030, thus, investing in the developing of women talents, and enabling them with the appropriate opportunities to build their skills and professional qualifications (Vision 2030 , 2016). No doubt academic women in Saudi universities are gaining visibility as highly qualified professionals and are being recognized for their achievements in leading colleges and universities more than ever before, however, female representation is less than (14%) of the overall

senior and middle leadership positions in Saudi universities (Bin Bakr, 2021).

Another important finding of this study shows a highly significant positive correlation between JE and JS among faculty members in all its categories *(r-value=0.81; p-value= 0.000)*. This finding is in agreement with the studies of Qutaish (2015), Al Harbi (2013), Al Mousawi and Farhat (2019), and Nuris et al. (2020), who concluded that delegating authority and powers to faculty members, giving them more freedom with independence and flexibility regarding their tasks, involving them in decision-making, adopting professional development programs, and activating self-censorship with confidence in them lead significantly to their JS; whereas the results of Giorgidze (2016) and McNaughtan et al. (2021) indicated that faculty members' who are able to influence administrative and work related decisions, and are feeling the importance of their opinions and ideas in the decision-making process, are found to have high levels of complete satisfaction with their job, thus, increasing their motivation and job performance level.

Conclusion

Previous empirical studies have pointed out the importance of faculty empowerment in the work environment and their satisfaction to all aspects of job responsibilities. This study is significant because it develops an understanding and awareness of the nature of the interrelatedness of both variables, JE and JS. This study investigated the levels of JE and JS among faculty members at IAU, and also provided empirical data regarding the relationship of these two variables. Hence, this study provides some recommendations to the leadership at IAU; it recommends that the upper-leadership should act as strong role models in showing practices that give total support for JE, such as granting faculty members independence and authority in solving problems, and allowing their active participation in upper-level committees that set the strategies, policies and procedures that governs IAU. The study also recommends the improvement of work conditions within the university to insure a fair balance of duties and work responsibilities, increase benefits

and salaries, taking into account all other factors related to faculty members' JS. In addition, this study also recommends further empowerment of academic women into upper-leadership positions to allow their active participation in directing the JE and JS practices towards faculty effectiveness in IAU.

Study limitation

There are some few limitations to the current study. The first limitation is the participants were limited to faculty members at IAU in the Eastern Province of the Kingdom of Saudi Arabia, and the time determinants were restricted within the academic year 2022. Therefore, additional longitudinal studies that expand on different samples may be conducted in order to investigate any changes on these two important variables over time in other university settings; and perhaps investigating other factors affecting JE and JS among faculty members.

Acknowledgment

Disclosure statement

The authors report no potential conflict of interest in this study.

References

[1] Ababneh, J. (2013). *Administrative transparency and its relationship with job empowerment among faculty members at Jordanian universities: Obstacles and*

solutions (PhD thesis, Al-Yarmouk University). http://search.mandumah.com.sdl.idm.oclc.or g/Record/739710

[2] Abdul Fattah, E. (2020). An Integrated Proposal for improving Faculty Job Satisfaction at Al-Arish University in the light of their Reflections. *The Educational Journal of the Faculty of Education at Sohag University, 77* (77), 1256-1319. https://dx.doi.org/10.21608/edusohag.2020. 107355

[3] Abdul-Qader, R. (2018). Job satisfaction and its relation to the scientific productivity of non-Saudi faculty members at Imam Muhammad bin Saud Islamic University. *Journal of the College of Education, 71*(3), 1-51. http://search.mandumah.com/Record/97812 2

[4] Abiodun-Oyebanji, O. (2019). Influence of Academic Staff Empowerment on Service Delivery in Nigerian Universities. *Journal of Education and Practice, 10* (3), 115- 121. http://dx.doi.org/10.7176/JEP/10-3-12

[5] Abu Musameh, A. (2013). *To What Extent the deans of faculties delegate the Authority at Gaza universities and its impact on job satisfaction of University Staff* (Master's thesis, Islamic University of Gaza). http://search.shamaa.org/FullRecord?ID=24 0180

[6] Abu Nasser, F. (2019). The application Degree of participatory school leaderships at Al-Ihsa Governorate and Its Correlation with Teachers' professional development. *Canadian Center of Science and Education, 12* (12), 101-112. https://doi.org/10.5539/ies.v12n12p101

