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باحثه دكتوراه /يارا وليد محمد ياسين Ph.D. Researcher / Yara Walid Mohamed Yassin	اسم الباحث الأول باللغتين العربية والإنجليزية	الاتجاهات القيادية المعاصرة كمدخل في التمكين الإداري للمعلمين : دراسة تحليلية نقدية لتحديات المركزية وآليات تفعيل المشاركة في المدارس الحكومية الفلسطينية
/	اسم الباحث الثاني باللغتين العربية والإنجليزية:	
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المخلص:

هدفت هذه الدراسة إلى معرفة واقع التمكين الإداري في ضوء الاتجاهات القيادية المعاصرة، واعتمدت المنهج الكيفي النوعي بوساطة تحليل الأدبيات الواردة في الدراسات المتخصصة في موضوع الدراسة، وبتوظيف المقابلة أسلوباً لجمع البيانات، والمعلومات، وأجريت المقابلات مع (11) معلماً ومعلمة في المدارس الحكومية، وأظهرت النتائج أن الاتجاهات القيادية المعاصرة تساعد في تحسين التمكين الإداري بأبعاده، كنفويض السلطة، والمشاركة في اتخاذ القرارات، والاتصال، والتدريب الفعال، والتحفيز والدعم، وأن التمكين الإداري يتحقق بتبني أنماط قيادية حديثة، والابتعاد عن الأنماط التقليدية، وبمشاركة العاملين في عملية صنع القرار، ثم توفير الدعم، والتوجيه؛ لتحقيق الأهداف، وتطوير المهارات، وتبني رؤية واضحة للتمكين الإداري، وبينت أن معوقات تطبيق التمكين الإداري المركزية في اتخاذ القرارات تحد من مشاركة المعلمين في صنع القرار، وتقلل من فرص الإبداع والابتكار لديهم، وأوصت الدراسة بعقد دورات تدريبية لمديري المدارس، وتأكيد أهمية التمكين الإداري، والتطوير الذاتي المستمر، وتشجيع المديرين على مشاركة العاملين في اتخاذ القرارات، وتحديث قنوات الاتصال لديهم، ونشر ثقافة التمكين الإداري في المؤسسات التعليمية، ووضع خطط لتعزيز التمكين الإداري، وتعزيز أبعاده.

كلمات مفتاحية: (التمكين الإداري، الاتجاهات القيادية المعاصرة)

Abstract:

This study aimed to identify the reality of administrative empowerment in light of contemporary leadership trends, The researcher adopted the qualitative approach by analyzing the literature contained in studies specialized in the subject of the study, and by employing interviews as a method for collecting data and information. Interviews were conducted with (11) male and female teachers. In public schools, The results showed that contemporary leadership trends help improve administrative empowerment in its dimensions such as delegation of authority and participation in decision-making, effective communication and training, motivation and support. The results of the study also showed that achieving administrative empowerment through adopting modern leadership styles and moving away from traditional styles, and the participation of workers in the process of making... decision, then providing support and guidance to achieve goals, develop skills, and adopt a clear vision for administrative empowerment, The results of the study showed that one of the obstacles to applying administrative empowerment is the centrality in decision-making, as it limits teachers' participation in decision-making and reduces their opportunities for creativity and innovation. In light of this, the study recommended holding training courses for school principals and emphasizing the importance of administrative empowerment and continuous self-development and encouraging principals. The participation of employees in decision-making and modernization of their communication channels, and work to spread the culture of administrative empowerment in educational institutions and develop plans to enhance administrative empowerment and enhance its dimensions.

Keywords: (administrative empowerment, contemporary leadership trends)

Introduction

The success of educational institutions, among others, depends on effective management capable of understanding the institution's needs and balancing the interests of the institution and its staff fundamentally. Schools require successful management and a competent principal with leadership skills, capable of making decisions, delegating authorities, and having the ability to develop the educational process. Amidst educational development and significant transformations, institutions strive to provide all available resources to keep up with new developments and adopt modern administrative concepts and methods and apply them.

Modern educational management is characterized by its continuous efforts to adapt to rapid changes and search for modern methods and strategies that contribute to achieving the goals of educational and non-educational institutions. Administrative empowerment is one of the fundamental issues for developing the performance of school principals; it equips them with skills that enable them to perform activities and responsibilities and participate in decision-making, increasing their impact on the school, students, and community (Halawani, 2022).

Administrative empowerment is considered one of the modern administrative topics and effective administrative methods; it grants school principals freedom of action and full authority to perform their tasks and qualifies them technically and behaviorally to carry out school duties more efficiently, allowing them to offer their best (Al-Jarayda and Al-Manwari, 2014).

Administrative empowerment helps administrations address problems, formulate policies, set goals, and create an organizational climate that positively impacts many aspects, enhancing creative behavior and job satisfaction among employees. This generates a greater amount of original educational ideas and makes the institution's members feel confident, proud, and honored by the educational institution at all levels (Al-Ruqab, 2020).

Administrative empowerment is a necessary requirement nowadays; it is one of the modern and advanced methods and a tool for total quality management. It relies on proper selection, training, development, partnership, and delegation of authority—elements of great importance in the educational field (Al-Harout, 2018: 5).

