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## The Relationship between Administrative Empowerment of School Principals and Teachers' Job Performance in the South Al Batinah Governorate of the Sultanate of Oman

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This study aimed to determine the level of administrative empowerment of school principals and its relationship with teachers' job performance in the South Al Batinah Governorate of the Sultanate of Oman. The study employed a descriptive correlational approach, and the researchers developed a questionnaire to gather the information. The questionnaire was administered to a sample of 86 principals in the South Al Batinah Governorate. The study reached several findings, among which is that the level of administrative empowerment for school principals was generally high, and likewise, the level of professional performance for teachers was high. Furthermore, it found a positive correlation between the empowerment of School principals and the job performance of teachers. The study recommended increasing attention to the development of practical scientific measures for the administrative empowerment of school principals and the development of measures to assess the level of teachers' job performance, as well as conducting further studies in this field.

**Keywords:** *Administrative empowerment, school principals, job performance, teachers, South Al Batinah Governorate, Sultanate of Oman..*

**Received:** 05/01/2024**Accepted:** 26/04/2024**Proofreading:** 05/05/2024**Available online:** 30/06/2024**Introduction and Background of the Study**

In the 21st century, the world is experiencing rapid changes in political, economic, social, and educational fields due to advances in knowledge and technology. These technological and informational developments have had a significant impact on the performance of institutions, ranging from tasks to the services they provide. Despite the impact of these developments, human resources remain the fundamental driving force in achieving the goals of these institutions.

Developing the skills of employees is a crucial input for all public and private institutions. The importance of this lies in enhancing individual, collective, and institutional performance, thereby achieving efficiency and effectiveness in institutional systems. This ultimately reflects positively on the final output of services provided to customers (Al-Khouri, 2019). Therefore, the importance of administrative empowerment for institutions' management in improving employees' performance and enhancing their motivation in the workplace is significant (Dorra & El-Sabbagh, 2008). This results in reducing their turnover costs and retaining their experiences within the institution, to achieve competitive advantage among institutions in providing high-quality services to beneficiaries (Al-Qahtani, 2021).

In this context, administrative empowerment is one of the essential elements required to elevate job performance. It aims to empower employees to be more capable and have more authority in performing their tasks and achieving better results in their institutions through several principles. These include delegating authority, involving employees in decision-making and even ownership, which represents the highest levels of empowerment. Furthermore, it involves valuing and appreciating employees' ideas and suggestions (Deeb, 2014).

Therefore, employee empowerment is an organizational process that helps in continuous administrative development. It involves granting employees more authority to participate actively in managing institutions and making decisions. Empowerment primarily includes delegating decision-making authority to employees in the front line or in supervisory management. This enables them to respond immediately to employees' needs, problems, and demands, requiring a fundamental change in the roles of both managers and subordinates (Dorra & El-Sabbagh, 2008).

At the level of educational institutions in many countries, there are efforts to work according to the principles and dimensions of administrative empowerment. These efforts have focused on empowering educational leaders in general and school principals in particular. However,

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they still remain theoretical and limited in many cases, and are not sufficient to achieve the necessary care to practically empower school principals (Al-Musallam, 2012).

Given the nature of the school principal's work and duties, and their proximity to teachers, they develop extensive knowledge and familiarity with the processes of teaching and learning. Therefore, administrative empowerment for them is an urgent necessity. Accordingly, the participation of school principals in decision-making can lead to better policies for overall school performance, as well as for the performance of teachers in particular. It also fosters a sense of institutional belonging and makes them eager to implement decisions, in addition to raising their morale and increasing their enthusiasm for educational work, which reflects on the quality of performance (Al-Mahdi, 2007).

In Oman, the government's efforts towards developing education signal the transformation of the country's schools into productive and effective institutions, equipped with the necessary elements of empowerment that make school principals more independent and grant them broader powers that are commensurate with their educational work. This enables them to develop the performance of those working with them, reflected in the levels of students who are the focus of the teaching and learning process (Al-Badaei, 2011).

The Ministry of Education seeks to empower its human cadres in general, and school principals in particular, by providing an attractive work environment, necessary training for their advancement, and enhancing the knowledge and skills needed to sharpen their professional careers. The ministry believes in empowering its staff to carry out their tasks as expected and therefore established the Specialized Institute for Professional Training of Teachers. The institute aims to empower teachers as active partners in the development of the educational process by employing the best educational methods and techniques that meet global standards to achieve the quality of education. The institute provides a range of strategic training programs that target administrative and teaching staff in schools, including school principals (Specialized Institute for Professional Training of Teachers, 2014).

