



# The Professional Empowerment Requirements among Educational Female Supervisors in Jazan Region

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## Abstract

**Purpose:** The present study aims to identify theoretical bases of educational supervision, professional empowerment, and its requirements among female educational supervisors in Jazan. Furthermore, identify study participants' estimates regarding the professional empowerment requirements among the supervisors and present proposals and recommendations that may contribute to activating the professional empowerment application for the female educational supervisors in the Jazan region in light of the results.

**Design/Methodology/Approach:** To achieve the study objectives, the descriptive approach is used using the survey instrument; where a questionnaire is developed as a tool to collect data and apply it on a random sample that consists of (305) female educational supervisors, which represents (81.1%) from the study population.

**Finding:** The study reached several results as follows: That the study individuals' estimates of the requirements for the professional empowerment of the female educational supervisors in the Jazan region came with a (significant) degree of approval; where the arithmetic average reached (2.47) with and a standard deviation of (0.57). The administrative requirements came in the first place, followed by the material requirements; while the third place was for the organizational requirements, and in the last was for professional development as the least requirements for the professional empowerment of female educational supervisors in Jazan.

**Research Limitations/Implications:** The main limitation was that all participants in this study were from one single region. The findings of the study offered important results; as it recommended the necessity of granting the female educational supervisors the necessary functional powers that enable them to achieve their work, which will be positively reflected in the development of the educational process.

**Originality/Value:** The results of this study contribute to the educational literature in Saudi Arabia in general and Jazan in particular. Furthermore, the results offer a path for the educational sector of the Kingdom to acknowledge the educational supervision and the requirements of its professional empowerment for the female elements in the sector.

**Keywords:** Requirements, Professional Empowerment, Female Educational Supervisors, Jazan Region, Saudi Arabia.

**Paper Type:** Research Paper

## I. INTRODUCTION

The need for professional empowerment of female educational supervisors is a natural product of changes and technology; as it focuses on upgrading supervisors' ideas, enhances their experiences, and improves their skills in the cognitive and emotional aspects so that they do not stop at a specific level. However, this is no longer enough to meet the challenges of the current era that is known by the continuous flow of technology innovations. To increase the performance of female educational supervisors, the effectiveness of their professional preparation must increase through training; as professional empowerment leads to all experiences that raise the performance of female supervisors and increase their competencies in their future roles.

Professionally empowering female educational supervisors would contribute to the improvement and development of the educational process; as Kalita (2017, 130) indicated that professionally empowering female educational supervisors would contribute to providing successful professional leadership to all employees, assist teachers in identifying and analyzing learning difficulties among other educational problems, and enhance teachers' professional development through training programs. Professional empowerment is one of the modern administrative trends that would contribute to improving supervisory practices, which would reflect positively on the teachers' teaching practices, and thus contribute to improving the learning process outcomes to raise the level of performance within educational institutions and make them flexible with the changes that happen.

The educational supervisor constitutes a central position in the educational system and its administration, as it represents a functional authority; where the supervisor derives his/her authority from the functional position, experience, and the group of employees to which he/she belongs. A competent educational supervisor is one of the important means that can contribute effectively to the educational process by

what he/she does through management and activities that organize students' interactions with each other, with students and the teachers, or with students and the teacher and the supervisor him/herself (Al-Anzi, 2015, 175).

Educational supervision is one of the requirements of the educational process; as the concept includes extending a helping hand to teachers to improve their professional and personal performance in their capacity as the key to any educational program because of its great impact on the quality of education outputs. The supervisor is the practical implementer of the education policy's objectives and the assistant in consolidating educational values and experiences. Because the supervisor has a greater role to play in what the teacher receives from experiences that direct his/her educational and professional growth following the requirements of modern education, the importance of professional empowerment for the educational supervisor appears. Sungu, et al. (2014, 101) indicated that educational supervision aims to develop and support teachers and assist teachers in solving educational issues and developing and refining educational skills.

Therefore, those in charge of the educational process in Jazan should improve and develop the professional empowerment of the educational supervisors and in light of this, the idea of conducting the current study emerged to find out the requirements for professional empowerment of the female educational supervisors in Jazan.

### **Research Problem and Questions**

Educational supervision in the Kingdom of Saudi Arabia, in its current state, requires further development in its operations to be able to respond to the constant challenges, contribute to the improvement of the educational process, and make it permanently developed (Muhammad, 2017, 357). Despite the attention given to the educational supervision by those in charge of the educational process, there is still a weakness in the performance of some educational supervisors in the Kingdom due to the lack of suitable professional empowerment. Al-Muhammadi (2010, 104) stated that many obstacles are facing educational supervision; as some related to the absence of specific goals and their tasks, the professional and personal competencies of educational supervisors, supervision's structure and pattern, the material capabilities and administrative equipment, and the regulations governing the job.

Through the exploratory/pilot study that was conducted on a random sample of (36) female educational supervisors in Jazan, with results that reached several problems related to professional empowerment, which are indicators of the poor performance of some female educational supervisors in the region. The most prominent of which were the following: (low job satisfaction among the female educational supervisors, weak capacities of some female supervisors, weak motivation, and increased administrative and technical responsibilities). This indicated that the reality still requires many efforts to reach the desired goal; whereas these deficiencies affect the ability of the educational supervision system to meet the development needs in the Kingdom of Saudi Arabia.