Administrative empowerment develops educational systems and identifies strengths and weaknesses in the educational institution, creating an advanced educational environment. It emphasizes the importance of qualifying subordinates, training them, developing their expertise, improving their performance, enhancing their work, granting them authorities, enabling them to make decisions, and giving them the right to active participation and responsibility (Al-Ruqab, 2020).

The success or failure of institutions depends on the presence of a competent leader; leadership is one of the essential pillars of modern administrative institutions that work to create leaders capable of advancing the institution towards progress, excellence, sophistication, dedication to work, bearing burdens, and practicing their leadership roles, which influence individuals' interests and orientations within that institution (Al-Qarn and Al-Shuqran, 2021).

Preparing school principals based on contemporary leadership trends is important and desirable at present. Equipping them academically, professionally, and administratively with modern

leadership approaches enables them to perform their tasks well and achieve the goals of the educational institution they are responsible for managing and leading (Al-Bitar, 2016).

The interest in effective leadership styles and their connection to the changing situations of individuals has become clear, and research has begun to shift from the framework of traits and leadership style to the role of subordinates and the group and the leader's ability to adapt to that. To meet the requirements of modern management and achieve management effectiveness, contemporary leadership trends have emerged such as transformational leadership, transcendent leadership, ethical leadership, and leadership through love (Dabon, 2018).

Educational leaders need various modern leadership approaches and trends that enable them to use the best methods in their work. Understanding theories and leadership styles is one of the most important ways to advance and develop work, transforming it from traditional methods to highly effective leadership patterns that examine the leadership situation and surrounding circumstances. An effective leader deals with different situations through their behavior (Al-Ghazouri, 2020).

Hence, the need arose for such a study that focuses on administrative empowerment for government school principals in light of contemporary leadership trends, shedding light on the dimensions of administrative empowerment, how to achieve administrative empowerment among principals, the obstacles that limit it, and the importance of contemporary leadership trends in empowering educational administrations, providing recommendations and proposals for empowering school administrations in light of contemporary leadership trends.

Problem of the Study and Its Questions:

Administrative empowerment is considered one of the effective administrative methods in educational institutions that grant school principals complete freedom in performing their tasks by providing authorities and responsibilities to perform their work, creating a suitable work environment, and qualifying them technically and behaviorally to perform school work better and exercise their authority fully. Administrative empowerment is a fundamental pillar for schools used to face developments and challenges; it imposes patterns and behaviors that align with modern administrative work (Al-Rawashdeh and Al-Ta'ani, 2022).

The problem of the study lies in the need for school principals to have administrative empowerment to perform their leadership duties effectively; it is one of the contemporary administrative approaches and one of the essential pillars for the success of the institution and the achievement of its goals. The principal must be part of this educational institution, cooperating with subordinates to facilitate task execution, behaving as if they own the institution, indeed becoming partners in its success. They cooperate with them and exert great effort for change and improvement. Creating leaders capable of taking responsibility, delegating authority, making decisions, fostering team spirit, and maintaining good human relations among all members of the institution. Therefore, the study addresses the administrative empowerment of government school principals in light of contemporary leadership trends.

The current study's problem is determined by the following main question: What is the reality of administrative empowerment among government school principals in light of contemporary leadership trends from the teachers' perspective?

The following sub-questions arose from it: First question: To what extent does the school principal practice authority delegation, one dimension of administrative empowerment, in light of contemporary leadership trends? Second question: How can the school principal involve teachers in decision-making, one dimension of administrative empowerment, in light of contemporary leadership trends? Third question: How does the school principal practice support and motivate teachers, one dimension of administrative empowerment, in light of contemporary leadership trends? Fourth question: How does the school principal practice effective communication and teacher training, one dimension of administrative empowerment, in light of contemporary leadership trends? Fifth question: What are the main obstacles to implementing administrative empowerment in light of contemporary leadership trends? Sixth question: How can administrative empowerment be achieved in light of contemporary leadership trends? Seventh question: Why is it necessary to consider contemporary leadership trends when government school principals practice administrative empowerment?

Importance of the Study:

Theoretical Importance: Obtaining a large amount of information and literature that researchers and graduate students can benefit from, shedding light on the importance of administrative empowerment with its various dimensions; it is considered one of the contemporary educational concepts, determining its role in developing the educational process, and providing libraries with essential data and information about it. **Practical Importance:** Enhancing administrative empowerment in government schools, familiarizing specialists with its importance and the great benefits that can be obtained by applying it, adopting contemporary leadership trends, and choosing the appropriate style that enhances administrative empowerment for school principals.

Objectives of the Study:

The current study aimed to: 1- Identify the reality of administrative empowerment for government school principals in light of contemporary leadership trends. 2- Determine the extent to which school principals practice administrative empowerment through authority delegation, support and motivation, communication and training, and involving teachers in decision-making. 3- Identify the obstacles to administrative empowerment among school principals in light of contemporary leadership trends. 4- Understand how to achieve administrative empowerment in light of contemporary leadership trends. 5- Recognize the importance of considering contemporary leadership trends when government school principals practice administrative empowerment.

