

# УПРАВЛЕНИЕ ОБРАЗОВАНИЕМ

Оригинальная статья / Original paper

doi:10.17853/1994-5639-2024-5-67-89



## Administrative empowerment and its relationship to job performance in special education centres in Karak Governorate: the employee perspective

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**Abstract.** *Introduction.* Administrative empowerment in special education centres is of great interest because it involves changing approaches to organisational management in the system of special (correctional) education. This, in turn, impacts the success and sustainability of the activities of such centres. *Aim.* The present research aimed to quantify the extent to which employees in special education centres felt empowered by their supervisors and how that empowerment correlated with their job productivity. *Methodology and research methods.* To achieve the research objective, the authors utilised the correlational survey method and created two questionnaires. The first questionnaire examined the administrative empowerment transferred to staff members. The second questionnaire was administered to assess the employees' job performance following the implementation of administrative empowerment. 112 employees of special education centres participated in the study voluntarily. *Results.* The results of the study showed a positive correlation between administrative empowerment and the growth of labour productivity in the centre. At the same time, there were differences in job performance based on variables such as gender, years of experience, academic qualifications, and attendance at training courses. *Scientific novelty.* The study identified key factors that can enhance job performance in special education centres to support students with special needs. *Practical significance.* The research findings will be of interest to academics, scholars, and educators working in the field of special education.

**Keywords:** administrative empowerment, job performance, special education centres

**For citation:** Al-Momani W.A.M., Melhem A.M.B. Administrative empowerment and its relationship to job performance in special education centres in Karak Governorate: the employee perspective. *Obrazovanie i nauka = The Education and Science Journal.* 2024;26(5):67–89. doi:10.17853/1994-5639-2024-5-67-89

## Влияние расширения административных полномочий сотрудников на производительность труда в центрах специального образования в провинции Карак: точка зрения работников

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**Аннотация.** *Введение.* Расширение административных полномочий сотрудников центров специального образования представляет большой интерес, поскольку касается вопросов изменения подходов к организационному управлению в системе специального (коррекционного) образования, что, в свою очередь, оказывает влияние на успех и устойчивость деятельности таких центров. *Цель.* Исследование направлено на количественную оценку того, в какой степени расширение административных полномочий сотрудников путем предоставления им автономии, ресурсов и прав для принятия решений и действий влияет на повышение производительности их труда и результатов организации в целом. *Методология, методы и методики.* Для достижения цели исследования был использован метод корреляционного опроса. Были разработаны две анкеты. Первая представляла собой вопросник, в котором рассматривались передаваемые сотрудникам административные полномочия, а вторая использовалась для оценки эффективности работы после расширения административных полномочий. В исследовании на добровольной основе приняли участие 112 работников центров специального образования. *Результаты.* Результаты исследования показали, что существует положительная корреляционная связь между расширением административных полномочий у сотрудников и ростом производительности труда в центре. В то же время были выявлены различия в эффективности работы сотрудников по ряду переменных (пол, стаж, академическая квалификация, посещение курсов повышения квалификации). *Научная новизна.* Исследование способствовало выявлению ключевых факторов, которые способны повысить эффективность работы специальных образовательных центров в интересах поддержки учащихся с особыми потребностями. *Практическая значимость.* Результаты исследования будут интересны ученым и педагогам, работающим в системе специального (коррекционного) образования.

**Ключевые слова:** расширение административных полномочий, производительность труда, центры специального образования

**Для цитирования:** Аль-Момани В.А.М., Мельхем А.М.Б. Влияние расширения административных полномочий сотрудников на производительность труда в центрах специального образования в провинции Карак: точка зрения работников. *Образование и наука.* 2024;26(5):67–89. doi:10.17853/1994-5639-2024-5-67-89

# El empoderamiento administrativo y su relación con la productividad laboral de los centros de educación especial en la provincia de Karak: punto de vista de los empleados