From the above, the problem of the current study is crystallized in the following main question: What are the requirements for the professional empowerment of the female educational supervisors in Jazan region? This question is divided into the following questions:

- 1- What are the estimates of the study participants regarding the requirements of the professional empowerment of the female educational supervisors in Jazan?
- 2- What are the proposals for applying professional empowerment for the female educational supervisors in Jazan in light of the outcomes of the two theoretical and practical studies?

### **Research Objectives**

The current study seeks to achieve the following objectives:

- 1- Identify the reality of professional empowerment requirements for female educational supervisors in Jazan.
- 2- Present proposals and recommendations that may contribute to applying professional empowerment for female educational supervisors in Jazan in light of the outcomes of the two theoretical and practical studies.

## Research Significance

The study addresses a topic that is considered a needed requirement in light of the shift from centralization to the decentralization of leadership and the investment in female supervisors. The study offers proposed mechanisms to apply professional empowerment for female educational supervisors in Jazan, which may contribute to improving their performance that can positively reflect on the educational process.

## Definition of Terms

**Professional Empowerment:** A psychological trait that makes a person optimistic and integrated into his/her work tasks and committed to with the ability to face obstacles through his/her sense of responsibility and competence (Shaheen, 2015, 5). The study defines this concept procedurally as an organized and purposeful process aimed at granting the female educational supervisors in Jazan Education Department sufficient powers to carry out job duties. It also grants them the freedom to perform the work in their way without direct interference from the administration; while providing the administrative, organizational, and professional development, and material requirements to qualify them professionally and behaviorally to perform the work.

**Professional Empowerment Requirements:** They are the arrangements and procedures that ensure increasing the effectiveness of the educational supervisor, improving his/her efficiency, raising the level of his/her performance, developing his/her capabilities, and renewing his/her experiences to face developments and invest the tools to achieve the desired goals.

**Educational Supervision:** The continuous monitoring of classroom instruction not only to promote professional practices but also to promote professional development through a collective and collaborative approach (Malunda, 2016, 78). The study defines it procedurally as a set of procedures that are characterized by development and continuity that aim to improve teaching in the classroom.

**Female Educational Supervisors:** Female educational supervisor is the person qualified, assigned by the Department of Educational Supervision in the Department of Education, and responsible for assisting teachers and providing support for them, and improving and following the educational process, and enriching it with the modern concepts (Al-Muhammadi, 2017, 112). The study defines it procedurally as the qualified individual with rich educational experience employed by the Educational Supervision Department to improve the quality of female teachers' performance using modern supervisory methods.

## II. THEORETICAL FRAMEWORK

### First: Professional Empowerment and its Requirements

The importance of professional empowerment for educational supervisors is illustrated below (Thomas, 2015, 26-27):

- Promotes collective responsibility for enriching student achievement.
- Contributes to assessing the learning needs of students, teachers, and the school.
- Contributes to defining a clear set of learning objectives for teachers based on accurate analysis of data.
- Contributes to the achievement of teachers' educational goals by implementing continuous learning strategies.
- Provides the necessary training to support the transfer of new knowledge and skills to students in the classroom.
- Achieves the objectives of the learning process.
- Identifies the ongoing improvements in teaching and student education.
- Improves the curriculum in light of the practical practices of the educational supervisor, teacher, and student.
- Presents the necessity for educational change in light of the material and human capabilities locally and internationally.
- Uses the processes and results of professional development in directing teacher training programs and centers (Al-Bashiti, 2015, 17).

Thus, the importance of professional empowerment for educational supervisors in developing collective responsibility to achieve the scientific progress of students, as this type of responsibility is one of the most important pillars of society; serving as a means for individual and collective progress. It also represents one of the paths to prepare and nurture the responsible citizen and develop his/her social and practical skills to achieve the educational and educational objectives in various ways of training and improvement of the teaching and learning process.

### **Objectives of Professional Empowerment**

The goals of professional empowerment are indicated by Al-Bashiti (2015, 13), which are as follows:

- Helping teachers to perform their roles efficiently and increase their self-confidence.
- Improving and updating the specialized knowledge of teachers.
- Enlightening teachers about the state's plans and directions, society's problems, and what is required of them.
- Helping the teacher with career advancement and job security.
- Changing the negative attitudes of teachers towards the teaching profession.
- Developing the student-teacher readiness to assume new responsibilities and roles.
- Improving the teachers' position socially and achieve job satisfaction for their future roles.
- Helping the teacher to solve any educational challenges.

### **Professional Empowerment Dimensions**

Professional empowerment has six dimensions stated by Veisi, et al. (2015, 438-439). These dimensions are as follows:

- ❖ Decision-making: This refers to the participation of educational supervisors in important decisions that directly affect their work. Participation is necessary if educational supervisors want to control their work environment more, increase their internal position of control, and reduce feelings of alienation at work.
- ❖ Professional growth: This refers to the perception of educational supervisors that the school provides them with opportunities for professional growth and development, continuing learning, and expanding their skills while they work in the school.
- ❖ Influence: This refers to the educational supervisor's need to influence the teaching and learning process to show that it has a positive effect on the teaching and learning process.
- ❖ Status: This refers to the professional respect that educational supervisors receive from their peers.
- ❖ Self-efficacy: It refers to educational supervisors who have the necessary skills to perform the job and are qualified to develop students' curricula. This sense of mastery in knowledge and practice leads to achieving the desired results, which is crucial to the educational supervisors' feeling of self-efficacy.