Scope of the Study:

The study was limited to government schools in the Qalqilya Governorate, addressing the administrative empowerment of government school principals in light of contemporary leadership trends by examining the dimensions of administrative empowerment, its obstacles, ways to achieve it, and analyzing contemporary leadership trends. The study is defined by the concepts, fields included in the study, its questions, and the results it reached.

Terminological Definitions:

Administrative Empowerment: Granting employees of the institution the freedom to participate in decision-making, allowing them to act freely, self-monitoring themselves, while providing

all the resources and capabilities they need for work (Al-Rawashdeh and Al-Ta'ani, 2022: 34). Leadership: "The ability to influence others and direct their behavior toward achieving common goals; it is a process aimed at influencing individual behavior and coordinating their efforts to achieve specific goals, inspiring their enthusiasm, and fostering cooperation among them" (Al-Nakhalah, 2015: 39).

Previous Studies:

After reviewing the previous studies, the researcher selected the following studies related to the conditions and elements of the current study, including:

Study by Qabaja and Hamed (2023): Aimed to determine the impact of administrative empowerment and transformational leadership on the performance of faculty members in Palestinian government universities. It used a descriptive-analytical approach and a questionnaire to collect field data from the study population. The findings indicated a positive impact of administrative empowerment and transformational leadership on the performance of university faculty members. Recommendations included modifying the existing incentive and reward system, granting faculty wider authority for decision-making and freedom of action, and paying attention to their personal needs.

Study by Al-Rawashdeh and Al-Ta'ani (2022): Aimed to identify the level of administrative empowerment among school principals and its relationship with organizational trust from the teachers' perspective. The results showed diverse findings, notably that respondents' perceptions of administrative empowerment were moderate. Recommendations included enhancing the level of administrative empowerment for school teachers by providing various opportunities for learning, training, and development.

Study by Al-Ruqab (2020): Aimed to determine the degree of administrative empowerment among principals of private basic schools in Amman and its relationship with administrative ethics from the perspective of assistant principals and teachers. Using a descriptive correlational method and a questionnaire, the study sample consisted of 433 assistants and teachers. The findings revealed that the degree of practicing administrative empowerment among principals of private schools was moderate. Recommendations included developing plans to enhance administrative empowerment and strengthen its dimensions.

Study by Mutlaq (2020): Aimed to explore administrative empowerment and its relationship with organizational commitment among school principals in Mafraq Governorate from their perspective, using a descriptive survey method and a questionnaire as a study tool, distributed randomly to 15 principals. The results showed that the degree of empowerment was high; regarding the axes, authority delegation received a high rating, followed by teamwork, while the motivation axis received a moderate rating. Recommendations emphasized the need to promote the culture of administrative empowerment in educational institutions.

Study by Al-Sa'idi (2020): Aimed to determine the level of administrative empowerment and its relationship with time management among school principals in Kuwait from the teachers' perspective, utilizing a descriptive correlational method and a questionnaire as the study tool, distributed via stratified random sampling. The study sample consisted of 307 teachers, and the results indicated that the level of administrative empowerment among school principals in

Kuwait was high. Recommendations included providing training courses for principals; focusing on modern communication methods to facilitate task completion easily and quickly.

Study by Al-Othman and Al-Areefi (2019): Aimed to ascertain the reality of administrative empowerment among elementary school principals in the northern part of Riyadh city from the teachers' perspective. Employing a descriptive analytical method and a questionnaire as a study tool, the findings revealed that female principals practiced administrative empowerment to a moderate degree. Training and qualification aspects ranked first among the attributes of the principals, followed by their personal traits. Results indicated that major obstacles to implementing administrative empowerment included a preference for traditional administrative leadership styles from upper management, rigid systems and procedures discouraging initiative and innovation, and some principals' inability to make decisions.

Study by Sha'ibat et al. (2018): Aimed to understand the reality of administrative empowerment among school principals in Ramallah and Al-Bireh Governorate as perceived by the principals themselves. The study population comprised all government, private, and UNRWA school principals, totaling 244 principals. A stratified random sample was selected, and a questionnaire was developed as the study tool. Results showed that the reality of administrative empowerment among school principals in Ramallah and Al-Bireh Governorate was rated high overall. Recommendations included continuing to consider administrative empowerment as one of the top management objectives in schools, expanding principals' participation in authorities that prepare them for administrative empowerment without fear of consequences, allocating more rewards for excellence, and providing material and moral incentives to improve work performance.

Study by Al-Fadhli and Al-Muhaisen (2017): Aimed to explore the reality of administrative empowerment among newly appointed administrators in middle schools in Riyadh Al-Khobar Governorate from their perspective, utilizing a descriptive survey and comparative descriptive method and a questionnaire as the study tool. Results indicated that the reality of administrative empowerment among newly appointed administrators was moderate. Authority delegation ranked first, followed by teamwork, then effective communication. Recommendations included promoting the culture of administrative empowerment in the educational field, diagnosing empowerment obstacles, building trust among administrators, and opening communication channels among them.

Study by Lee and Nie (2016): Aimed to understand teachers' perceptions of school leaders' empowering behaviors. The study sample consisted of 289 teachers in Singapore, employing a survey method. Findings indicated that principals provide empowerment to teachers in their daily practices, with variations in the aspects of empowerment offered by principals, such as authority delegation, clarifying vision, collaborative relationships, and providing individual support. Principals' empowering behavior was positive. Recommendations emphasized the importance of supporting school officials to increase awareness and capacity of principals and supervisors to empower teachers and develop competent leaders.