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**Abstracto.** *Introducción.* El empoderamiento administrativo por parte de los empleados de los centros de educación especial es de gran interés, ya que se trata de cuestiones de cambios en los enfoques de la gestión organizacional dentro del sistema de educación especial (correcional), lo que a su vez, influye en el éxito y la sostenibilidad de las actividades de dichos centros formativos. *Objetivo.* El estudio tiene como objetivo cuantificar en qué medida empoderar a los empleados proporcionándoles autonomía, recursos y derechos para tomar decisiones y actuar tiene un impacto en la mejora de su productividad y el desempeño organizacional general. *Metodología, métodos y procesos de investigación.* Para lograr el propósito del estudio se utilizó el método de encuesta de correlación. Se desarrollaron dos cuestionarios. El primero fue un cuestionario que examinó la transferencia del sentido de empoderamiento administrativo a los empleados; el segundo se utilizó para evaluar el desempeño después de que se diera el empoderamiento administrativo. En el estudio participaron 112 empleados de centros de educación especial de forma voluntaria. *Resultados.* Los resultados del estudio mostraron que existe una correlación positiva entre la expansión del empoderamiento administrativo entre los empleados y el crecimiento de la productividad laboral en el centro. Al mismo tiempo, se identificaron diferencias en el desempeño de los empleados según una serie de variables (género, antigüedad en el servicio, calificaciones académicas, asistencia a cursos de formación avanzada). *Novedad científica.* El estudio permitió identificar factores clave que pueden mejorar la eficacia de los centros de educación especial para apoyar a los estudiantes con necesidades especiales. *Significado práctico.* Los resultados del estudio serán de interés para los científicos y profesores que trabajan en el sistema de educación especial (correcional).

**Palabras claves:** empoderamiento administrativo, productividad laboral, centros de educación especial

**Para citas:** Al-Momani W.A.M., Melhem A.M.B. El empoderamiento administrativo y su relación con la productividad laboral de los centros de educación especial en la provincia de Karak: punto de vista de los empleados. *Obrazovanie i nauka = Educación y Ciencia.* 2024;26(5):67–89. doi:10.17853/1994-5639-2024-5-67-89

## Introduction

Considering the rapid changes and development of managerial and leadership concepts in the world of work and organisation of institutions, it has become necessary to reconsider delegating powers and not monopolise authority by certain parties. It is necessary to activate the decentralisation of leadership and management, and to empower employees and leaders in their position, allowing them to judge the problems they face and decide on them with decisions commensurate with the

situation they suffer and the environment to which their institution belongs, and this exhibits a commendable level of dedication to their organisation. Also, with complete conviction, all monetary laws and regulations must be followed, and the individual must always work to advance the objectives of his/her organisation. And the achievement of educational institutions for their educational goals is related to the extent of their management ability to perform its administrative and educational role. The capacity of educational institutions to continue serving their communities is highly dependent on the degree to which they are able to empower their managers and employees, especially institutions and centres of special education, and providing opportunities for work, development, and creativity.

During the past decades, Jordan has achieved a qualitative leap in the education sector. It was able to establish and operate a comprehensive educational system of highly competitive quality and efficiency, which made it enjoy a high reputation and prestige at the regional and international levels, and this is due to directing educational policies at its various levels, in a way that raises the internal and external efficiency of the educational system [1].

A successful corporate administration works to provide a generally healthy environment in the institution where everyone works and in which good relations prevail among all workers. Every individual adheres to the rules and principles and raises workers' morale to increase their motivation [2].

Authorisation for administrative purposes is one of the essential concepts that help raise the performance of employees and administrators alike during the distribution of tasks and duties and match their efforts with incentives that suit those efforts made by them, in a way that leads to raising their level of performance, achieving job stability and commitment, and raising the organisational performance in general. And it is noted from the preceding that administrative empowerment includes providing a measure of responsible freedom for employees or administrators to take appropriate decisions for their new issues in their field of work. That is through the training and qualification that the workers acquire. Based on that, we can define empowerment as granting the authority to employees or administrators to make appropriate decisions in their organisations by starting from the skill base of knowledge and extensive experience the employee possesses, to carry out this responsibility to improve the level of work and contribute to its progress [3].

Administrative empowerment has become the subject of widespread concern and debate by various researchers. Studies have been conducted that highlight the interest in empowerment, which is mostly concerned with developing trust between management and staff. Furthermore, when employees are empowered, they are able to be involved in decision-making processes. Administrative barriers between management and workers are eliminated or reduced, thus companies and organisations realise the great value being focused their efforts on people as a basis for success. Employee's performance is considered to be a leading indicator to evaluate the organisational effectiveness; and there are many elements that determine the level of

this performance, comprising environmental factors, and other personal and functional factors [4].

The goal of these establishments is the same as that of other educational organisations: to reap the benefits of cutting-edge ideas in educational administration and general administration. A. Ayasrah concluded that present educational administrations attempt to implement the notion of administrative empowerment in centres and institutions to assess job performance of employees, to foster progress and advancement in the educational domain, and to boost the quality of educational results [5].