### **Professional Empowerment Barriers**

Al-Fadhel (2011, 47) stated that there are a set of barriers facing professional empowerment. These obstacles are:

- Lack of senior management's conviction of the importance of professional empowerment.
- The existence of a weak and ineffective communication system within educational institutions.
- The existence of a traditional management system that limits the role of educational supervisors in educational institutions.
- Randomness and unfairness in both the reward and incentive systems.
- A fragile relationship between the educational administrators and supervisors.
- Lack of clear goals for the educational institutions' employees.
- A fragile training process in terms of quantity and quality.
- A supervisory system that does not allow for freedom of action; thus, limits creativity.
- The absence of teamwork among the educational supervisors in educational institutions

## Second: Educational Supervision

The importance of educational supervision stems from the importance of the curricula, school leadership, teachers, and students supervised by the educational supervisor. This importance is represented in the role of educational supervision in developing the educational system, developing and activating educational programs, coordinating the educational process elements, increasing the educational system's motivation, solving the problems that may face educational staff and institutions, professional development of the system's elements, and the evaluation of educational results (Kalita, 2017, 130-131).

### III. METHODOLOGY

#### Research Design

The study used the descriptive method using a survey, which is considered one of the most suitable research methodologies for the nature of the descriptive study; as it relies on describing the reality of the phenomenon studied, analyzing the results, and building conclusions in light of such a reality.

#### Research Population and Sample

The study population consisted of all the educational supervisors at the General Administration of Education in Jazan, its education offices, and those who are working during the first semester of 1440/1441 H. The population was (376) female educational supervisors and the selected sample was limited to (305) female supervisors.

#### Data Collection Instruments

The study tool, a questionnaire, consisted of the following axes:

- ❖ **The first axis** that deals with administrative requirements.
- ❖ **The second axis** that deals with the regulatory requirements.
- ❖ **The third axis** that deals with the professional development requirements.
- ❖ **The fourth axis** that deals with the material requirements.

Each statement of the questionnaire was answered according to a 3-point Likert scale as shown in Table (1).

Table (1): Distribution of the Likert scale categories.

Big	Average	Weak
3	2	1

#### Validate the Study Instrument

A. **The Instrument's Face Validity (Interrater Validity):** The questionnaire was presented in its initial form to (25) specialized and experienced individuals from the faculties of some Saudi and Arab universities to show their suggestions on the questionnaire's expressions, its clarity, the soundness of its linguistic structure, the affiliation of each item for the dimension to which it is assigned, and analyze the scale and its suitability. Based on the suggestions; the researcher made the necessary adjustments by amending some phrases, deleting some, and adding others to reach its final form.

B. **The Instrument's Internal Consistency Validity:** Internal Consistency Validity was calculated using the Pearson correlation coefficient to measure the relationship between the degree of each statement and the total degree of the axis to which it belongs. Besides, the degree of each axis in the total degree of the part to which it belongs after applying the questionnaire to an exploratory sample consisting of (36) female educational supervisors selected from the study's population; as shown in Table (2).

Table No. (2): Pearson correlation coefficient for the axes items: (requirements for the professional empowerment of female educational supervisors in Jazan) with the total score for each axis (the pilot sample included 36).

Administrative requirements		Regulatory requirements		Professional development requirements		Material requirements	
Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient
1	**0.687	12	**0.801	22	**0.640	32	**0.816
2	**0.852	13	**0.724	23	**0.764	33	**0.838
3	**0.830	14	**0.801	24	**0.697	34	**0.608
4	**0.738	15	**0.668	25	**0.429	35	**0.672
5	**0.841	16	**0.728	26	**0.663	36	**0.937
6	**0.696	17	**0.843	27	**0.724	37	**0.871
7	**0.838	18	**0.813	28	**0.674	38	**0.836
8	**0.874	19	**0.705	29	**0.598	39	**0.829
9	**0.796	20	**0.595	30	**0.504	40	**0.843
10	**0.791	21	**0.748	31	**0.892	-	-
11	**0.754	-	-	-	-	-	-

Significant level at (0.01).

It is clear from Table (2) that all the values of the correlation coefficients between the degree of each item of the general axis and the total degree of the axis to which it belongs were positive and statistically significant at (0.01) and all of them are suitable coefficients. This indicates a high internal consistency validity; as it shows high and sufficient validity indicators that can be trusted in the application of the study instrument. Besides, Pearson correlation coefficients were calculated between the requirements for professional empowerment of female educational supervisors and the overall score for the second part as shown in Table (3).

Table (3): Pearson correlation coefficients between the axes of requirements for the professional empowerment of female educational supervisors in Jazan and the total degree of the second part.

Axis	Correlation coefficient
Administrative requirements	**0.920
Regulatory requirements	**0.953
Professional development requirements	**0.957
Material requirements	**0.885

Significant at level (0.01).

It is evident from Table (3) that all the values of the axis's correlation coefficients for the total degree of the second part ranged between (0,885 and 0,957) and all of them are high correlation coefficients. This indicates high internal consistency validity and shows sufficient validity indicators that can be trusted in using the study's instrument.

### The Instrument's Reliability

The questionnaire's reliability was verified by calculating Cronbach's Alpha coefficient as shown in Table (4).