Study by Arqoub (2014): Aimed to explore the reality of administrative empowerment among school principals in Ramallah and Al-Bireh Governorate as perceived by the principals themselves, utilizing a descriptive method and developing a questionnaire as the study tool.

Administered to a stratified random sample of male and female principals in Ramallah and Al-Bireh Governorate, the findings revealed that the reality of administrative empowerment among school principals in Ramallah and Al-Bireh Governorate, as perceived by the principals themselves, was rated high. Recommendations included continuing to consider administrative empowerment as one of the top management objectives in government schools and expanding principals' participation in authorities that qualify them for administrative empowerment.

Study by Weshah (2012): Aimed to uncover the degree of empowerment and authority delegation among teachers in Australian and Jordanian schools, utilizing a descriptive method and a questionnaire as the study tool. The study sample consisted of 188 teachers, and the results indicated that the level of empowerment and authority delegation among teachers in Jordanian and Australian schools was moderate. Significant statistical differences were found between the estimates of the study sample participants regarding the level of empowerment and authority delegation attributed to the variable of academic qualification, favoring higher education, and type of school, favoring teachers in decentralized schools.

Commentary on Previous Studies:

From reviewing the previous studies and analyzing them, it is noted that they varied in their treatment of the topic of administrative empowerment and its dimensions. Some focused on the level of administrative empowerment among school principals and its relationship with organizational trust from the teachers' perspective, such as the study by Al-Rawashdeh and Al-Ta'ani (2022). Others aimed to determine the degree of administrative empowerment among principals of private basic schools in Amman and its relationship with administrative ethics, like the study by Al-Ruqab (2020). Some examined administrative empowerment and its relationship with organizational commitment among school principals, as in the study by Mutlaq (2020), while others focused on identifying the level of administrative empowerment and its relationship with time management among school principals, as seen in the study by Al-Sa'idi (2020). Additionally, some explored the reality of administrative empowerment among school principals in Ramallah and Al-Bireh Governorate as perceived by the principals themselves, like the study by Arqoub (2014).

The methodologies used in the previous studies varied, such as the descriptive survey method, the comparative descriptive method, the descriptive analytical method, and the descriptive correlational method. The environments in which these studies were applied also varied. The results generally showed that administrative empowerment was at a moderate level in most studies. It was recommended to promote the culture of administrative empowerment, diagnose empowerment obstacles, build trust among administrators, and open communication channels. Key obstacles to implementing administrative empowerment included a preference for traditional administrative leadership styles from upper management, rigid systems and procedures discouraging initiative and innovation, and some school principals' inability to make decisions.

The current study distinguished itself from previous studies by addressing administrative empowerment in light of contemporary leadership trends, a topic not covered in any previous study. It also distinguished itself in its methodology; the current study used interviews as a research tool, whereas previous studies relied on questionnaires. The current study benefited

from the previous studies and theoretical framework in constructing its methodology, tools, questions, and interpreting its results.

Study Methodology and Procedures:

To achieve its objectives, the study utilized a qualitative methodology, analyzing the theoretical framework and previous studies, conducting interviews to collect data, describing the phenomenon, analyzing it, and extracting significant conclusions relevant to the current study's problem, answering its questions, and providing recommendations and proposals.

Study Sources:

The researcher relied on the analysis of literature, sources, and previous studies related to the study's subject to gather data for the current study. Interviews, including personal interviews, targeted 11 teachers from government schools in the Qalqilya Governorate.

Validity and Reliability of the Interview:

1- **Validity of the Interview:** The interview was used to uncover administrative empowerment among government school principals in light of contemporary leadership trends. The interview was prepared based on a review of educational literature and relevant previous studies on administrative empowerment. Six questions were formulated and reviewed by three experts and specialists from the faculties of Al-Quds Open University, Khadouri University, and An-Najah University. Based on the reviewers' comments, one question was added, and two were modified, resulting in a final version of the interview consisting of seven questions.

Data Analysis:

The analysis of qualitative data collected through interviews relied on grounded theory methods, including transcribing the interviews, conducting an in-depth review of their content, coding responses, categorizing similar ideas, and calculating percentages.

Results of the Analytical Study and Discussion:

The study reached several conclusions, which are presented and discussed below in light of the analytical framework of the literature and previous studies, as well as according to the main research question and its sub-questions:

1. Results of the First Question and Discussion:

To what extent does the school principal practice authority delegation, one dimension of administrative empowerment, in light of contemporary leadership trends?

To answer this question, interviews and literature related to authority delegation were analyzed. Al-Fadhli and Al-Muhaisen (2017) indicated that authority delegation involves assigning employees' tasks, delegating powers that align with the school's goals, and preparing employees to take responsibility for these tasks. Appropriate and necessary authorities should be granted to perform tasks easily without referring to the immediate supervisor.

Al-Salal (2022) defined authority delegation as granting higher educational management levels the authority to make decisions without returning to them within the limits of delegated powers. Delegation is not merely about granting authority but also about the responsibilities that come with decision-making and holding individuals accountable for incorrect decisions that harm educational administration goals.