The teacher is a fundamental and important element in the educational process. They are the cornerstone of the teaching process, and the success or failure of this process rests heavily on them. Teachers represent the pillar upon which the integrated growth of young people in any society is founded. Therefore, attention to the work environment and the provision of all material and moral resources leads to increased teacher activity, helps them improve their performance, and increases their teaching effectiveness. To increase teachers' motivation towards work and raise their morale to perform their roles with seriousness and effectiveness, it is essential to provide all the factors and influences that help them accept their work and perform their duties in a suitable social and psychological environment. Empowering school principals enables them to provide these factors and influences to teachers, achieving efficient performance of teachers in the educational process (Sami Malham, 2005).

Based on the above, the idea of the current study is to explore the degree of empowerment of school principals and its relationship with the job performance of teachers in the South Al Batinah Governorate in the Sultanate of Oman.

#### **Study problem:**

There are significant efforts by the Ministry of Education in Oman to enhance the efficiency of school administration and empower school directors with the necessary authorities to carry out their duties more effectively through administrative empowerment. However, practical realities in the field of education indicate that school directors have limited authorities that are not sufficient to enable them to play more positive roles in the educational process in their schools. This is due to shortcomings in the power and authorities granted to them to perform their assigned tasks, as laws and implementation processes still do not measure up to the real concept of administrative empowerment for school directors.

Through reviewing the literature and previous studies on this topic, it became clear to the researchers that there are several studies that have addressed the field of employee empowerment, where all countries, including Arab countries, have been interested in empowering employees and its relationship with other aspects of the administrative process. However, they did not focus on

the relationship between the administrative empowerment of school directors and the level of job performance of teachers in educational institutions - to the best of the researcher's knowledge. One of those studies is the study by (Al-Habsi, 2015), which aimed to analyze the reality of administrative empowerment of middle educational leaderships in the Ministry of Education in Oman and propose a strategy to empower those leaderships. The study concluded several results, including that the level of the reality of administrative empowerment of middle educational leaderships in the Ministry of Education in Oman is average, and there are obstacles to achieving administrative empowerment of middle educational leaderships, such as lack of trust, shortage of training and qualification, limited participation in decision-making, and lack of motivation. One of these studies is the study by Al-Aisai (2021), which aimed to identify the degree of distributed leadership practices in primary schools (grades 5-10) in the North Al-Batinah Governorate in Oman. The study found that the practice of distributed leadership in primary schools was of moderate degree, indicating a need to improve the strategic employment of distributed leadership strategies related to the administrative empowerment of school principals in the North Al-Batinah Governorate. Another study, by Al-Badaai (2011), emphasized the need to provide laws, regulations, and professional development to achieve effective administrative empowerment of school administrations. This highlights deficiencies in information sharing and provision of regulations to school principals, as well as the need to intensify professional development programs that enable them to perform their administrative and technical roles effectively, which naturally reflects on the job performance of teachers.

Due to the absence of a relationship between the administrative empowerment strategy of school principals and the job performance of teachers, educational institutions need to develop a deeper understanding of that relationship, according to the variables of the current study. Since the job performance of teachers includes other functional roles related to the teaching process beyond the technical professional aspect, the researcher was compelled to investigate the relationship between the administrative empowerment of school principals and other areas related to the functional job performance of teachers, such as their relationship with colleagues, students, and parents. Therefore, the

problem of the study is to try to identify the reality of the administrative empowerment of school principals in the South Al-Batinah Governorate and its relationship with the job performance of teachers, which led the researcher to pose the following main question: What is the degree of administrative empowerment of school principals and its relationship with the job performance of teachers in the South Al-Batinah Governorate in Oman? This will lead to the following questions:

1. What is the degree of administrative empowerment of school principals in the South Al-Batinah Governorate in Oman from their perspective?
2. What is the level of job performance of teachers in the South Al-Batinah Governorate in Oman from the perspective of school principals?
3. Is there a statistically significant correlation at the significance level ( $\alpha \leq 0.05$ ) between the mean responses of school principals in their degree of administrative empowerment and the level of job performance of teachers?