Table No. (4): Cronbach's alpha parameter to measure the stability of the study instrument.

	Axis	Items	Reliability coefficient
1	Administrative requirements	11	0.824
2	Regulatory requirements	10	0.854

	Axis	Items	Reliability coefficient
3	Professional development requirements	10	0.862
4	Material requirements	9	0.865
<b>Overall Reliability</b>		<b>40</b>	<b>0.883</b>

Significant at level (0.01).

Table (4) shows that the study's instrument has statistically acceptable reliability as the value of the overall reliability coefficient (alpha) reached (0.883), which is a high degree of reliability and the reliability coefficients of the instrument axes ranged between (0.824, 0.865), which is high-reliability coefficients that can be trusted in using the instrument.

### Statistical Methods

From the used statistical methods:

1. Frequencies and percentages to identify the personal and functional characteristics of the study participants.
2. Pearson correlation coefficient to calculate the instrument's internal consistency validity.
3. Cronbach's Alpha coefficient to calculate the coefficient of reliability of the instrument's different axes.
4. Average mean to identify the extent of participants' responses in the main axes, knowing that it is useful for arranging the axes according to the highest average.
5. Standard deviation is used to identify the extent of deviation in the participants' responses to each statement and each main axes. It is noted that the standard deviation explains the dispersion in participants' responses for each statement and axes; therefore, the more its value approaches zero, responses are concentrated and their dispersion between the scale decreased.

## IV. RESULTS AND DISCUSSION

### The results of the first question: What are the estimates of the study participants regarding the requirements of the professional empowerment of the female educational supervisors in Jazan?

The arithmetic mean and the standard deviation of the participants' responses to the questionnaire's second part were calculated and the general arithmetic mean was calculated for each axis of the professional empowerment requirements and the overall score. The axes were arranged according to the mean of each axis as shown in Table (5).

Table No. (5): The arithmetic means and the standard deviation of the requirements for the professional empowerment of the female educational supervisors in Jazan.

	Requirements	Arithmetic Mean	standard deviation	Arrangement
1	Administrative requirements	2.57	0.48	1
4	Material requirements	2.47	0.74	2
2	Regulatory requirements	2.45	0.58	3
3	Professional development requirements	2.38	0.66	4
<b>general arithmetic mean</b>		<b>2.47</b>	<b>0.57</b>	<b>-</b>

Table (5) shows that the requirements for the professional empowerment of the female educational supervisors in Jazan all came to a significant level of approval; as the axes' arithmetic means ranged between (2.38, 2.57). These means fall into the third category of the three graded scale categories, which indicates the degree of approval (high). The general arithmetic means for the axis was (2.47 out of 3.0) with a standard deviation of (0.57). This indicated that there was an agreement to a (high) degree among the participants on the requirements for the professional empowerment of the female educational supervisors in Jazan; where the administrative requirements come first with general arithmetic mean of (2.57) and a standard deviation of (0.48). The material requirements followed with an arithmetic mean of

(2.47) and a standard deviation of (0.74). The third place was for the regulatory requirements with a general arithmetic mean of (2.45) and a standard deviation of (0.58). The fourth place was for the professional development requirements with a mean of (2.38) and a standard deviation of (0.66).

This may be because professional empowerment is one of the modern administrative trends that would contribute to improving supervisory practices, which would reflect positively on teachers' teaching practices; thus, contribute to improving the learning process outcomes, which in turn contributes to raising the level of performance in the educational institutions and. The results of this study agreed with the result of Al-Damen (2015), which concluded that the level of job empowerment among the female supervisors of the Education Department in Aseer Province was (high). However, the result differed with Abdo's (2011) study, which concluded that the level of job empowerment for educational supervisors in Jordan was of a moderate degree.

The following tables discuss in some detail the requirements for the professional empowerment of the female educational supervisors in Jazan:

#### ❖ First: Administrative Requirements

The frequencies, percentages, arithmetic means, and standard deviation of the participants' responses were calculated and these items were arranged according to the arithmetic mean of each one as follows:

Table (6): Frequencies, percentages, arithmetic means, and standard deviation of the responses of study individuals about the administrative requirements for the professional empowerment of the educational supervisors in the Jazan region

	Items	Approval						Arithmetic means	Standard deviation	Arrangement
		High		Average		Low				
		F	%	F	%	F	%			
1	Spreading the culture of professional empowerment for the female educational supervisors and its applications.	26 0	85. 2	33	10. 8	12	3.9	2.81	0.48	1
3	Delegating more powers to the female supervisors to ensure the completion of their work according to the requirements of professional empowerment.	26 2	85. 9	29	9.5	14	4.6	2.81	0.49	2
5	Confidence in the supervisors' abilities in improving performance.	20 3	66. 6	86	28. 2	16	5.2	2.61	0.59	3
9	Encouraging the supervisors to be creative in performing their work.	19 7	64. 6	88	28. 9	20	6.6	2.58	0.61	4
2	Simplifying administrative procedures and regulations related to professional empowerment.	20 4	66. 9	71	23. 3	30	9.8	2.57	0.67	5
4	Supporting the leaders of the General Administration of Education to activate the professional empowerment of supervisors	19 0	62. 3	87	28. 5	28	9.2	2.53	0.66	6
10	Defining clear criteria to measure the performance of supervisors for their job duties.	18 2	59. 7	10 1	33. 1	22	7.2	2.52	0.63	7