Authority delegation is measured by centralization or decentralization and the degree to which principals delegate authority to teachers. The more authority is delegated, the more decentralized the approach becomes, and vice versa. Authority delegation means transferring authority or responsibility to another person to complete specific tasks and duties, allowing leaders to grant some legal powers to employees while maintaining mechanisms for decision-making and consulting the leader when needed (Al-Sa'idi, 2020).

Al-Ruqab (2020) highlighted that delegating authority to middle management contributes to employees working with freedom and flexibility, giving them opportunities to prove themselves, achieve institutional goals effectively, solve problems, and develop professional skills through real-world interaction and high-level administrative tasks.

Interviews with government school teachers on the dimensions of administrative empowerment, such as authority delegation, yielded the following results:

- Principals focus on core issues and delegate daily responsibilities to employees (54%).
- Principals delegate authority and some powers in simple matters and tasks (90%).
- Principals assign tasks and define authorities in alignment with employees' capabilities and qualifications (81%).
- Principals delegate authority and powers to experienced, highly regarded teachers and some powers to their deputies when absent (45%).

It is evident that principals delegate simple powers based on their understanding of teachers' capabilities and qualifications, ensuring alignment with assigned responsibilities. Authority delegation enhances employees' self-confidence, instills a sense of responsibility, increases job satisfaction, and highlights the need for school administrations with leadership, planning, and organizational skills to improve educational processes. Defining and delegating powers and tasks according to employees' abilities and qualifications empowers them, improves school performance, and achieves educational goals under contemporary leadership trends.

This study aligns with the findings of Al-Jarayda and Al-Manwari (2014), emphasizing that delegating more authority strengthens trust, enables effective task performance, develops self-awareness of capabilities and skills, and grants employees freedom in performing their duties.

2. Results of the Second Question and Discussion:

How can the school principal involve teachers in decision-making, one dimension of administrative empowerment, in light of contemporary leadership trends?

To address this question, interviews and literature on involving teachers in decision-making were analyzed. An administrative leader, responsible for the school's success and directly managing employees, is required to organize work democratically and effectively. Democratic practices include involving employees in decision-making, fostering a sense of belonging and ownership. Participation means emotional and intellectual engagement, encouraging contributions toward achieving institutional goals and assuming responsibilities (Abdul-Aal, 2020).

Administrative empowerment develops educational systems, creates advanced learning environments, emphasizes granting subordinates authority, qualifying them, training them,

enhancing expertise, improving work, and granting them the right to participate in decision-making and assume responsibility (Ahmad et al., 2022).

Halawani (2022) noted that principals should gradually determine the types of decisions employees participate in. For better decision-making, employees need information about their roles, so relevant data and resources must be made available.

Al-Ruqab (2020) emphasized that delegating decision-making, developing employees' capabilities, and engaging them in high-level tasks allow them to prove themselves, achieve work goals, and solve problems effectively.

Interviews with government school teachers on dimensions of administrative empowerment, such as participation in decision-making, produced the following results:

- Principals can provide training opportunities for teachers to develop decision-making skills and actively participate in the decision-making process (90%).
- Regular consultative meetings are held to discuss important issues, allowing teachers to express opinions and promote constructive dialogue (85%).
- Decisions are made through voting, adopting the majority opinion on educational issues (54%).
- Teachers' decision-making abilities are tested to ensure they possess the necessary skills and competencies (45%).

It is clear that principals should encourage teachers to participate in decision-making, offering trust and support, creating opportunities for involvement, and motivating creative ideas and proposals to improve educational processes. Teacher participation in decision-making increases job satisfaction, fosters a sense of belonging, and builds trust.

This study aligns with Sha'ibat et al. (2018), which emphasized considering administrative empowerment as a top management objective, expanding principals' participation in authorities that prepare them for administrative empowerment without fear of consequences, and providing material and moral incentives to enhance performance.

3. Results of the Third Question and Discussion:

How does the school principal practice support and motivation for teachers, one dimension of administrative empowerment, in light of contemporary leadership trends?

To answer this question, interviews and literature on support and motivation practices were analyzed. Support and motivation are essential for success and a fundamental human need. A support and motivation system encourages employees to take responsibility, leverage empowerment to achieve excellent results, fosters competition, creativity, and innovative thinking, and includes material and moral incentives as components of administrative empowerment (Hawari, 2020).

Sha'ibat et al. (2018) highlighted that focusing on incentives and self-motivation aligns personal and organizational goals, satisfies employees, and motivates them to achieve organizational objectives, increase productivity, and improve performance.

Al-Kubaisi (2016) noted that support requires creating an interactive and supportive environment that encourages employees to seek more effective ways of working. Incentives help meet employees' needs and desires, and to enhance efficiency, administrations must

understand employees' motivations and needs to provide appropriate incentives and reinforce desired behaviors. Positive reinforcement is the foundation of administrative empowerment.

Al-Rawashdeh and Al-Ta'ani (2022: 37) stated that implementing and activating administrative empowerment in educational institutions requires a fair and rewarding incentive system, whether material or moral, along with guarantees of job security, focusing on promotion criteria like academic qualifications and capabilities. These elements motivate school leadership to take responsibility and risks in decision-making.