#### **Study objectives:**

According to the main question of the study, its main objective is to identify the degree of administrative empowerment of school principals and its relationship with the job performance of teachers in the South Al-Batinah Governorate in Oman. The following objectives stem from this:

1. To determine the degree of administrative empowerment of school principals in the South Al-Batinah Governorate in Oman from their perspective.
2. To identify the level of job performance of teachers in the South Al-Batinah Governorate in Oman from the perspective of school principals.
3. To determine the statistically significant correlation at the significance level ( $\alpha \leq 0.05$ ) between the mean responses of the study sample in the degree of administrative empowerment of school principals and the level of job performance of teachers.

#### **Study significance:**

The present study has both theoretical and practical significance, as follows:

- 1. Theoretical significance:** The study contributes to the field of management by focusing on the important area of empowering school principals, including delegating authority, encouraging participation in decision-making, providing training for creative performance, and sharing information. Additionally, the study explores the job performance of teachers, including planning,

relationships with colleagues, students, and the local community. The study provides scientific material that emphasizes the importance of linking administrative empowerment to job performance in the educational process. Moreover, the study enriches the Arabic library with important contributions to the field of administrative empowerment and job performance of teachers.

**2. Practical significance:** This study aimed to investigate the degree of administrative empowerment of school principals and its relationship with the job performance of teachers in the South Al-Batinah Governorate. The study provides a set of indicators for measuring the reality of administrative empowerment of school principals through field application on a sample of them. The study also provides a set of indicators for measuring the job performance of teachers. Finally, the study proposes a set of practical suggestions for educational institutions in the Sultanate of Oman to improve their performance by enhancing the performance of school principals, as this has a positive impact on the job performance of teachers. The findings of this study can be applied to other educational settings to improve the quality of education and enhance the performance of school principals and teachers.

Study limitations:

This study has several limitations that should be taken into account when interpreting the results. First, the scope of the study was limited to the theoretical literature and its analysis, which focused on the areas of administrative empowerment of school principals (delegation of authority, participation in decision-making, training for creative performance, and sharing information) and the job performance of teachers (planning, relationship with colleagues, relationship with students, and relationship with the local community), and the relationship between them. Therefore, the generalizability of the findings may be limited to these areas.

Second, the study was conducted among school principals in basic education schools in the South Al-Batinah Governorate in the Sultanate of Oman, which may limit the generalizability of the findings to other educational settings or regions.

Third, the study was applied to government schools in the South Al-Batinah Governorate in the Sultanate of Oman. While this region is known for its advanced educational practices at the local, regional, and

international levels, it may not be representative of other regions or private schools.

Finally, the study was conducted during the academic year 2021/2022, and the findings may not reflect changes or developments that have occurred since then. Therefore, future research should consider these limitations and expand the scope of the study to include other regions, types of schools, and time periods to enhance the generalizability and applicability of the findings.

Sure, here is a possible rephrasing of the paragraphs according to the publication requirements for Scopus-indexed journals:

### **Study Terminology:**

#### **1. Administrative Empowerment:**

Administrative empowerment is defined in this study as the contribution to granting individuals the freedom to manage and make decisions by expanding their authority and providing a suitable environment for activation (Al-Qudah & Al-Tarawneh, 2011). The current study operationally defines administrative empowerment as the degree to which the study sample describes the reality of empowering school principals in areas such as delegation of authority, participation in decision-making, training for creative performance, and sharing information, based on study variables such as gender, years of experience, and academic qualifications.

#### **2. Job Performance:**

Job performance is defined in this study as a set of administrative behaviors related to the employee's performance of tasks and responsibilities, including quality of performance, proper execution, technical expertise required for the job, as well as communication and interaction with other members of the organization, commitment to administrative aspects of work, and striving to respond to them with care and effectiveness (Al-Farouk, 2010). The current study operationally defines job performance as the degree of response of the study sample to the level of job performance of teachers in terms of planning, relationship with colleagues, students, and the local community, based on study variables such as gender, years of experience, and academic qualifications.

### **Previous Studies:**

Several studies, including Al-Habsi (2015), Al-Amri (2013), and Al-Musallam (2012), have explored the

concept of administrative empowerment as either an independent or dependent variable. Al-Habsi's study aimed to propose a strategy for empowering middle educational leadership in the Ministry of Education in Oman and found a moderate level of administrative empowerment, with no significant differences based on job title, academic qualification, or years of experience. Al-Amri's study investigated the impact of employee empowerment on their performance in Omani ministry centers and identified the most significant obstacles to administrative empowerment as managers' concerns for their positions.