[7] Abu Shamala, S. (2020). *The role of participatory leadership in achieving administrative empowerment in Palestinian universities - a case study of Al-Aqsa University in Gaza* (Master's thesis, Al-Aqsa University). https://scholar.alaqsa.edu.ps/2173

[8] Ahmed, M., & Beshaqli, M. (2019). Diagnosing of the relationship between employee empowerment and strategic dexterity - a survey of the view of a sample of a sample of teaching staff at the Cihan University. *Academic Journal of Nowroz University, 8* (3), 102-118. http://dx.doi.org/10.25007/ajnu.v8n3a433

[9] Aithal, S. (2015). Faculty empowerment strategies in higher education institutions. *International Journal of Management IT and Engineering, 5* (7), 108- 115. https://www.researchgate.net/publication/28 4182752

[10] AL zahraa, Z. (2018). *The role of job empowerment in enhancing administrative decisions* (Master's thesis, University of Mohamed Boudiaf M'sila). http://dspace.univ- msila.dz:8080//xmlui/handle/123456789/83 10

[11] Al-Adlibi, S. (2019). The impact of empowerment in the development of Creativity from the Point of view of faculty members at Damascus University. *Journal of the Association of Arab Universities, 39* (2), 51-71. https://digitalcommons.aaru.edu.jo/jaaru_rh e/vol39/iss2/4

[12] Al-Akoury, S., & Attia, I. (2020). Job satisfaction among faculty members at the College of Education - Qasr Bin Ghashir. *Journal of Humanities at Al-Marqab University*, (21), 329-353. http://search.mandumah.com/Record/12401 43

[13] Al-Ali, W. (2018). The degree of job satisfaction among faculty members in special education departments in the southern region of the Kingdom of Saudi Arabia. *Journal of Educational and Psychological Sciences, 2* (5), 149-162. http://search.mandumah.com/Record/93957 6

[14] Al-Alimat, A. (2013). *The Practice Degree of Empowerment Job among the Secondary Schools Principals for Teachers* (Master's thesis, Amman Arab University). http://search.mandumah.com/Record/63610 1

[15] Al-Anezi, K. (2019). Justice Organizational at The University of Tabuk and Its Relationship to Job Satisfaction Among Faculty Members. *Journal of the Faculty of Education: Assiut University, 35* (4), 73 - 112.

http://search.mandumah.com/Record/96212 0

[16] Al-Asmar, M., & Al-Hudhali, S. (2014). Faculty Members' Empowerment in Saudi universities from their point of view. *Educational Journal, 28* (110), 313-350. http://search.mandumah.com/Record/51413 7

[17] Albajidi, S. (2016). Some factors affecting the level of job satisfaction Among Faculty Members at the University of Al-Jouf. *Journal of Childhood Studies- Ain Shams University, 19* (1). 139-145. https://dx.doi.org/10.21608/jsc.2019.58873

[18] Al-Borai, H. (2020). The Level of Job Satisfaction among Faculty Members in the Kingdom of Saudi Arabia according to some demographic variables. *Journal of Scientific Research in Education, 6* (21), 110-137. https://dx.doi.org/10.21608/jsre.2020.10761 5

[19] Al-Daihani, S. (2016). Future of professional growth for faculty members at Kuwait University: Introduction to build intellectual capital from the viewpoint of experts leaders. *Journal of the College of Education: Ain Shams University, 40* (3), 323 - 434. http://search.mandumah.com.sdl.idm.oclc.or g/Record/815107

[20] Al-damour, A. (2020). *The mediating role of psychological empowerment on the relationship between participatory leadership and organizational commitment: a case study in the Social Security Corporation* (Master's thesis, Al al-Bayt University). http://search.mandumah.com.sdl.idm.oclc.or g/Record/1171315

[21] Al-Douri, Z., & Saleh, A. (2008). *Empowerment management and the economics of trust in the third millennium business organizations*. Jordan: Dar Al-Yazori for publishing and distribution.

