

Administrative Empowerment and Its Relationship to Remote Supervision at Public Schools

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Abstract

The study aims to identify the extent of the availability of administrative empowerment and the implementation of remote supervision in relation to two variables with respect to the employees of the Saudi Ministry of Education. The study included (456) male and female supervisors. The questionnaire has been administrated to collected data related to the research aims. The results indicated that both the extent of the availability of administrative empowerment and the implementation of remote supervision is of an average degree. There is a significant correlation relationship ($p<0.05$) between administrative empowerment and remote supervision of the educational supervisors of the Saudi Ministry of Education. The research recommends that educational leaders of the Saudi Ministry of Education need to reconsider the implementation procedures to correspond to the true concept of administrative empowerment. Moreover, it is also deemed necessary that appropriate mechanisms should be developed for the implementation of the model of remote supervision as a new model.

Keywords: Administrative Empowerment, Public Schools, Remote Supervision.

التمكين الإداري وعلاقته بالإشراف عن بعد بالمدارس الحكومية

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تهدف الدراسة إلى التعرف على مدى توافر التمكين الإداري وتنفيذ الإشراف عن بعد وعلاقة المتغيرين بالمشرفين التربويين بوزارة التعليم السعودية. ضمت الدراسة ٤٥٦ مشرفاً ومشرفة وتم وضع استبانة لهم لجمع البيانات المتعلقة بموضوع البحث.

أشارت النتائج إلى أن كلا من مدى توافر التمكين الإداري ومدى تنفيذ الإشراف عن بعد كانا متوسط الدرجة. توجد علاقة ارتباطية ذات دلالة إحصائية ($P > 0.05$) بين التمكين الإداري والإشراف عن بعد للمشرفين التربويين بوزارة التعليم السعودية. ويوصي البحث بضرورة قيام القيادات التربوية بالوزارة بإعادة النظر في إجراءات التنفيذ لتتوافق مع المفهوم الحقيقي للتمكين الإداري. علاوة على ذلك، من الضروري أيضاً تطوير الآليات المناسبة لتنفيذ نموذج الإشراف عن بعد كنموذج جديد.

الكلمات المفتاحية: التمكين الإداري، المدارس الحكومية، الإشراف عن بعد.

Introduction

In today's high-tech world, educational institutions face many cognitive and technological challenges along with revolutionary and radical changes in the entire working framework, especially in the field of communication and information technology. This open technological policy is an outcome of globalization. Hence, it is a matter of life and death for the educational institutions to adapt themselves following these changes by using modern managerial and administrative tools. This fact necessitates the empowerment of human resources to achieve the desired goals.

New administrative concepts such as administrative empowerment have surfaced to improve different organizational abilities, especially those related to education. Such concepts would help the administration to cope with the new changes and fulfill the demands of the modern digital society via the effective investment of human resources. This concept has become one of the most important administrative approaches for developing most institutions

(Al-zahrah & Ahmed, 2016). Administrative empowerment depends on the human resource, which enhances its abilities and talent required to bring about improvement in the organization (Al-Ta'i & Qadad, 2010). The educational supervisor is considered as the most effective component of human resources, particularly in educational institutions, which contributes to the development of teachers, and support leaders' communities inside the school environment (Alexandra, 2015).

Educational supervision is the cornerstone of an educational system (Hamadneh, 2016). It is an applicable approach that combines planning, leadership, control, and sustainable development of available human, physical and technical resources (Oqda, 2011). Remote supervision is considered as one of the approaches of sustainable development of human resources since the shift from the approach of traditional supervision into the electronic one is a global trend that is achieved by the application of modern technological means in the domains of administration and

supervision. Hence, the application of electronic supervision improves the dimensions and increases the supervision process's effectiveness

(Al-Ghamdi & Al-Zahrani, 2016).

The provision of appropriate training and information through remote supervision leads to develop successful and competent staff

(Carlisle, Haya, Pribesh, & Wood, 2017). The communication process is the main pivot of the whole supervision process (Dubi, Raggi & Renolds, 2012). Therefore, in addition to the decision-making process, it is one of the main components and dimensions of administrative empowerment because of its direct and indirect effects on the decision-making process (Johnson & Johnson, 2004). This communication process leads to the emergence of the idea of investigating the relationship between administrative empowerment and remote supervision.