	Items	Approval						Arithmetic means	Standard deviation	Arrangement
		High		Average		Low				
		F	%	F	%	F	%			
11	Provide the supervisors with feedback on their job performance.	19 8	64. 9	68	22. 3	39	12. 8	2.52	0.71	8
6	Offering work independence to allow female supervisors to perform their job duties appropriately.	17 5	57. 4	94	30. 8	36	11. 8	2.46	0.70	9
8	The participation of the female educational supervisors in the decision-making process related to schoolwork.	18 0	59. 0	82	26. 9	43	14. 1	2.45	0.73	10
7	Taking into account the proportionality between the powers delegated to the female educational supervisors and the nature of supervisory duties.	18 2	59. 7	77	25. 2	46	15. 1	2.45	0.74	11
<b>Overall Mean</b>								2.57	0.48	-

Table (6) shows that the arithmetic means for the first axis ranged between (2.45, 2.81) and the general arithmetic mean was (2.57) with a standard deviation of (0.48). This indicated that there was high agreement among the study participants on the administrative requirements for professional empowerment for female supervisors in Jazan. The following items discussed the highest and lowest two items/phrases in the first axis arranged in descending order according to their arithmetic mean:

1. Item (1) (Spreading the culture of professional empowerment for the female educational supervisors and its applications) came first with an arithmetic mean of (2.81) and a standard deviation of (0.48). This indicated that there was an agreement to a high degree among the participants and this may be due to the continuous awareness with professional empowerment its goals, which would lead to positive trends towards developing skills that in turn contribute to enhancing their professional and social capabilities.
2. Item (3) (Delegating more powers to the female supervisors to ensure the completion of their work according to the requirements of professional empowerment) came in second with an arithmetic mean of (2.81) and a standard deviation of (0.49). This indicated that there was an agreement to a high degree among the participants because delegating the powers would give the female supervisors a greater ability to carry out their tasks and increase production rates, as those powers would enhance their ability to undertake the educational process within educational institutions, supervise, and work on developing it, thus developing the educational process.
3. Item (8) (The participation of the female educational supervisors in the decision-making process related to schoolwork) ranked tenth with an arithmetic mean of (2.45) and a standard deviation of (0.73). This indicated that there was an agreement to a high degree among the participants because participation would contribute to increasing the control of the female supervisors over their work environment; identifying the various orientations of the schools and the goals they seek to achieve. Thus, it gives them a greater opportunity for guidance and setting the necessary plans to face the problems expected to arise.
4. Item (7) (Taking into account the proportionality between the powers delegated to the female educational supervisors and the nature of supervisory duties) came in the eleventh place with an arithmetic mean of (2.45) and a standard deviation of (0.74). This indicated that there was an agreement to a high degree among the participants, which can be attributed to the fact that giving female supervisors powers suitable to their tasks enhances their ability to perform; as limiting these powers with the presence of several supervisory tasks negatively affects the performance. Therefore, some form of proportionality must be present between the supervisory tasks and the delegated powers.

❖ **Second: Regulatory Requirements**

The frequencies, percentages, arithmetic means, and standard deviation of the participants' responses were calculated and these items were arranged according to the arithmetic mean of each one as follows

Table (7): Frequencies, percentages, arithmetic means, and standard deviations of participants' responses regarding the organizational requirements for the professional empowerment of the female educational supervisors in Jazan.

	Items	Approval						Arithmetic means	Standard deviation	Arrangement
		High		Average		Low				
		F	%	F	%	F	%			
21	Spreading the achievements of teamwork and its importance in performing functional tasks at the level of the General Administration of Education.	196	64.3	91	29.8	18	5.9	2.58	0.60	1
12	Supporting the policies, regulations, and instructions related to the professional empowerment of the female educational supervisors.	184	60.3	103	33.8	18	5.9	2.54	0.61	2
20	Coordination between different departments to accomplish work quickly and proficiently.	186	61.0	91	29.8	28	9.2	2.52	0.66	3
16	Organizational structure's flexibility in line with the requirements of professional empowerment of the female supervisors.	180	59.0	94	30.8	31	10.2	2.49	0.67	4
19	Activating communication channels that allow the exchange of information between the female supervisors and their superiors.	177	58.0	90	29.5	38	12.5	2.46	0.71	5
15	Adopting the decentralized management style in the General Administration of Education, which supports the professional empowerment of female educational supervisors.	174	57.0	93	30.5	38	12.5	2.45	0.71	6
13	Developing the organizational structure and environment in the General Administration of Education in line with global developments.	149	48.9	126	41.3	30	9.8	2.39	0.66	7
14	Providing periodic explanatory guides on the	171	56.1	75	24.6	59	19.3	2.37	0.79	8

Items	Approval						Arithmetic means	Standard deviation	Arrangement	
	High		Average		Low					
	F	%	F	%	F	%				
	concepts and mechanisms of applying professional empowerment.									
18	Providing the necessary organizational support for the female educational supervisors to apply professional empowerment.	149	48.9	114	37.4	42	13.8	2.35	0.71	9
17	Providing the necessary facilities (devices - techniques - experiments) to apply professional empowerment	159	52.1	90	29.5	56	18.4	2.34	0.77	10
<b>Overall Arithmetic Mean</b>								2.45	0.58	-

The table showed that the arithmetic means for the second axis ranged between (2.34, 2.58) and the arithmetic mean was (2.45) with a standard deviation of (0.58). This indicated that there is high agreement among the study participants on the organizational requirements for professional empowerment for female supervisors in Jazan.