[22] Al-Ghamdi, H. (2017). *Examining Motivation-Hygiene theory: job satisfaction among faculty members in Saudi higher education institutions* (PhD thesis, Edgewood College). https://eric.ed.gov/?id=ED582248

[23] Al-Hamidi, M. (2016). Job Empowerment and its Relationship with Organizational Loyalty among Faculty Members at the College of Education at Taif University from their point of view. *Specialized International Educational Journal, 5* (4), 236-266. http://search.shamaa.org/FullRecord?ID=11 4128

[24] Al-Hammouri, N. (2020). *The relationship between transformational leadership and employee creativity: the mediating role of psychological safety* (Master's thesis, Yarmouk University). http://search.mandumah.com/Record/11768 94

[25] Al-Harbi, N., & Awad, H. (2020). Talent management and its relationship to Job Empowerment at Umm Al-Qura University from perspective of faculty members. *AlBaha University Journal of Human Sciences, 6* (22), 248-272. https://portal.bu.edu.sa/web/bujhs/vol.6-iss2

[26] Al-Harbi, Q. (2013). Empowerment and Job satisfaction Among the Faculty Members of the Old and Growing (New) Saudi universities: a suggested prospect. *Educational Journal, 27* (107), 217 - 272. http://search.mandumah.com/Record/49496 7

[27] Al-Harthy, E. (2018). *Participative leadership and its Relationship with organizational loyalty for Female High school Teachers in Riyadh* City (Master's thesis, Al-Imam Muhammad bin Saud Islamic University). https://www.scribd.com/document/4823201 97

[28] Al-Hussein, A. (2019). The professional pressures and its relation to the level of satisfaction among faculty members at Princess Nourah Bint Abdulrahman University. *Journal of the Faculty of Education: Tanta University, 7* (2), 595-639. http://search.mandumah.com/Record/96812 8

[29] Al-Johary, S. (2020). The level of job satisfaction among faculty members and its relationship to academic performance: A field study on the faculty members in the college of arts in the female section. Journal of *Umm Al-Qura University for Social Sciences, 13* (1), 906-962.

http://search.mandumah.com/Record/1139778

[30] Al-Khatib, A., & Ma'aieh, A. (2009). *Modern management - modern theories, strategies, and models*. Modren Book's world for publishing and distribution.

[31] Al-Madhi, A., & Al-Shanifi, N. (2021). Job Empowerment and its Impact on Job Engagement. *The Arab Journal of Management: The Arab Administrative Development Organization, 41* (4), 313 - 338. http://search.mandumah.com.sdl.idm.oclc.org/Record/1207206

[32] Al-Mohammadi, S. (2019). Strategic Management and Contemporary Management: Empowerment, Change, Contradictions, Negotiation (e-book). https://search-ebscohost com.sdl.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=2176057&site=eds-live

[33] Al-Moussawi, H., & Farhat, K. (2019). Inclinations of Members of the Teaching Staff Towards Factors Leading to Job Satisfaction: A Comparative Study between Public and Private Universities. *Studies in Economics and Management, 4* (2), 110-132. http://dx.doi.org/10.22158/rem.v4n2p110

[34] Al-Neyadi, S. (2011). The Influence of empowerment of recruitment on developing the performance of service security in community in Emirates. *Ain Shams University - Faculty of Arts, Special Issue*, 123-163. http://search.mandumah.com/Record/140075

[35] Al-Noman, S. (2018). *Job Satisfaction and its Effect on Organizational Commitment Moderating Role of the Research Environment: An Applied Study in Jordanian Universities in the Northern Region* (PhD thesis, International Islamic Sciences University). http://search.mandumah.com/Record/985946

[36] Al-Osaimi, K., and Al-Qurashi, I. (2021). The degree to which directors of education offices in Taif governorate practice participatory leadership from the supervisors' point of view. Junior researchers of educational sciences journal- *Sohag University*, (9), 740 - 780. http://search.mandumah.com.sdl.idm.oclc.org/Record/1189958

[37] Al-Otaibi, S. (2004, November 27-29). *Ideas to enhance the empowerment of workers in Arab organizations* (presented paper). The Fifth Annual Arab Conference of Management, Arab Administrative Development Organization, Sharm El-Sheikh.