Interviews with government school teachers on dimensions of administrative empowerment, such as support and motivation, yielded the following results:

- Material and moral incentives should be provided to teachers (90%).
- A positive and motivating work environment should be created to encourage creativity, innovation, teamwork, and collaboration (82%).
- Contemporary leadership practices, such as providing necessary support to achieve educational goals and encouraging professional development through workshops and training courses, should be adopted (73%).
- A culture of appreciation and recognition of teachers' efforts through public praise and personal acknowledgment of achievements and dedication should be promoted (64%).

It is evident that principals should provide support and motivation by creating a stimulating work environment that fosters teamwork, innovation, and creativity. They should recognize teachers' achievements, offer professional development opportunities, encourage participation in training programs, and provide necessary material and technological resources. This motivates teachers to achieve school goals with high quality.

This study aligns with Qabaja and Hamed (2023), which recommended modifying incentive and reward systems, granting teaching staff broader decision-making authority, and addressing their personal needs.

4. Results of the Fourth Question and Discussion:

How does the school principal practice effective communication and teacher training, one dimension of administrative empowerment, in light of contemporary leadership trends?

To answer this question, interviews and literature on effective communication and training were analyzed. Training is a fundamental component of employee empowerment. Organizations should design training programs on empowerment-related issues, such as problem-solving, teamwork, communication, motivation, and technical skill development (Halawani, 2022).

Effective communication between different administrative levels facilitates easy information exchange from sources, enabling proper responses in various situations, boosting employees' confidence during work, and fostering trust between managers and employees. Training should be continuous and organized for all individuals to refine administrative skills, learn modern techniques, and develop capabilities (AL-Suhimat, 2016).

Effective communication with all administrative institutions is one of the key elements of empowerment; management cannot solve problems alone, and employees should be involved in problem-solving. Administrative empowerment requires components and organizational

factors such as trust, communication, training, and informational knowledge, which are the foundation of an empowerment culture and the basis for forming a workforce that feels responsible for their work (Al-Fadhli and Al-Muhaisen, 2017).

Abu Naser (2016) pointed out that expanding the scope of training for principals and diversifying the methods and approaches used in the training process is a fundamental pillar in empowering school principals to manage school activities and improve their efficiency. School work requires flexibility and allowing principals to apply their new knowledge and attitudes, as well as the ability to communicate effectively. The concept of empowerment should be explained and clarified, including what it means for employees regarding duties and tasks, using the administration's action plan and employee performance. The administration should define objectives related to work performance, development, and goals to be achieved by employees.

The interviews conducted with government school teachers on the practice of school principals in communication and teacher training yielded the following results:

- Training teachers, specialized workshops, and designing training programs that meet these needs, contributing to developing their professional skills and using diverse communication channels received a score of 90%.
- The ability to form positive professional relationships and communications between the principal and teachers, developing teachers and assisting them by clearly explaining educational opinions and interpreting them using effective communication skills such as speaking and listening, scored 90%.
- Clarifying the vision and objectives to be achieved, and attentively listening to observations and suggestions provided by teachers, received a score of 73%.
- The principal possessing communication skills, considering teachers' needs, goals, desires, and human aspects, scored 54%.

It is evident from the above that practicing effective communication by the school principal and providing training for teachers are essential parts of administrative empowerment. The principal should be able to listen to teachers' needs and concerns, provide open and transparent communication channels with them, build good relationships, respect them, identify their training needs based on performance evaluations and professional development requirements, offer specialized training programs and workshops, and continuously monitor, evaluate, and improve these programs based on feedback. This aligns with Abu Naser's study (2016), which emphasizes that training is a crucial source for preparing and developing human resources, focusing on the importance of building a team through training employees on administrative empowerment, positively influencing their capabilities and professional growth. Additionally, Al-Sa'idi's study (2020) recommended providing training courses for principals to train them on modern communication tools to facilitate task completion easily and quickly.

Results of the Fifth Question and Discussion:

What are the main obstacles to implementing administrative empowerment in light of contemporary leadership trends?

To answer this question, interviews and literature related to obstacles in implementing administrative empowerment were relied upon. These include the lack of appropriate training;

institutions must recognize the importance of possessing renewed skills and behaviors, which are attainable through continuous training for all individuals. Training refines skills and develops capabilities. Another obstacle is leadership incompetence; leaders play a vital role in implementing empowerment. The principal is the foundation of proper administrative empowerment implementation and must be competent and possess leadership skills to execute it (Hawari, 2020).

Halawani (2022) indicated that the absence of incentives leads to a lack of motivation for school principals to implement administrative empowerment, and some schools' adherence to traditional management styles is a significant obstacle to administrative empowerment.

Other obstacles to administrative empowerment include weak employee skills, a lack of trust between management and employees, ineffective communication systems, randomness, unclear goals for employees, strict monitoring systems that limit creativity and freedom, poor training processes, traditional management systems that restrict employees' roles, and the absence of incentive and reward systems, affecting employee performance and productivity (Al-Harout, 2018).