Al-Musallam's study aimed to identify the difficulties facing decision-makers in the Ministry of Education in Kuwait if school principals were empowered and found that the centralization of administration, incompatibility of current school principals' powers with the empowerment process, and lack of professional development hindered administrative empowerment. The study also found that current training programs lacked relevance to the requirements of empowerment and that school principals had limited time to apply what they learned to develop school work.

Hamdan and Hamdan (2021) conducted a study to explore the level of functional performance of teachers in government secondary schools in Jarash Governorate from their perspective and its relationship with certain variables. The study included 320 male and female teachers from government secondary schools in Jarash Governorate, and data was collected using a questionnaire. The results showed that the level of functional performance of teachers in government secondary schools in Jarash Governorate from their perspective was moderate, and there were no significant differences in the responses of the study sample regarding the level of functional performance of teachers in government secondary schools in Jarash Governorate from their perspective based on gender, years of service, and academic qualification. The study recommended motivating teachers to enhance their performance through developing self-monitoring, encouraging them through praising their personal efforts, providing meaningful incentives, and organizing training courses and workshops for teachers on performance improvement.

Similarly, Abu Aisha and Hajazi (2018) investigated the degree of motivation management and its relationship with the functional performance of teachers in schools in the Negev region from the perspective of their

managers. The study included 85 male and female principals, and two questionnaires were used to collect data. The results showed that the degree of use of motivation management in Negev schools from the perspective of school principals was high, and there was a positive and statistically significant correlation between the degree of use of motivation management in Negev schools and the functional performance of teachers.

Al-Qadi and Al-Maouli (2016) conducted a study to identify the degree of practice of school principals in administrative supervision and its relationship with the functional performance of teachers from the perspective of school principals and teachers in South Al Batinah Governorate, Oman. The study included 527 male and female teachers and 69 male and female principals, and various statistical methods were used to analyze the data. The results showed that the degree of practice of school principals in administrative supervision was high, and there was a positive and significant correlation between the practice of school principals in administrative supervision and the functional performance of teachers.

Finally, Afshar and Doosti (2016) explored the impact of job satisfaction on the functional performance of teachers in Iranian preparatory schools. The study included 164 teachers, and data was collected using a questionnaire. The results showed that the most important factors affecting functional performance were educational knowledge, unequal attention to students, lack of professional commitment, and personal relationship problems.

**Methodology of the Study and Procedures:** This section provides a description of the study methodology, specifically the study population and sample, the procedures used to collect necessary data, the formulation of study instrument paragraphs, the design of the study instrument, and the procedures for its validity and reliability.

**Study Methodology:** The current study used a descriptive methodology, which relies on collecting information and data related to the study problem and seeks to reach accurate and detailed knowledge of the elements of a problem or existing phenomenon, to achieve a better and more accurate understanding (Al-Naimi et al., 2009).

**Study Population:** The study population consisted of all school principals in South Al Batinah Governorate in Oman, totaling 106 male and female principals, including 44 male principals and 62 female principals, according to the statistical database of the Ministry of Education's School Statistics and Map Department on the Oman Gateway website (Ministry of Education, 2020).

**Study Sample:** The study sample consisted of 86 male and female principals from schools in South Al Batinah Governorate in Oman, representing 81% of the original study population, based on the Morgan table (Krejcie & Morgan, 1970). The researcher selected the sample using simple random sampling, where 86 questionnaires were distributed, and all of them were retrieved and valid for statistical analysis. Table (1) shows the sample according to the study variables. In addition, 20 responses were selected outside the original sample to ensure the validity and reliability of the study. Table (1) shows the sample according to the study variables.

**Table 1**  
 Study sample members according to its variables

Variable	Level/Cat egory,	Number	Percentag e	Total	
Gender	Male	44	51%	86	
	Female	42	49%		
Academi c Qualifica tion	Bachelor's degree or below	46	53%		
	Master's degree or above	40	47%		
Years of Experien ce	Less than 5 years	29	34%		86
	More than 5 years up to 10 years	30	35%		
	10-years or more	27	31%		

We note from Table (1) above that the distribution of the sample size across the three variables was relatively similar. The questionnaire was used as the main tool to collect data from the targeted study sample, which represents the original population, in order to achieve the study objectives and answer its questions. The researcher developed the study instrument, which initially included two axes: the first axis was the reality of administrative empowerment of school principals in South Al Batinah Governorate, and included the following items: (delegation of authority, participation in decision-making, organizational trust, and participation in information), while the second axis was the

level of job performance of teachers in South Al Batinah Governorate, and included the following elements: (planning, relationship with colleagues, relationship with students, and relationship with the community). The researcher relied on the theoretical literature and previous relevant studies, such as the study by Regina (2006), Al Badai's study (2011), and Al-Damiri's study (2011), in terms of designing, building, and testing the validity and reliability of the tool. The instrument consisted of two parts in its initial form.