Consequently, empowering the educational supervisors via the Saudi Ministry of Education may improve their supervisory performance regarding effectiveness in guiding teachers through remote supervision and in addition to that, studying the relationship between administrative empowerment and remote supervision results from the reciprocal relationship between human resources management and information and communication technology. In a similar context, the present study aims to investigate the reality of administrative empowerment and its relationship with the remote supervision of educational supervisors working in the Saudi Ministry of Education.

The study identifies the relationship between the two variables within the educational environment because of the absence of studies on administrative empowerment and its relationship with remote supervision. Likewise, the novelty of this study lies within the modern administrative techniques applied for improving performance and increasing productivity, along with the novelty of administrative empowerment and remote supervision as a contemporary educational trend. The present study aims to formulate directions for the decision-makers of the Saudi Ministry of Education that may contribute towards empowering workers in the

Ministry of Education in general and the educational supervisors since they direly need rehabilitation and appropriate vocational and behavioral training. The present study begins with field observation to answer the following questions:

1. What is the extent of the availability of administrative empowerment for educational supervisors working in the Saudi Ministry of Education according to their point of view?
2. What is the extent of practicing remote supervision by the educational supervisors working in the Saudi Ministry of Education according to their point of view?
3. Is there a correlation at the significance level of ($p<0.05$) between the extent of the availability of administrative empowerment for educational supervisors and the extent of the practice of remote supervision by educational supervisors in the Saudi Ministry of Education?

Methods

Research Design

The research adopted the descriptive–analytical approach, and a questionnaire has been used as a tool for collecting data.

Research Sampling

The sample has been randomly chosen from the population and comprised 456 female and male supervisors (about 24.46% of the population). The researcher distributed 456 printed copies of the questionnaire in which 31 copies are invalid, and 197 copies are valid, which makes the overall ratio of 86.40% of the distributed questionnaires and 21.13% of the whole population

(The Saudi Ministry of Education, the statistical report of the academic year 2018/2019).

Research Instrument

According to the nature of the research, the questionnaire is the most appropriate tool for achieving the research objectives. After reviewing the previous studies related to the theme of the study and getting the views of research

specialists, the researcher has constructed the questionnaire according to the following steps:

- Identify the main subject covered in the questionnaire.
- Formulate the paragraphs that fall under each axis.
- Prepare the questionnaire in its initial form.
- Present the questionnaire to the relevant arbitrators.

The first questionnaire of 21 items is designed to identify the extent of the availability of administrative empowerment. It is categorized into following four dimensions, according to Al-Redadi (2012) and Al-Fahied (2013), where each consisted of a different number of items, i.e., delegation of authority (5) items, self-motivation (6) items, teamwork (5) items, and decision-making participation (5) items.

The second questionnaire is designed to measure remote supervision and comprised of (23) items as presented in the study of Sefr (2008) and Al-Sawalmah & Al-Qatiesh (2015).

Validity and Reliability

Reliability has been established by using the test-retest method. The researcher has conducted the Cronbach's Alpha on the initial survey. The yielded data that scores of 0.91 and 0.89, a good source of reliability for test-retest and alpha-Cronbach, respectively. The validity of the two questionnaires is ensured by using internal consistency (the relationship between each dimension and the final scores). Table 1 shows the reliability scores of test-retest and the internal validity scores of the two questionnaires.

Table 1: Cronbach's Alpha and the reliability scores of re-test for the dimensions and the total scores for the two questionnaires

Dimension	test-retest scores	Internal validity
Delegation of authority	0.76	0.84
Self-motivation	0.78	0.88
Teamwork	0.75	0.87

Decision making participation	0.92	0.89
Administrative empowerment	0.86	0.91
Remote supervision	0.76	0.89

Statistical Analysis

The data are statistically processed using the SPSS program, version (24) for all study items:

- Cronbach's Alpha equation is used to assess the validity of the two questionnaires.
- Means and standard deviations are calculated for answering the first and second question of the study.
- Pearson correlation coefficient is calculated for answering the third question of the study.