Additional obstacles include organizational barriers related to internal relationships, employees being subjected to monitoring and control systems that impact team effectiveness, administrative barriers such as weak administrative processes, neglecting innovation or service development, issues arising from incorrectly applying work systems and rules, technical barriers related to available technology and insufficient training on technological programs, and human barriers such as job-related fear that destabilizes personality and hinders initiative. Managers fear employees' achievements, lack trust in employees, and fear taking responsibility due to various considerations like a lack of desire, motivation, and fear of mistakes (Al-Sa'idi, 2020).

Other obstacles include hierarchical organizational structures, excessive centralization in decision-making authority, upper management's fear of losing power, their reluctance to change, middle management's fear of losing authority, some employees' fear of taking responsibility, weak skills, and poor communication and information systems (Al-Hassan, 2019).

The interviews conducted with government school teachers on obstacles to administrative empowerment concluded the following results:

- Lack of necessary skills and competencies to achieve administrative empowerment and absence of trust between principals and teachers scored 90%.
- Existence of administrative obstacles such as organizational structure, human obstacles like weak incentives, and technical obstacles like limited resources, tools, and experience scored 82%.
- Centralization in decision-making, which is one of the main obstacles to implementing administrative empowerment as it limits teacher participation in decision-making and reduces opportunities for creativity and innovation, scored 82%.
- Cultural, organizational obstacles and traditional constraints regarding decision-making authority and lack of necessary support from upper leadership scored 73%.

It is clear from the above that obstacles to implementing administrative empowerment are divided into material, human, organizational, and technical barriers, along with a lack of trust between managers and subordinates, traditional constraints on decision-making authority, lack of necessary support from upper management, and insufficient financial and human resources. This limits the execution of administrative empowerment strategies, exacerbates centralization in decision-making, and weakens the organizational culture supporting administrative empowerment, reducing necessary skills and competencies. Some principals and teachers lack the skills and competencies needed to implement administrative empowerment effectively. This aligns with Al-Hassan's study (2019) on organizational structure obstacles, excessive centralization in decision-making, upper management's fear of losing power, and their resistance to change. It also aligns with Al-Khalifa's study (2020), which identified administrative empowerment obstacles such as organizational structure, upper management's fear of losing power, preference for traditional leadership styles, weak self-development and training, and a poor incentive system. Furthermore, it agrees with Al-Othman and Al-Areefi's study (2019) on obstacles to implementing administrative empowerment, such as the preference for traditional administrative leadership styles from upper management, strict systems and procedures discouraging initiative and innovation, and some principals' inability to make decisions.

Results of the Sixth Question and Discussion:

How can school principals achieve administrative empowerment in light of contemporary leadership trends?

To answer this question, interviews and literature related to the requirements for achieving administrative empowerment were analyzed, such as identifying reasons for the need for administrative empowerment, clarifying the purpose of its implementation, understanding the reasons driving them towards it, ensuring no ambiguity among employees regarding its concept, then changing management and upper leadership behavior, shifting traditional roles, and altering management and leadership behaviors and methods by relinquishing some authorities. Decisions that can be shared and the types of decisions that can be made should be defined, and a team should be formed to exchange experiences transparently and clearly, enhancing the principle of trust among leaders and contributing to team success. Providing training is essential, as it is one of the fundamental reasons for empowering leaders. Educational management should offer training programs in problem-solving, communication, and conflict management (Al-Salal, 2023).

Abu Jumaa (2017) indicated that administrative empowerment is achieved through multiple steps, including: sharing information at all organizational levels by building trust with individuals, allowing employees to apply the principle of self-monitoring, changing traditional ways of thinking, framing administration, clarifying the organization's vision and mission, providing support and encouragement, holding individuals accountable for outcomes, offering appropriate training to employees to equip them with necessary skills and competencies, and granting workers independence in setting and executing goals.

Administrative empowerment requires administrative trust, which is the foundation of empowerment, represented by the manager's trust in employees and reciprocated trust. For

employees to feel actual empowerment, they must feel supported and endorsed by their superiors, increasing their confidence in the institution and enhancing their understanding of goals and future vision. This leads to a sense of autonomy instead of waiting for orders and directives. Administrative empowerment requires respecting the ideas of the work team, granting them sufficient authority to implement decisions and apply improvements. Effective communication is one of the most important keys to administrative empowerment; management cannot solve problems alone but should involve employees in problem-solving. Empowering employees without providing appropriate training is impossible; administrative empowerment requires a shift from traditional leadership styles to contemporary leadership patterns that value participation, trust, and delegation (Mutlaq, 2020).

The interviews conducted with government school teachers on achieving administrative empowerment yielded the following results:

- Adopting a clear vision for administrative empowerment, delegating authorities and responsibilities, encouraging participation in decision-making, providing training and professional development, and enhancing effective communication scored 90%.
- Training and empowering managers and teachers, activating participatory leadership styles, and implementing training courses, workshops, and programs scored 73%.
- Adopting new leadership styles such as transformational, inclusive, and proactive leadership, guiding teachers, encouraging them to participate in decision-making, and providing support and guidance to achieve objectives and develop skills scored 64%.
- Offering advice and assistance in problem-solving and focusing on teachers' needs and desires scored 45%.