**Part One:** Includes basic data and information about the characteristics of the study sample in light of the personal or demographic variables of school principals, and contains:

- Gender: Male, Female.
- Academic qualification: Bachelor's degree or below, Master's degree or above.
- Administrative experience: less than 5 years, 5-10 years, more than 10 years.

**Part Two:** Represents the two axes of the study instrument. The first axis is the reality of administrative empowerment of school principals in South Al Batinah Governorate, and in its initial form included (28) indicators, distributed across four domains: (delegation of authority, participation in decision-making, training on creative performance, and participation in information). The second axis included the level of job performance of teachers on (26) indicators, distributed across four domains: (planning, relationship with colleagues, relationship with students, and relationship with the community).

Table (2) below shows the axes of the study instrument and the distribution of the paragraphs in its initial form, Annex (3).

**Table2**  
 Percentage distribution of paragraphs in the study instrument (administrative empowerment and job performance) across their domains in their initial form

Axis	Domain	Number of paragraphs	Percentage
Administrative Empowerment	Delegation of Authority	8	29%
	Participation in Decision-Making	7	25%
	Training on Creative Performance	7	25%
	Participation in Information	6	21%
Job Performance	Planning	6	23%
	Relationship with Colleagues	6	23%
	Relationship with Students	7	27%
	Relationship with the Community	7	27%
<b>Total</b>		54	100%

Table (2) demonstrates a relatively even distribution of paragraphs across each domain in the initial form of the study instrument. A five-point Likert scale was utilized to evaluate responses from the study sample, with response options ranging from "always" to "never." Each response was assigned a numerical weight ranging from 5 to 1, with higher ratings indicating greater levels of empowerment. The validity of the instrument was assessed using two methods: face validity and calculation of the validity of individual questionnaire paragraphs.

**Validity of the Tool:**

After constructing the questionnaire, its validity was assessed through two methods: face validity and content validity.

**1. Face validity:**

Face validity, also known as expert validity, was verified by presenting the questionnaire to a group of 14 experts in the field of educational administration from Omani universities, Qatar University, and the Ministry of Education. They were asked to assess the clarity of the expressions, the linguistic correctness of the wording, and the relevance of the axes. The experts were also requested to provide any comments or suggestions they deemed appropriate to ensure the scientific integrity of the tool and achieve its intended purpose. The names, job titles, and affiliations of the experts are listed in Appendix 2. The agreement of the majority of the arbitration committee, representing a percentage ranging from 85% to 100%, was adopted as an indicator of the

validity of the contents of the tool. Some paragraphs were added, deleted, or modified based on the experts' comments, in line with the study's objectives.

**Table 3**

Administrative Empowerment and Job Performance across its areas in its final form is presented

Axis	Domain	Percentage	Number of paragraphs
Administrative Empowerment	Delegation of Authority	5	25%
	Participation in Decision-Making	5	25%
	Training on Creative Performance	5	25%
	Participation in Information	5	25%
Job Performance	Planning	5	25%
	Relationship with Colleagues	5	25%
	Relationship with Students	5	25%
	Relationship with the Community	5	25%
<b>Total</b>			40

**Validity of the Construction:**

The validity of the construction of the paragraphs is linked to their homogeneity with the axis to which they belong. The higher the degree of validity of the construction of the paragraphs, the greatest the homogeneity of the axis to which they belong, and thus the homogeneity of all the paragraphs in the tool. To obtain indications of the validity of the construction of the tool, correlation coefficients were extracted between the axis paragraphs and the field to which they belong in a sample of 20 managers outside the study sample, using Pearson's correlation coefficient. The results of the correlation coefficient are shown in Table (4) below.

**Table 4**

Coefficients of consistency of paragraphs with their respective field.