The following items discussed the highest and lowest two items/phrases in the first axis arranged in descending order according to their arithmetic mean:

1. Item (21) (Spreading the achievements of teamwork and its importance in performing functional tasks at the level of the General Administration of Education) came first with an arithmetic mean of (2.58) and a standard deviation of (0.60). This indicated that there was an agreement to a high degree among the study's participants due to their awareness for teamwork importance, which contributes to enhancing the values of teamwork among the female educational supervisors; thus, contributes to the achievement of work and increases performance.
2. Item (12) (Supporting the policies, regulations, and instructions related to the professional empowerment of the female educational supervisors) came in second place with an arithmetic mean of (2.54) and a standard deviation of (0.61). This indicated that there was an agreement to a high degree among the study's participants due to the fact that the organizational aspects represented in the regulations and instructions are the cornerstone of enhancing the professional empowerment process. The call to the importance of professional empowerment and its role in improving the supervisory process will not be useful unless it is supported by policies, regulations, and instructions; where the latter represents the official aspect of the professional empowerment process.
3. Item (18) (Providing the necessary organizational support for the female educational supervisors to apply professional empowerment) ranked ninth with an arithmetic mean of (2.35) and a standard deviation of (0.71). This indicated that there was an agreement to a high degree among the study's participants due to the fact that the female educational supervisors were having the necessary powers to perform their work and granting them the freedom to practice it. This requires full organizational support from the educational leaders; as the regulations that govern the work of the female supervisors must be reconsidered and define their duties and functional authorities in line with the professional empowerment process.
4. Item (17) (Providing the necessary facilities (devices - techniques - experiments) to apply professional empowerment) to activate professional empowerment) came in the last place with an arithmetic mean of (2.34) and a standard deviation of (0.77). This indicated that there was an agreement to a high degree among the study's participants due to the fact that the professional empowerment process will present job obligations facing the female supervisors. Therefore, the level of performance and

productive efficiency of the supervisors must increase through the necessary facilities in a way that contributes to deal with the job requirements.

### ❖ Third: Professional Development Requirements

The frequencies, percentages, arithmetic means, and standard deviation of the participants' responses were calculated and these items were arranged according to the arithmetic mean of each one as follows:

Table (8): Frequencies, percentages, arithmetic means, and standard deviations of participants' responses regarding the requirements of professional development for the professional empowerment of the educational supervisors in Jazan

	Items	Approval						Arithmetic means	Standard deviation	Arrangement
		High		Average		Low				
		F	%	F	%	F	%			
24	Encouraging female supervisors to join training programs.	192	63.0	93	30.5	20	6.6	2.56	0.62	1
25	Implementing training programs to develop the female supervisors' skills in professional empowerment.	189	62.0	80	26.2	36	11.8	2.50	0.70	2
22	Determining the training needs of female supervisors accurately in light of their performance evaluation results.	173	56.7	103	33.8	29	9.5	2.47	0.66	3
23	Establishing clear plans for training female supervisors according to their developmental needs.	181	59.3	84	27.5	40	13.1	2.46	0.72	4
28	Paying attention to the creative ideas presented by the female supervisors.	170	55.7	100	32.8	35	11.5	2.44	0.69	5
29	Encouraging the female supervisors to conduct scientific research related to work development.	166	54.4	88	28.9	51	16.7	2.38	0.76	6
31	Providing various sources of knowledge to help the female supervisors for self-development.	170	55.7	76	24.9	59	19.3	2.36	0.79	7
30	Organizing seminars at the General Administration of Education to professionally improve the female supervisors' abilities.	164	53.8	71	23.3	70	23.0	2.31	0.82	8
27	Organizing programs for exchanging visits and experiences between the female supervisors locally and internationally.	160	52.5	45	14.8	100	32.8	2.20	0.90	9
26	Enabling female supervisors to participate in educational activities at leading international universities.	158	51.8	39	12.8	108	35.4	2.16	0.92	10

Items	Approval						Arithmetic means	Standard deviation	Arrangement
	High		Average		Low				
	F	%	F	%	F	%			
<b>Overall Arithmetic Mean</b>							2.38	0.66	-

Table (8) shows that the arithmetic means for the second axis ranged between (2.16 - 2.56), and the general arithmetic mean was (2.38) with a standard deviation of (0.66). This indicated that there is high agreement among the study participants regarding the requirements of professional development for professional empowerment for female supervisors in Jazan. The following items discussed the highest and lowest two items/phrases in the first axis arranged in descending order according to their arithmetic mean:

1. Item (24) (Encouraging female supervisors to join training programs) came first, with an arithmetic mean of (2.56) and a standard deviation of (0.62). This indicated that there was an agreement to a high degree among the study's participants due to the fact that that encouraging female supervisors to enroll in training programs is a requirement for professional development for the professional empowerment of the supervisors in Jazan.

2. Item (25) (Implementing training programs to develop the female supervisors' skills in professional empowerment) ranked second, with an arithmetic mean of (2.50) and a standard deviation of (0.70). This indicated that there was an agreement to a high degree among the study's participants; as the implementation of various training programs to develop the skills of female supervisors in professional empowerment is one of the requirements of professional development for the professional empowerment of the supervisors in Jazan.