[38] Al-Otaibi, S. (2020). The role of transformational leadership in managing change. *International Journal of Educational and Psychological Sciences, 41*(59), 128 - 141. http://search.mandumah.com.sdl.idm.oclc.org/Record/1130229

[39] Al-Ruwaished, F. (2021). The degree of job satisfaction and its relationship to achievement motivation among faculty members at Al-Jouf University. *An-Najah University:Journal for Research Humanities, 35* (7), 1105 - 1134. http://search.mandumah.com/Record/1159277

[40] Al-Ruwaithi, H. (2018). The Degree of participatory leadership practice and its relationship to the organizational climate in academic departments in Saudi universities. *The Educational Journal of the Faculty of Education, Sohag University, 55*, 217-253. http://search.mandumah.com/Record/924086

[41] Al-Shahry, A. (2020). The degree of practicing administrative transparency and its relationship to job satisfaction among faculty members in Saudi universities. *Al-Qalam Journal of Al-Qalam University for Humanities and Applied Sciences*. (17). http://search.mandumah.com/Record/1061748

[42] Al-Shahri, K. (2019). The Relationship between leadership styles and job satisfaction among faculty members at Imam Abdulrahman bin Faisal University. *Journal of Educational and Psychological Sciences, 12* (3), 1344- 1372. https://jeps.qu.edu.sa/index.php/jep/article/view/2326

[43] Al-Sharif, M. (2017). *The Role of Transformational leadership in*

empowerment employee in General Secondary Education: An Analytical Evaluative study in Alexandria Governorate (Master's thesis, Alexandria University). http://search.mandumah.com/Record/878295

[44] Al-Sherif, H., Shebash, K., & Kadik, R. (2021). Empowerment and its relationship to career creativity among the faculty members of the Faculty of Economics at Misurata University. *Journal of Economics and Business Studies, 8* (1), 97-114. https://doi.org/10.36602/jebs.2021.v08.01.05

[45] Al-Tilbani, N., Badir, R., & Al-Raqb, A. (2013). Transformational leadership and its relationship with employee empowerment in the Palestinian universities in the Gaza Strip. *An-Najah University: Journal for Research Humanities, 27* (4), 734-774. https://search.emarefa.net/detail/BIM-664685

[46] Al-Wazrah, A. (2019). Organizational silence and its relationship to participation in decision-making among faculty members at the Deanship of Preparatory Programs at Imam Muhammad bin Saud Islamic University. The Arab Journal for Educational and Social Studies: King Salman Institute for Studies and Consulting Services, (14), 140 - 186. http://search.mandumah.com.sdl.idm.oclc.org/Record/1062559

[47] Al-Zowi, S., Abdel Salam, H., & Taher, N. (2022). Dimensions of job empowerment and its relationship to organizational loyalty among faculty members at the Faculty of Arts and Sciences-Qamens. *Al-Manara Scientific Journal,* (4), 160 - 175. http://search.mandumah.com/Record/1264145

[48] Al-Zuhairi, I., & Morjan, R. (2019). The impact of empowerment on faculty members at Port Said University: a case study. *Journal of Educational Sciences: Cairo University-Faculty of Graduate Studies of Education, 27* (2), 404-488. http://search.mandumah.com/Record/1087839

[49] Amen, U., & Shaikh, N. (2015). Empowerment Of Academic and Non-Academic Staff at a Local University: Exploring The Relationship with Organizational Support and Employee Commitment. *Market Forces- College of Management Sciences, 10* (2), 31-46. https://api.semanticscholar.org/CorpusID:168493245

[50] Andrews, H.A. (2011). Supporting quality teachers with recognition. *Australian Journal of Teacher Education, 36* (12), 59-70. http://dx.doi.org/10.14221/ajte.2011v36n12.5

[51] Appelbaum, S., Hebert, D., & Leroux, S. (1999). Empowerment: power, culture, and leadership - a strategy or fad for the millennium?. *Journal of Workplace Learning: Employee Counselling Today, 11* (7), 233-254. https://www.researchgate.net/publication/235280272

[52] Asas, S. (2021). The Influence of Paternalistic leadership on commitment and job satisfaction - a field study from the point of view of female administrators in academic departments at King Abdulaziz University in Jeddah. *Journal of Economic, Administrative and Legal Sciences, 5* (24), 17-37. https://doi.org/10.26389/AJSRP.A250221