Results and Discussion

Means and standard deviations are calculated to answer the first question of the study. Table 2 shows that the means have ranged from (3.02) to (3.57). The teamwork dimension ranked first with the highest mean score of 3.57. The Delegation of Authority dimension ranked last with the lowest mean score of 3.02. The mean of Administrative empowerment as a whole scored 3.26. All the dimensions showed a moderate degree indicating that the Ministry of Education is not interested in applying administrative empowerment due to the fear of delegating authority to educational supervisors, which means there is a low level of authority provided to the leaders of educational regions according to their views. These results were not in agreement with Al-Fahied (2013), which indicated that an empowerment degree comes at a high level. Means and standard deviations are calculated for each item of each dimension.

Table 2: Means and standard deviations of the extent of the availability of administrative empowerment for educational supervisors working in the Saudi Ministry of Education according to their point of views listed in descending order

Rank	No.	Dimension	Mean	Standard Deviations	Degree
1	3	Teamwork	3.57	0.75	Mode rate
2	4	Decision making participation	3.29	0.84	Mode rate
3	2	Self-motivation	3.18	0.77	Mode rate
4	1	Delegation of authority	3.02	0.76	Mode rate
Administrative empowerment			3.26	0.71	Mode rate

Delegating authority dimension

Table 3 shows that the averages ranged from (2.25) to (3.72) and the item (2) that concerns "Education ministry sets (systems, instructions) that support Delegation of authority" ranked first with the highest mean score of 3.72. The mean of the whole dimension scored 3.02. This result may refer to the greater centralization of the organizational structures at the education regions at some aspects responsible for hindering delegation of authority, power, and autonomy. Also, there are some unclear duties and responsibilities which educational supervisors must do. These results agreed with one of the previous studies conducted by Ai Noi and Youyan (2017).

Table 3: Means and standard deviations of the delegating authority dimension listed in descending order

Rank	No.	Dimension	Mean	Standard Deviations	Degree
1	2	Education ministry sets (systems, instructions,) that support	3.72	1.02	High

		Delegation of authority.			
2	4	The ministry is interested in improving educational supervisors' job satisfaction during their supervisory work.	3.32	0.98	Moderate
3	3	The ministry delegates authority formally.	2.98	1.29	Moderate
4	5	The ministry provides sufficient powers for educational supervisors to do their roles completely.	2.82	1.34	Moderate
5	1	The ministry sets organizational structures with clear roles and responsibilities.	2.25	1.15	Low
Delegation of authority			3.03	0.76	Moderate

Self- motivation

Table 4 shows that means ranged from (2.22) to (3.63) and the item (7) that concerns "Education ministry provides training programs for developing educational supervisors professionally" came at the first rank with the highest mean score of 3.63. On the other hand, item no. (11) That concerns, "The ministry provides a suitable infrastructure for the application of educational supervisors' entrepreneurial ideas" came at the last rank with the lowest mean score of 2.22. The mean of the whole dimension scored 3.18. This result may refer to the lack of physical materials and funds offered for training and motivating educational supervisors in the Ministry of Education and to the administrative burdens that decreased opportunities for educational supervisors' self-motivation. What is most important to note is that this

happened despite supporting educational supervisors by providing complete authorities and powers for achieving objectives. These results corresponded with one of the previous studies conducted by Oqda (2011).

Table 4: Means and standard deviations of the self- motivation dimensions listed in descending order

Rank	No.	Dimension	Mean	Standard Deviations	Degree
1	7	The education ministry provides training programs for developing educational supervisors professionally.	3.63	1.03	Moderate
2	9	The ministry motivates educational supervisors to take their supervisory responsibility.	3.61	1.12	Moderate
3	6	The ministry encourages applying entrepreneurial ideas that improve the education process.	3.95	1.14	Moderate
4	10	The ministry adopts several ways to support educational supervisors' self-motivation.	3.31	1.13	Moderate
5	8	The ministry honors prominent educational supervisors who use modern technology effectively.	2.74	1.17	Moderate
6	11	The ministry provides a suitable infrastructure for applying educational supervisors' entrepreneurial ideas.	2.22	1.14	Low
self-motivation			3.18	0.77	Moderate

Teamwork

Table 5 shows that the averages ranged from (2.96) to (3.92) and the item (13) that concerns "Education ministry supports and encourages participated teamwork philosophy," ranked first with the highest mean score of 3.92. The mean of the

whole dimension scored 3.57. This dimension scored the highest score among all dimensions, referring to the real high level of teamwork among educational supervisors working in the Ministry of Education, besides encouraging educational regions for teamwork. In addition, this may refer to the nature of supervisory work, which requires participation and group work. These results were similar to one of the previous studies by Al-Fahied, (2013), in which the teamwork dimension scored the highest.