3. Item (27) (Organizing programs for exchanging visits and experiences between the female supervisors locally and internationally) ranked ninth with an arithmetic mean of (2.20) and a standard deviation of (0.90). This indicated that there was an agreement to an average degree among the study's participants due to the fact that the exchange visits have a positive effect on the development of supervisory aspects through the different experiences of the supervisors; as the diversity and difference of the work environment, whether locally or internationally serve to diversify supervisory expertise and competencies.

4. Item (26) (Enabling female supervisors to participate in educational activities at leading international universities) ranked tenth with an arithmetic mean of (2.16) and a standard deviation of (0.92). This indicated that there was an agreement to an average degree among the study's participants due to the fact that professional development locally, especially with the Kingdom possessing many competencies in the educational field, would have the same positive impact on the competencies of female supervisors.

#### ❖ **Fourth: Financial Requirements**

The frequencies, percentages, arithmetic means, and standard deviation of the participants' responses were calculated and these items were arranged according to the arithmetic mean of each one as follows:

Table (9): Frequencies, percentages, arithmetic means, and standard deviations of participants' responses regarding the material requirements for the professional empowerment of the educational supervisors in Jazan

Items	Approval						Arithmetic means	Standard deviation	Arrangement
	High		Average		Low				
	F	%	F	%	F	%			

	Items	Approval						Arithmetic means	Standard deviation	Arrangement
		High		Average		Low				
		F	%	F	%	F	%			
34	Providing financial resources that support distinguished competencies.	218	71.5	43	14.1	44	14.4	2.57	0.73	1
35	Granting female educational supervisors with outstanding performance incentive bonuses.	217	71.1	42	13.8	46	15.1	2.56	0.74	2
33	Adopting a system of incentives and rewards to encourage performance improvement at work.	228	74.8	18	5.9	59	19.3	2.55	0.80	3
32	Motivating female supervisors in a manner consistent with the powers delegated to them.	199	65.2	56	18.4	50	16.4	2.49	0.76	4
40	Providing a work environment that helps female supervisors to learn and innovate in their field of specialization.	186	61.0	79	25.9	40	13.1	2.48	0.72	5
38	Providing modern technological devices that help achieve the work.	193	63.3	57	18.7	55	18.0	2.45	0.78	6
36	Providing a healthy work environment in terms of furniture, lighting, ventilation, and hygiene.	186	61.0	67	22.0	52	17.0	2.44	0.77	7
37	Providing means of safety and security from occupational hazards in the workplace.	182	59.7	52	17.0	71	23.3	2.36	0.84	8
39	Providing a computerized system for storing and retrieving data.	182	59.7	51	16.7	72	23.6	2.36	0.84	9
<b>Overall Arithmetic Mean</b>								2.35	0.74	-

Table (9) shows that the arithmetic means for the second axis ranged between (2.08 - 2.49); where the general arithmetic average was (2.35) with a standard deviation of (0.74). This indicated that there is high agreement among the participants regarding the material requirements for professional empowerment for female supervisors in Jazan.

The following items discussed the highest and lowest two items/phrases in the first axis arranged in descending order according to their arithmetic mean:

1. Item (34) (Providing financial resources that support distinguished competencies) came first with an arithmetic mean of (2.57) and a standard deviation of (0.73). This indicated that there was an agreement to a high degree among the study's participants for the provision of financial resources that support competencies for the professional empowerment of the female supervisors in Jazan.
2. Item (35) (Granting female educational supervisors with outstanding performance incentive bonuses) came in second place with an arithmetic mean of (2.56) and a standard deviation of (0.74). This indicated that there was an agreement to a high degree among the study's participants for granting female

supervisors with high-performance promotional bonuses from the material requirements for the professional empowerment of the female supervisors in Jazan.

3. Item (37) (Providing means of safety and security from occupational hazards in the workplace) came in the eighth rank with an arithmetic mean of (2.48) and a standard deviation of (0.72). This indicated that there was an agreement to a high degree among the study's participants since the means of safety and security within the work environment are closely related to the psychological aspects of female supervisors. Their feeling that they are working in an environment in which adequate safety and security means are available will positively affect their performance rates and vice versa.

4. Item (39) (Providing a computerized system for storing and retrieving data) ranked ninth with an arithmetic mean of (2.45) and a standard deviation of (0.78). This indicated that there was an agreement to a high degree among the study's participants due to the fact that the uses of information technologies are among the most important factors that positively affect the performance levels of the female supervisors. Therefore, providing the necessary technologies to save data to access it when needed enhances the performance of the female supervisors and contributes to the timely arrival of data to decision-makers in a way that enhances the professional empowerment of female supervisors in Jazan.

## V. CONCLUSIONS, RECOMMENDATIONS, AND PROPOSALS

### ❖ Summary of results

The field study reached the following results:

1. The participants' estimates for the requirements of the professional empowerment of the female educational supervisors in Jazan came with a high level of approval; where the administrative requirements came first with a high level of approval. The material requirements were followed with a high level of approval. Regulatory requirements came third with a high level of approval and the requirements for professional development came last with the lowest requirements for professional empowerment for the female educational supervisors in Jazan a high level of approval.

2. Participants' estimates regarding the administrative requirements for the professional empowerment of the educational supervisors in the region came with a high level of approval.