[53] Atoum, M. (2013). *Promotional standards of faculty Jordanian universities and relationship with the job satisfaction* (PhD thesis, Yarmouk University). http://search.mandumah.com/Record/741362

[54] Bass, B.M. (1997). Does the Transactional-Transformational Leadership Paradigm Transcend Organizational and National Boundaries?. *American Psychologist, 52* (2), 130-139. https://doi.org/10.1037/0003-066X.52.2.130

[55] Belaid, S., & Beladi, I. (2022). The impact of job satisfaction on the performance of teachers in the sectors of national education and vocational training in the state of Guelma. *Afak for Science Journal, 7* (3), 421-443. https://www.asjp.cerist.dz/en/article/191732

[56] Bin Bakr, M., & Ahmed, E. (2015). An empirical investigation of Faculty members' organizational commitment in the kingdom

of Saudi Arabia. *American Journal of Educational Research,3* (8), 1020-1026. http://pubs.sciepub.com/education/3/8/12/

[57] Bin Bakr, M. (2021). Women and leadership: Challenges to women empowerment in academic leadership roles in Saudi Arabia. *Journal of psychology and wellbeing*. 6(2), 1645-1658.

[58] Carter, L., & Brockerhoff- Macdonald, B. (2011). The Continuing Education of Faculty as Teachers at a Mid-size Ontario University. *The Journal for the Scholarship of Teaching and Learning, 2* (1), 1-12. http://dx.doi.org/10.5206/cjsotl-rcacea.2011.1.4

[59] Cheasakul, U., & Varma, P. (2016). The influence of passion and empowerment on organizational citizenship behavior of teachers mediated by organizational commitment. *Contadina y Administration, 61* (3). http://www.sciencedirect.com/science/journal/01861042

[60] Conger, J., & Kanungo, R. (1988). The empowerment process: Integrating theory and practice. *The Academy of Management Review, 13*(3),471–482. https://doi.org/10.2307/258093

[61] Giorgidze, L. (2016). Study of employee empowerment and job satisfaction of university staff in a TQM perspective: Implications for higher education managers. *Quality Issues and Insights in the 21st Century, 5* (1), 6 – 19. http://oaji.net/articles/2017/451-1503757092.pdf

[62] Greasley, K., Bryman, A., Dainty, A., Price, A., Soetanto, R., &King, N. (2005). Employee perceptions of empowerment, *Employee Relations, 27*(4), 354-368. https://doi.org/10.1108/01425450510605697

[63] Guorong, W., & Yusuf, A. (2020). Empowerment enhancement: A significant predictor of Chinese lecturers' self-efficacy and Job performance. *Technium Social Sciences Journal, 8,* 452-471. http://www.techniumscience.com/

[64] Hanaysha, J. (2016). Examining the Effects of Employee Empowerment, Teamwork, and Employee Training on Organizational Commitment. *Procedia - Social and Behavioral Sciences,229* ,298 - 306. https://doi.org/10.1016/j.sbspro.2016.07.140

[65] Harb, M. (2015). Faculty Empowerment in Saudi Universities between the realization of leadership and practice. *Journal of Educational Sciences- Al-Imam Muhammad bin Saud Islamic University, 1*(2), 279-364. http://search.mandumah.com/Record/690181

[66] Haris, Z., Saidabadi, R., & Niazazari, K. (2016). The Effect of Perceived Spiritual Leadership on Envy Management of Faculty Members through the Role of Professional Development Mediation and Job Satisfaction. *Canadian Center of Science and Education, 9* (12), 157-166. http://dx.doi.org/10.5539/ies.v9n12p157

[67] Hassouna, I., & Hassouna, O. (2020). The reality of professional growth for the teaching staff in Technical and Vocational Education and Training (TVET) colleges - Gaza Strip in the light of technological development and seeking for The Ways of The Development. *Journal of Educational Sciences, 32* (2), 221-245. https://jes.ksu.edu.sa/ar/node/6662

[68] Hee, O., Shi, Ch., Kowang, T., Fei, G., & Ping, L. (2020). Factors influencing job satisfaction among academic staffs. *International Journal of Evaluation and Research in Education, 9* (2), 285-291.http://dx.doi.org/10.11591/ijere.v9i2.20509