Axis 1, Paragraph number:	Correlation coefficient with Axis 1.	Axis 2, Paragraph number:	Correlation coefficient with Axis 2.
1	0.318	21	0.826**
2	0.304	22	0.737**
3	0.390	23	0.651**
4	0.735**	24	0.810**
5	0.231	25	0.539*
6	0.015	26	0.768**
7	0.444	27	0.758**
8	0.883**	28	0.830**
9	0.511*	29	0.583**
10	0.337	30	0.761**
11	0.616**	31	0.664**
12	0.406	32	0.381
13	0.499*	33	0.763**
14	0.515*	34	0.847**
15	0.783**	35	0.397
16	0.476*	36	0.763**
17	0.614**	37	0.742**
18	0.100	38	0.765**
19	0.621**	39	0.850**
20	0.003	40	0.864**

Additionally, from Table (4) above, we observe that all correlation coefficients of the paragraphs with their respective axes are positive and have an inverse relationship, indicating the validity of the paragraphs with their respective axes and hence the suitability of the tool for actual application.

#### Reliability of the Study Tool:

To ensure the reliability of the study tool, the researcher applied it to a random sample of 20 managers who were not part of the original study sample. The responses of the sample were entered into the statistical program SPSS to extract the reliability coefficients of Cronbach's alpha. The results of the reliability analysis are shown in Table (5) below.

**Table 5**

Coefficients of reliability of the tool.

Axis	Domain	Cronbach's alpha coefficient.	Cronbach's alpha coefficient for the entire axis.
Administrativ Empowerment	Delegation of Authority	0.70	80.0
	Participation in Decision-Making	70.0	
	Training on Creative Performance	70.0	
	Participation in Information	0.70	
Job Performanc	Planning	0.87	0.95
	Relationship with Colleagues	86.0	
	Relationship with Students	0.78	
	Relationship with the Community	90.0	

It is evident from Table (5) above that the reliability coefficient for the first axis, which is the axis of administrative empowerment for school principals in the South Al Batinah Governorate, was (0.80), while the reliability coefficient for the second axis, which is the axis of job performance for teachers, was (0.95). These are high and appropriate reliability coefficients, indicating the suitability of the tool for actual application.

#### Field Study Procedures:

The field study was conducted in the following steps: Firstly, the researcher obtained necessary permissions from the University of Nizwa and the Department of Educational Studies and International Cooperation at the Ministry of Education to facilitate the task of the researcher. Secondly, the tool was applied to a random study sample, and the data obtained was statistically analyzed using SPSS software. Finally, the results of the study were discussed, and a set of recommendations and proposals were formulated based on those results.

#### Statistical Analysis:

The collected questionnaires were statistically processed using SPSS software, and the Cronbach's alpha equation and Pearson correlation coefficient were used to determine the statistical parameters. Frequency distributions and percentages were used to identify response frequency, while means and standard deviations were calculated for the samples. An independent samples



T-test and one-way ANOVA were used to determine the significance of differences between means according to variables, and the Pearson correlation coefficient was used to calculate the nature of the correlation.

**Study Results:**

This section presents the results of the current study and its statistical data, according to the sequence of its questions. To determine the degree of agreement in this study, a five-point Likert scale was used, commonly used in this type of study. To determine the correct cell width, the range (5-1=4) was calculated and divided by the number of cells in the scale to obtain the correct cell width (4/5=0.8). This value was then added to the lowest value in the scale (the correct one) to determine the upper limit of this cell. As a result, the cell widths are presented in Table (6) below.

**Table 6**

Judging Responses to Questionnaire Items According to the Mean Average

Range	Degree
1.00-1.80	Very low
1.81-2.61	Low
2.62-3.42	Moderate
3.43-4.23	High
4.33-5.00	Very high

**The results of the first question are as follows:**

To answer the first question of the study, which asks about the degree of managerial empowerment of school principals in the South Al Batinah Governorate in the Sultanate of Oman, the researcher calculated the arithmetic means and standard deviations for each domain of managerial empowerment of school principals. Additionally, the rankings for each domain were determined. Then, the researcher calculated the arithmetic means and standard deviations for the study sample's responses to the items in each domain, which were subsequently ranked in descending order based on the arithmetic means. Table 7 provides clarification on this".

**Table7**

*Presents the arithmetic means and standard deviations of the study sample's estimates on the domains of the administrative empowerment axis for school principals, ranked in descending order based on the arithmetic mean.*

Field	Rank Arithmetic	Mean	Standard Deviation	Level of Agreement
Delegation of Authority	1	04.4	47.0	High
Information Sharing	2	92.3	44.0	High
Participation in Decision Making	3	24.3	53.0	Moderate
Training on Creative Performance	4	19.3	53.0	Moderate
Administrative Empowerment of School Principals		60.3	35.0	High

From the table (7) above, it is evident that the degree of administrative empowerment of school principals, from their perspective, received a high level of agreement. The domain of delegation of authority received a very high level of agreement, while the domain of information sharing received a high level of agreement. On the other hand, the domains of participation in decision making and training on creative performance received a moderate level of agreement .