Table 5: Averages and standard deviations of teamwork dimension listed in descending order

Rank	No.	Dimension	Mean	Standard Deviations	Degree
1	13	Education ministry supports and encourages participation in teamwork philosophy.	3.92	0.91	high
2	16	The ministry provides opportunities for experience exchanging among educational supervisors.	3.80	0.91	High
3	12	The ministry encourages good human relationships to achieve excellence in the supervisory process.	3.66	1.09	Moderate
4	14	The ministry adopts an open door policy for participating views to decision-makers.	3.50	1.09	Moderate
5	15	The ministry provides a system for exchanging information on	2.96	1.27	Moderate

		supervisory process problems.			
Teamwork			3.57	0.75	Moderate

Decision-making participation

Table 6 shows that the averages ranged from (2.73) to (3.967) and the item (21) that concerns "Education Ministry initiates to form a participated vision on decision making through its efforts with the educational supervisors" ranked first with the highest mean score of 3.67. The mean of the whole dimension scored (3.29). This may refer to the current promotion system that the Ministry of Education follows this system is based on years of experience and yearly reports rather than on competence and the high centralization at the ministry level or the education region level. These results agreed to Al-Radadi, (2012), whose study indicates a significant correlation between administrative empowerment and decision-making participation.

Table 6: Averages and standard deviations of decision-making participation dimension listed in descending order

Rank	No.	Dimension	Mean	standard deviations	Degree
1	21	Education Ministry initiates to form a participated vision on decision making through its efforts with the educational supervisors.	3.67	0.90	Moderate
2	19	The ministry encourages educational supervisors to offer their views concerning their supervisory roles and tasks.	3.54	1.14	Moderate
3	17	The ministry sets (systems, instructions) agree to the work stability of educational supervisors.	3.35	1.11	Moderate

4	18	The ministry estimates educational supervisors' exerted efforts.	3.16	1.30	Moderate
5	20	The ministry sets a promotion system based upon competence for educational supervisors' promotion.	2.73	1.42	Moderate
Decision making participation			3.29	0.84	Moderate

Results of the second question

Averages and standard deviations were calculated for answering the second question of the study. Table 7 shows that the averages ranged from (2.10) to (4.06) and the item (16) that concerns "I try to exchange experiences with my colleagues using reporting groups," ranked first with the highest mean score of 4.06. Moreover, item no. (6) that concerns "I continuously communicate with those who are in concern of supervisory process using E-mail" ranked second with the mean score of 4.00. The whole means of the dimension of remote supervision scored 3.35, which refers to the awareness of educational supervisors regarding the model of remote supervision and its importance in saving time, effort, and increasing productivity. This result indicates their desire to develop their behaviors professionally to keep pace with the requirements of the current age and to facilitate the supervisory processes. These results are supported by Sefr (2008), who indicated that educational supervisors are aware of the importance of remote supervision. Al-Amri & Al-Zahrani (2017) indicated that educational supervisors' practice of remote supervision was highly satisfying. However, these results were not in agreement with Al-Sawalmah & Al-Qateesh (2015), whose findings indicated that educational supervisors' level of internet use was low.

Table 7: Averages and standard deviations of the extent of the implementation of remote supervision in the educational supervisors according to their views in the Saudi Ministry of Education listed in descending order

Rank	No.	Dimension	Mean	standard deviations	Degree
1	16	I try to exchange experiences with my colleagues using reporting groups.	4.06	1.09	High
2	6	I continuously communicate with those who are in concern of supervisory process using E-mail.	4.00	0.91	High
3	17	I guide teachers to apply the best educational web strategies.	3.88	0.98	High
4	11	I use E-mail for sending educational leaflets and guided readings.	3.84	0.99	High
5	12	I use the mail lists for sending educational meetings' reports which were held with teachers.	3.79	1.03	High
6	23	I plan for supervisory visits using E-mail.	3.79	0.93	High
7	3	I upload (boards and systems) on web site.	3.75	0.91	High
8	4	I communicate with teachers using reporting groups.	3.69	0.90	High
9	8	I upload guided lectures for teachers using video conference.	3.68	0.90	High