It is evident that achieving administrative empowerment involves adopting modern leadership styles, moving away from traditional ones, involving employees in decision-making, providing support and guidance to achieve goals and develop skills, adopting a clear vision for administrative empowerment, delegating powers to employees, encouraging self-development, offering training opportunities, enhancing effective communication, and building supportive organizational trust for administrative empowerment. The study aligns with Salama and Hammad's (2018) findings that the success of empowerment programs depends on employees possessing skills and knowledge and the ability to perform tasks efficiently. Skills cannot be developed without training, requiring participation in training courses, conferences, and workshops to acquire the necessary knowledge and skills for institutional success.

Results of the Seventh Question and Discussion:

What is the necessity of considering contemporary leadership trends when government school principals practice administrative empowerment?

In light of rapid development, there is a need for high-level leadership capable of driving change and educational advancement by preparing advanced educational leaders and focusing on these leaders possessing essential competencies and leadership skills, which are the basis for development. The most distinguishing feature of competencies practiced by leaders is their ability to mobilize and direct energies toward achieving higher levels of accomplishment and creativity (Al-Ghazouri, 2020).

Increased attention has been given to the concept of leadership, gaining significant focus in contemporary societies due to its crucial role in achieving organizational goals and purposes. No institution can function effectively without leadership that achieves desired objectives (Abu Dola and Alimat, 2022).

Administrative leadership forms the axis around which various activities in all institutions revolve. The leadership style practiced by the leader is a fundamental factor in an organization's success or failure, influencing employees' behavior and formal and informal roles. To meet modern management requirements and achieve administrative effectiveness, new leadership trends have emerged, such as transformational, transactional, ethical leadership, and emotional intelligence-based leadership (Dabon, 2018).

For educational leaders to fulfill their roles amid contemporary challenges, they must possess essential professional competencies to enhance the educational process and use these skills to support teachers, develop their capabilities and skills, and involve them in making school-related decisions, contributing to educational growth and administrative development. Leaders should be aware of the nature of the work and possess cognitive, technical, and educational process-related skills (Al-Sulaimi, 2021).

Among the prominent contemporary administrative trends related to leading and managing operational processes are modern leadership styles and their skills, scientific methods for making administrative decisions, delegation mechanisms, problem-solving techniques, discovering employees' skills and talents, motivating and encouraging them, developing them, building work teams, and maintaining loyalty to the institution (Al-Rumaih, 2021).

The interviews conducted with government school teachers on the necessity of considering contemporary leadership trends when government school principals practice administrative empowerment concluded the following results:

- Adopting contemporary leadership trends such as transformational, distributed, and servant leadership, which focus on empowering subordinates, involving them in decision-making, enhancing creativity and innovation, and building a positive and supportive work environment, scored 90%.
- Contemporary leadership trends offer principals the opportunity to develop their leadership skills and adopt new methods for effectively managing schools, improving school performance and achieving better results for students, scored 82%.
- Administrative empowerment and reliance on contemporary leadership trends create an encouraging and inspiring work environment, increasing teacher and employee satisfaction and enhancing their retention in the institution, scored 82%.
- Contemporary leadership trends help enhance interaction between the school and the community and improve administrative empowerment performance, scored 73%.

From the above, it is clear that considering contemporary leadership trends is essential to achieving administrative empowerment. These trends provide school principals with opportunities to develop their leadership skills and adopt modern approaches to improve school performance. Administrative empowerment enhances contemporary leadership trends by involving teaching staff in decision-making and goal-setting, reinforcing commitment to work, and fostering a sense of responsibility. Contemporary leadership styles such as

transformational, participatory, and servant leadership focus on empowering subordinates, involving them in decision-making, enhancing their creativity, and building a positive work environment by granting administrators and teachers the necessary authorities and responsibilities to perform their tasks and providing professional growth opportunities. Moreover, considering contemporary leadership trends helps school principals keep up with rapid developments, respond effectively to changes, and achieve desired goals efficiently, reinforcing the culture of administrative empowerment.

After reviewing the previous results, the researcher reached the following conclusions:

- Contemporary leadership trends help improve administrative empowerment across its dimensions, such as authority delegation, participation in decision-making, effective communication and training, motivation, and support.
- Adopting contemporary leadership trends offers principals the opportunity to develop their leadership skills, improve school performance, and achieve better results.
- Achieving administrative empowerment comes through adopting modern leadership styles, moving away from traditional ones, involving employees in decision-making, providing support and guidance to achieve goals, developing skills, and adopting a clear vision for administrative empowerment.
- Centralization in decision-making is one of the obstacles to implementing administrative empowerment, as it limits teachers' participation in decision-making, reduces opportunities for creativity and innovation, and leads to a lack of necessary skills and competencies for achieving administrative empowerment and a lack of trust between principals and teachers.

Recommendations and Suggestions:

- Promote the culture of administrative empowerment in educational institutions.
- Develop plans to enhance administrative empowerment and strengthen its dimensions.
- Conduct training courses for school principals, emphasizing the importance of administrative empowerment and continuous self-development.
- Encourage principals to involve employees in decision-making and update their communication channels.
- Enhance the principle of decentralization in managing educational institutions.
- Provide material and moral incentives and create a suitable educational environment.
- Conduct further studies on administrative empowerment and its impact based on various variables.

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