This result is generally attributed to the efficiency of school principals, derived from the outputs of the specialized institute for professional teacher training. The institute offers a range of specialized and professional training programs that target the administrative and teaching staff in schools, including school principals, through the school leadership program.

The researcher also attributes the result in the area of delegation of authority - which received a high degree of agreement - to the ministries and educational directorates' orientations towards decentralization in school management and granting more authority to school principals in managing their schools. The researcher attributes the high degree of agreement in the domain of information sharing to the availability of information, data, and ministerial decisions on the educational portal for everyone, in addition to providing guiding evidence for school work, which helps school principals, perform their roles as required.

The researcher attributes the moderate degree of agreement in the domain of participation in decision making to the adoption of many administrative decisions at the level of educational directorates and the ministry without consulting school principals. The researcher also attributes the moderate degree of agreement in the domain of training on creative performance to the need

for school principals to receive further training on innovative work that aligns with contemporary developments in the field of school administration.

Thus, this current study aligns with the study conducted by Jaber (2012) and Al-Damiri (2011), which found high degrees of empowerment. However, it differs from the study conducted by Al-Amiri (2013), Al-Habsi (2015), and Al-Musailam (2012), which found moderate degrees of empowerment.

**The Second research question**, which asks about the level of job performance of teachers in the South Al Batinah Governorate in the Sultanate of Oman from the perspective of school principals, the study calculated the means, standard deviations, and rankings for each domain of teachers' job performance. Additionally, the study computed the means, standard deviations, and responses of the study sample for the items within each domain.

**Table 8**

*Mean Scores and Standard Deviations of Study Sample's Ratings on the Domains of Teachers' Job Performance, Ranked in Descending Order According to the Mean.*

Field	Rank Arithmetic	Mean	Standard Deviation	Level of Agreement
Planning	1	4.34	0.44	High
Relationship with Colleagues	2	4.03	0.38	High
Relationship with Students	3	3.98	0.34	High
Relationship with the Local Community	4	0.34	0.52	Moderate
Overall Teachers' Job Performance		3.84	0.29	High

Based on Table (8), it is evident that the level of job performance among teachers in the South Al Batinah Governorate received a high level of agreement. The planning domain and the relationship with colleagues domain, as well as the relationship with students domain, received a high level of agreement. However, the relationship with the community domain received a moderate level of agreement, ranking last among the domains.

The significant result in the overall domain can be attributed to the Ministry of Education's focus on preparing new teachers and enhancing the skills of experienced and top-performing teachers in various scientific specializations through the specialized training

programs offered by the Institute of Teacher Professional Training. These programs provide specialized professional training.

The high score obtained in the planning domain can be attributed to the emphasis on equipping teachers with modern planning skills in their training programs. This result can also be attributed to the continuous monitoring of teachers' performance by educational supervisors and school administrators.

Regarding the relationship with the local community, which received a moderate score, it may be attributed to teachers' prioritization of the curriculum, exams, and students. Some teachers may believe that communication with the local community through the school board and social workers at schools is sufficient. The findings of this study differ from those of Salem (2016), which reported average teacher performance, as well as from the findings of Mujahid (2010), which indicated subpar educational performance among female teachers.

**Results of Question 3: To answer Question 3, which states:**

"Is there a statistically significant correlation at a significance level ( $\alpha \leq 0.05$ ) between the mean responses of school principals regarding their administrative empowerment and the level of job performance among teachers?" The researchers calculated the Pearson correlation coefficient between the mean score of principals' empowerment and the mean score of teachers' job performance. To interpret the study's results, Table (9) below provides an explanation of the correlation coefficients.

**Table 9**

*Interpretation of Pearson Correlation Coefficient Results.*

Correlation Coefficient Value	Strength of Relationship	Direction of Relationship
0.01 - less than 0.30	Very weak correlation	Positive(+)
0.30 - less than 0.50	Very weak correlation	Positive(+)
0.50 - less than 0.70	Very weak correlation	Positive(+)
0.70 - less than 0.90	Strong correlation	Positive(+)
0.90 - 1.00	Strong correlation	Positive(+)

These values indicate the strength and direction of the relationship between variables, with positive correlation indicating that as one variable increases, the other variable also tends to increase.