[69] Ibrahim, N., Ismail, T., & Awis, M. (2017). Examining the Relationship between Transformational Leadership and Employee Empowerment. *Journal of Administrative Science, 14* (2), 2-14. https://jas.uitm.edu.my/images/2017_DEC/4.pdf

[70] Institutional Accreditation Standards. (2018). *in Education and Training Evaluation Commission (ETEC)*. https://etec.gov.sa/en/productsandservices/NCAAA/Accreditation/Pages/Accreditationstandardsdeve.aspx

[71] Khan, R., Rehman, Z., Ahmed, M., & Rahman, M. (2020). Employee Empowerment and its influence on employee performance: A case study of Hazara

University. *Sarhad Journal of Management Sciences (SJMS)*, 6 (1), 1-14. https://journal.suit.edu.pk/index.php/sjms/article/view/453

[72] Khazaleh, Rani. (2019). *Impact of the career path on job satisfaction among employees of Al al-Bayt University* (Master's thesis, Al al-Bayt University). http://search.mandumah.com/Record/975701

[73] Khouribeh, E., & Abul-Hassan, A. (2022). The mediating role of psychological empowerment in the relationship between transformational leadership and work engagement among teaching staff and their assistants in the Faculties of Education, Zagazig University. *Educational Journal, 93 (1)*, 49-141. http://search.mandumah.com/Record/1207378

[74] Kimwarey, M., Chirure, H., & Omondi, M. (2014). Teacher Empowerment in Education Practice: Strategies-Constraints and Suggestions. *IOSR Journal of Research & Method in Education,4*, 51-56. http://www.iosrjournals.org/

[75] Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30* (3), 607-610. https://doi.org/10.1177/001316447003000308

[76] Lahsen, B. (2020). *Job satisfaction among primary school teachers :a case study in the Directorate of Education in the state of Bordj Bou Arreridj* (Master's thesis, University of Mohamed Boudiaf). http://virtuelcampus.univ-msila.dz/facdroitsp/

[77] Lightfoot, S. L. (1986). On goodness of schools: Themes of empowerment. *Peabody Journal of Education, 63* (3), 9-28. https://doi.org/10.1080/01619568609538522

[78] Locke, E. (1969). What is job satisfaction. *Organizational behavior and human performance, 4* (4), 309-336. http://dx.doi.org/10.1016/0030-5073(69)90013-0

[79] McNaughtan, J., Eicke, D., Thacker, R., & Freeman, S. (2021). Trust or Self Determination: Understanding the Role of Tenured Faculty Empowerment and Job Satisfaction. *The Journal of Higher Education, 93* (1), 1-25. https://doi.org/10.1080/00221546.2021.1935601

[80] Mohapatra, M., & Mishra, S. (2018). The Employee Empowerment as a Key Factor Defining Organizational Performance in Emerging Market. *International Journal Business Insight Tranformation,12* (1),48–5. https://www.proquest.com/openview/ea82737b4d21d817031929930d9f02ca/1?cbl=2068965&pq-origsite=gscholar

[81] Mozaiini, M., Seifi, A., & Mahmodi, I. (2014). The Relationship Between Creativity and Empowerment in Faculty Members at Islamic Azad University. *Advances in Environmental Biology, 8* (16), 518-522. https://www.researchgate.net/publication/332555069

[82] Naghavi, M., Jofreh, M., Vaezi, R., & Ghorbanizadeh, V. (2019). Empowerment of the professional ageing workforce: a review and development of a model. *European Journal of International Management, 13* (2), 269-286. http://dx.doi.org/10.1504/EJIM.2019.10014199

[83] Njoroge, R. (2018). *The Influence of Employee Empowerment on Employee Commitment Among Academic Staff at Jomo Kenyatta University of Agriculture and Technology (JKUAT)* (Master's thesis, University of Nairobi). http://hdl.handle.net/11295/106330

[84] Nuris, D., Wardoyo, C., & Satrio, Y. (2020, November 11). *The Effect of Empowerment and Compensation on Job Satisfaction of Academic Staff at Universitas Negeri Malang* (paper presentation). International Conference on Humanities, Education, and Social Sciences. http://dx.doi.org/10.18502/kss.v4i14.7940