### ❖ Proposals to improve requirements for professional empowerment of female educational supervisors in Jazan

Some proposals can be clarified to enhance the requirements for the professional empowerment of female educational supervisors in Jazan to answer the question: What are the proposals that may contribute to improving the professional empowerment requirements for female supervisors in Jazan? These proposals were divided into four axes:

1. Proposed mechanisms to improve the requirements of the first axis related to administrative requirements:

- Developing a clear vision of the future for educational supervision with the participation of female educational supervisors and explain it to all employees of educational supervision by highlighting its role in the success of supervisory work.
- Spreading the culture of professional empowerment for the female supervisors and its applications.
- Applying the principle of administrative transparency in all decisions taken and procedures followed at work.
- Building a clear and unified database for supervisory procedures and making it available to all female educational supervisors.
- Simplification of administrative procedures and regulations related to professional empowerment.
- Applying the principle of teamwork by encouraging collective decisions and work teams.
- Delegating more powers to female educational supervisors to ensure the completion of their work as required.
- Encouraging independence at work to allow female educational supervisors to perform their duties appropriately.
- Reducing administrative workloads to allow female supervisors to introduce new initiatives and ideas.
- Considering the proportionality between the powers delegated to the female supervisors and the nature of the job.

- Paying attention to the female supervisors' proposals that contribute to developing work decisions within the school.
  - Defining clear criteria to measure the performance of female educational supervisors for their job duties.
2. The proposed mechanisms to improve the requirements of the second axis related to the regulatory requirements:
- Developing organizational guidelines for educational supervision to make it more accurate in determining the way to distribute work tasks and responsibilities fairly among the female supervisors to achieve goals.
  - Developing the job functions of the female supervisors to match the requirements of the times or age.
  - Supporting the administrative decentralization method and granting female supervisors greater administrative powers. This enables them to be creative and innovative, away from routine, and increases the participation of female supervisors, and empowers them in their professional practice.
  - Providing the necessary organizational support to female supervisors to activate professional empowerment.
  - A flexible organizational structure and the ability to comply with the requirements of professional empowerment of female supervisors.
  - Ensuring the observance of fairness in the distribution of the supervisory quorum and taking into account the appropriateness of the responsibilities assigned to educational supervision along with female supervisors' qualifications and capabilities.
  - Building and strengthening positive working relationships characterized by good treatment, respect, and trust among female supervisors and their superiors.
  - Encouraging female supervisors, motivating them, and avoiding public criticism of their unsuccessful ideas.
  - Providing effective communication channels that allow the exchange of data between female supervisors and their superiors in a way that ensures easy flow of data and ensures its access to all educational supervision staff.
3. The proposed mechanisms to improve the requirements of the third axis related to the professional development requirements:
- Establishing a system for professional development programs with educational supervision that works to identify training needs and activates training programs that contribute to developing the capacities of female supervisors and increasing their efficiency.
  - Determining the training needs for female supervisors in light of their performance evaluation results.
  - Organizing programs for exchanging visits and experiences between female supervisors, locally and internationally.
  - Developing standards for job performance evaluation to include items related to aspects of distinction, creativity, and innovation of female supervisors so that the performance evaluation form can identify the creative and distinguished female supervisors; thus, encouraging and motivating them to continue on the path of achievement, creativity, and excellence.
  - Encouraging supervision and self-evaluation of female supervisors.
  - Preparing a development plan that includes all aspects of the deficiencies of female supervisors, which affect the achievement of educational goals and follow-up of their implementation.
  - Evaluating job performance periodically and not restricting it to the final annual calendar to learn about the strengths of female supervisors and reinforce them to find out the shortcomings and take the necessary remedial measures.
  - Encouraging female supervisors to conduct scientific research related to work development.
4. The proposed mechanisms to improve the requirements of the fourth axis related to the material requirements:
- Adopting a system of incentives and rewards to encourage the development of performance in supervisory work.
  - Developing financial policies and regulations governing the professional empowerment of female supervisors.
  - Providing financial resources that support distinguished competencies.
  - Linking the material and moral incentives provided to female supervisors to the extent of their achievement and contributions; as these incentives are given only to those who prove their worth at work to stimulate positive competition between them and motivate them to make more efforts.



- Providing financial incentives or moral encouragements for female supervisors when practicing the additional role behaviors.
- Examining the achievements of female supervisors to estimate the relative value of it and accomplish the purposes that are used to determine awards, incentives, and promotions.
- Granting female supervisors with distinguished performance bonuses.

### Study Recommendations

1. Developing a list of the professional empowerment requirements that the study reached and implementing them in a way that contributes to enhancing the level of professional empowerment of female supervisors.
2. Continuous awareness of the culture of professional development and its role in enhancing performance rates by spreading the culture of professional empowerment for female supervisors and its applications.
3. Granting female supervisors, the necessary functional powers that enable them to carry out their work, which will be reflected positively on education's development.
4. Continuous awareness of the importance of teamwork and its role in achieving tasks accurately in a shorter period of time.
5. Reconsidering the policies, regulations, and instructions related to the professional empowerment of female supervisors in a way that contributes to enhancing their performance levels.

#### ❖ Proposals for Future Studies

1. Conducting a study dealing with the requirements of professional empowerment of female educational supervisors in other regions.
2. Conducting a study that deals with the obstacles to professional empowerment of the female educational supervisors in Jazan.

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