10	20	I provide the standards of building a good test for teachers on web sites.	3.67	1.09	Moderate
11	14	I engage in constructive dialogues with teachers using electronic conversation.	3.62	1.08	Moderate
12	18	I upload supervisory files to take teachers' notices on them.	3.53	0.06	Moderate
13	13	I follow mail lists (local & global) periodically to identify the latest information concerning my specialty.	3.33	1.13	Moderate
14	21	I share some modern evaluation techniques online.	3.31	1.09	Moderate
15	22	I share practical model lessons for helping teachers to develop individually.	3.23	1.05	Moderate
16	7	I design diagrams and illustrations using smartboard.	3.05	1.33	Moderate
17	15	I receive (notices, inquiries) through mail lists.	2.98	1.27	Moderate
18	10	I use electronic applications and encourage teachers to use it.	2.95	1.27	Moderate
19	19	I upload models of education	2.76	1.29	Moderate

		plans on electronic sites.			e
20	5	I transmit educational events (conferences, seminars) of specialists using reporting groups.	2.74	1.43	Moderate
21	1	I design educational sites for sharing excellent behaviors of schools.	2.63	1.42	Moderate
22	2	I check electronic encyclopedias to benefit the available information.	2.61	1.26	Moderate
23	9	I try to make the best use of web educational search engines such as (ERIC).	2.10	1.23	Moderate
Total score			3.35	0.60	Moderate

Result of the third question

Pearson correlation coefficient is calculated for finding the result of this question. Table 8 shows that there is a correlation at the significance level of (0.05) between the extent of the availability of administrative empowerment and the extent of the practice of remote supervision for educational supervisors in the Saudi Ministry of Education. That may indicate that administrative empowerment requires fundamental components such as access to information, communication, self-motivation, professional development, and decision-making participation and is strongly related to the remote supervision of educational supervisors. This result is logical since the Saudi government is inclined towards carrying out administrative governance in all sectors, especially the educational sector.

Table 8: Pearson correlation coefficient of the relationship between the extent of the availability of administrative empowerment and the extent of the practice of remote supervision

Dimension	Statistical processing	remote supervision
Delegation of authority	Pearson's r	0.82**
	P-value	0.00
	No.	197
Self-motivation	Pearson's r	0.85**
	P-value	0.00
	No.	197
Teamwork	Pearson's r	0.77**
	P-value	0.00
	No.	197
Decision making participation	Pearson's r	0.80**
	P-value	0.0
	No.	197
administrative empowerment	Pearson's r	0.90**
	P-value	0.00
	No.	197

Conclusions

Educational supervision is concerned with developing the education system and accomplishing the targeted goals. This process necessitates the provision of all the administrative procedurals, particularly administrative empowerment, that guarantee the success in achieving the targets. Moreover, contemporary international tendencies have confirmed that it is necessary to provide all procedurals that guarantee effective supervision to meet the requirements of the modern age and remote supervision is one of the priorities in this regard. The present study proved

that there is a positive correlation between the extent of the availability of administrative empowerment and the extent of the practice of remote supervision for educational supervisors in the Saudi Ministry of Education. However, there are some challenges that this process is facing, despite the great efforts put in by the Saudi Ministry of Education for the development of a comprehensive supervision sector for educational institutions.

Recommendations

According to the study results, the following recommendations should be taken into consideration by the authorities:

1. There is a need to reconsider the procedurals that the Saudi Ministry of Education follows to be in line with the concept of administrative empowerment. This need should be accompanied by setting a suitable motivation and incentive-based system with an aim to achieve excellent educational behavior and to improve educational supervisors' innovative behavior.
2. There is also a need to reconsider organizational structures that the Saudi Ministry of Education follows to stay clear in roles and responsibilities and guarantee real delegation of authority with real-time decentralization via reengineering of administrative processes.
3. The Saudi Ministry of Education should continuously develop an educational environment to be in line with remote supervision techniques via providing the necessary human, financial, and physical requirements.
4. The ministry should design training programs to improve educational supervisors' capabilities concerning remote supervision, particularly their language skills that will ensure their effective and extensive use of search engines like ERIC, E-Encyclopedias, etc.

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