[85] Othman, Y., & Al-Rayes, N. (2022). Job Satisfaction levels at the Deanship of the Preparatory Year and Supporting Studies at Imam Abdulrahman bin Faisal University. *Journal of Educational Sciences, 8* (1), 205-242.

http://search.mandumah.com/Record/12641 04

[86] Posadas, K., Santos, P., & Subia, G. (2020). Faculty Empowerment: Its Influence on Teachers' Organizational Citizenship Behavior. *International Journal of English Literature and Social Sciences, 5*(6), 2144-2149. https://dx.doi.org/10.22161/ijels.56.47

[87] Qarawani, K. (2017). The role of transformational leadership teachers' empowerment at Palestinian Schools. *Journal of the Faculty of Education at Assiut University, 33* (2), 300-356. http://education.arab.macam.ac.il/article/104 2.

[88] Qisa, R. (2018). *Organizational justice and its relationship to job satisfaction: a field study for the professors of the Faculty of Mathematics and Material Sciences at Kasdi Merbah Ouargla University* (Master's thesis, Kasdi Merbah University). http://search.mandumah.com/Record/11489 01

[89] Qutaish, A. (2015). *The role of empowerment in job satisfaction among professors: A case study of Muhammad Al-Siddiq bin Yahya University* (Master's thesis, Muhammad Al-Siddiq bin Yahya University). http://dspace.univ-jijel.dz:8080/xmlui/handle/123456789/865

[90] Siyam, A. (2019). *The Degree of Practicing Technical Education Institutions in Gaza Governorates for strategic planning and its Relationship with job satisfaction among faculty members* (Master's thesis, Islamic University of Gaza). http://search.mandumah.com/Record/10313 40

[91] Short, P. M., & Rinehart, J. S. (1992). School Participant Empowerment Scale: Assessment of Level of Empowerment within the School Environment. *Educational and Psychological Measurement*, 52 (4), 951–960. https://doi.org/10.1177/0013164492052004 018

[92] Somech, A. (2005). Teachers personal and team empowerment and their relations to organizational outcomes: Contradictory or compatible constructs. *Educational Administration Quarterly, 41*

(2), 237-266. https://doi.org/10.1177/0013161X04269592

[93] Spector, P. (1997). *Job Satisfaction: Application, Assessment, Causes, and Consequences* (e-book). https://dx.doi.org/10.4135/9781452231549

[94] The Strategic plan of Imam Abdul Rahman bin Faisal University. (2018). *In the sources of strategic planning at the University of Imam Abdul Rahman bin Faisal.* https://www.iau.edu.sa/en/about-us/strategic-planning-resources/the-universitys-strategic-plan-2018-2025

[95] Tindowen, D. (2019). Influence of Empowerment on Teachers' Organizational Behaviors. *European Journal of Educational Research, 8* (2), 617-631. http://dx.doi.org/10.12973/eu-jer.8.2.617

[96] Turi, J., Khaskhlly, F., Riaz, S., & Shaikh,S. (2019). The Impact of Faculty Empowerment on Organizational Learning Effectiveness. *The Women - Annual Research Journal of Gender Studies, 11* (11), 31- 42. https://sujo-old.usindh.edu.pk/index.php/THE-WOMEN/article/view/5050/0

[97] Vision 2030 Kingdom of Saudi Arabia. (2016). In the vision of the Kingdom of Saudi Arabia 2030. https://www.vision2030.gov.sa/ar/v2030/ov erview/

[98] Vroom, V. H. (1964). *Work and motivation* (e-book). https://www.scribd.com/document/4082997 22/WORK-AND-MOTIVATION-Victor-Vroom-pdf

[99] Yahchouchi, G., & Bouldoukian, N. (2014). Empowerment, Job insecurity and quality of job performance of faculty members: An empirical analysis. *European Journal of Educational Sciences, 1* (2), 283- 296. https://eric.ed.gov/?id=EJ1236797

[100] Zarzour, N., Daghma, H., & Mahlous, M. (2020). *The impact of transformational leadership on empowering workers* (Master's thesis, University Echahid Hama-El-Oued). http://dspace.univ-eloued.dz/handle/123456789/10111