The results were obtained according to the following Table (10).

**Table 10**

*Pearson Correlation Coefficient for the Relationship between the Empowerment Level of School Principals in Al-Batinah South Governorate and the Job Performance of Teachers.*

Domain s of Administrative Empowerment for School Principals	Correlation Coefficient	Teacher Job Performance Domains				
		Planning	Rel ationsh ip with Coll eagues	Relati onship with Students	Relati onship with the Comm unity	Overall Job Performance
Delegati on of Authority	Pears on Coefficient	-.166-	-.138-	.186	.166	0.021
	Signifi cance	.127	.205	.087	.126	0.850
	Streng th of Correl ation	Negat ive correl ation	Negative correl ation	Very weak correl ation	Very weak correl ation	Very weak correl ation
Particip ation in Decisio n Making	Pears on Coefficient	.167	.300**	.355**	.397**	0.444**
	Signifi cance	.124	.005	.001	.000	0.000
	Streng th of Correl ation	Very weak correl ation	Weak correl ation	Weak correl ation	Weak correl ation	Weak correl ation
Training on Innovati ve Perform ance	Pears on Coefficient	-.074-	.259*	.304**	.690**	0.455**
	Signifi cance	.496	.016	.004	.000	0.000
	Streng th of Correl ation	Negat ive correl ation	Very weak correl ation	Weak correl ation	Moder ate correl ation	Weak correl ation
Informa tion Sharing	Pears on Coefficient	.406**	.645**	.480**	.281**	0.633**
	Signifi cance	.000	.000	.000	.009	0.000
	Streng th of Correl ation	Weak correl ation	Moder ate correl ation	Weak correl ation	Very weak correl ation	Moder ate correl ation
Overall Empow erment	Pears on Coefficient	0.108	0.374**	0.471*	0.565*	0.555**
	Signifi cance	0.320	0.000	0.000	0.000	0.000
	Streng th of Correl ation	Very weak correl ation	Weak correl ation	Weak correl ation	Moder ate correl ation	Moder ate positiv e

Domain s of Administrative Empowerment for School Principals	Correlation Coefficient	Teacher Job Performance Domains				
		Planning	Rel ationsh ip with Coll eagues	Relati onship with Students	Relati onship with the Comm unity	Overall Job Performance
						correla tion

Based on the table (10) above, we observe that the Pearson correlation coefficient reached 0.56 at a significance level of 0.05, which indicates a positive correlation. This suggests that there is a positive relationship between the empowerment of school principals and the job performance of teachers. In other words, as the degree of empowerment of school principals increases, the level of job performance of teachers also increases, and vice versa.

This can be attributed to the fact that when school principals are empowered, it means granting them broader authorities that enable them to fulfill their roles in light of the principle of decentralization, which the ministry adopts in managing schools in certain aspects. Consequently, this positively reflects on the practices of school principals in performing their job roles, leading to an increase in the level of teachers' job performance. This finding aligns with Al-Muhtasib's study (2011), which among its results states that there is a negative relationship between empowerment and productivity, which is performance.

**Recommendations**

Based on the study's results and discussion, recommendations will be presented in two axes as follows:

**Axis**

**1: Recommendations related to the administrative empowerment of school principals.**

1. Develop scientific measures to assess the professional performance of school principals in the key areas of administrative empowerment, through the senior leadership of the Ministry of Education.

1. Conduct educational competitions targeting school principals to support the field of training on innovative performance of school principals at the level of educational directorates as a first stage, then at the national level as a subsequent stage.

1. The central administrations should follow up with school principals on the mechanisms of problem-

solving they face in the school environment and work on equipping them with creative methods to solve them.

## Axis 2: Recommendations related to teacher job performance.

1. Increase attention to training programs in the field of creativity and innovation in teachers' job performance.

1. Develop an implementation plan to document the relationship between the school and the community at the school level, accurately defining the roles of teachers in communicating with the community, and incorporating it into their annual performance evaluation.

1. Prepare a clear plan to activate educational forums at the school level, involving the local community in their implementation and evaluation.

## Proposed Research and Studies:

1. Developing the performance of Omani school principals in light of some contemporary administrative trends.

1. Proposing a conceptualization for the administrative empowerment of school principals in the Sultanate of Oman in the context of Oman Vision 2040.

1. The relationship between the administrative empowerment of school principals and achieving competitive advantage in the Sultanate of Oman.

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