## Literature Review

Many studies dealt with administration actual levels of autonomy within their respective organisations, and we have chosen the studies closest to the title of the study.

The study by C. Eze et al. took a close look at the approaches to administration that have been used by some employers, and find that they can lead to improved productivity [6]. Several methods were discussed, but this paper focuses on four strategies: training series to promote effective task delegation, high morale in the workplace, and student-centred learning as well as technology integration and blended learning opportunities for educators, that lines of communication are kept open, and that enough resources are made available to teach employees. None of the enumerated administrative strategies was shown to be more effective than the others, but it was found that a business that used all four of these strategies had the best overall performance. This research proved beyond a reasonable doubt that the aforementioned four administrative procedures are the most effective currently available. The effects on businesses, both positive and negative, of implementing and disregarding the approaches discussed were also analysed.

The research by W. Ta'an et al. was based on a model dubbed "the three-component feedback system of power, empowerment, and work performance" [7]. This research looked at how structural empowerment, nurses' perceptions of formal and informal power, and nurses' job performance are all interconnected. The method used was a cross-sectional one. Two hundred registered nurses were surveyed using a convenience sampling method. The research model was put to the test using structural equation modelling. The research utilised self-reported surveys that measured nursing performance along six dimensions, power through professional activities and organisational relationships, and empowerment through the Clinical Work Environment Questionnaire-II. The critical-care subscale had the greatest levels of performance quality, but nurses still felt they had only modest control over their work environment. CFI = 1.49, RMSEA = 0.05,  $2/df = 0.99$ ,  $2 = 76.17$ , and  $df = 51$  all show that the data are very well fit by the suggested model. The results of this investigation indicate that there is a cyclical relationship between professional success, authority, and personal agency. That is why it is important to consider how each variable in the loop interacts with every other variable in the loop.

S. Al Naggar set out to examine how trust in management relates to employee happiness [8]. Both descriptive and analytical methods were employed in the investigation. The survey was conducted among 167 workers in the Northern Border Area Health Directorate. Among the many findings, the existence of the influence of administrative empowerment with its five aspects (engagement in decision-making-effective communication) stands out as particularly significant. Two factors may account for 67% of the variation in workers' pleasure at work, according to a study that offered advice on igniting and maintaining employee passion (continuous training and cooperation). The study primary recommendation was to increase opportunities for participation in policymaking, as well as to strengthen teamwork, consolidate cooperation, and link material and moral incentives with a set of objective standards in order to increase employees' motivation towards teamwork and, by extension, job satisfaction. In addition, work needs to be done to build strong internal communication channels that support different areas of administration and help employees develop their abilities and expertise.

J. Saleh surveyed the views of a representative sample of staff members at Al-Iraqia University in Baghdad Governorate in Iraq to draw on an important insight associated with the link between the two primary variables under research (empowering leadership and adaptive performance of employees) [9]. The researcher employed a basic random sample to administer the survey to 148 workers drawn from throughout the university administrative structures. A total of 143 questionnaires were retrieved, and after being sorted and checked, 141 were found to be statistically valid and usable. The application was used to conduct statistical analysis on the data collected (SPSS v.22). J. Saleh noted that principals at Al-Iraqia University, who were included in the study, were engaged in and oriented towards empowering leadership, which was found to improve adaptive performance of employees [9]. We believe that this study is the first attempt to fill in the gaps in our understanding of the relationship between adaptive performance and empowered leadership.

The study by M. Shamsifar et al. in Iran aimed to examine the relationship between self-regulation and psychological empowerment with teacher job performance [10]. The research included 385 high school educators from the Iranian region of Khorramabad. M. Shamsifar and colleagues used a questionnaire in order to collect data for their research; they found out that the levels of psychological empowerment of teachers were positively and significantly correlated with their job performance. While the research by J. Yao et al. in China aimed to uncover the effect of managerial communication, including the school head and each classroom teacher regarding student agency, emotional commitment, and the extent of their relationship to teachers' job performance [11]. The research included 868 elementary school educators from the Chinese regions of Hubei and Beijing. A questionnaire was used to achieve the research objective. According to what the research found, managerial communication between principal and teacher could significantly predict the psychological empowerment and study results of teachers. The findings also demonstrated that psychological empowerment and emotional commitment partly mediate pedagogical discourse and the efficiency of classroom instructors. The



study of A. Zahed-Babelan et al. in Iran uncovered the connection between educator agency, school climate, psychological agency, and student achievement in the classroom [12]. The research included 310 randomly selected elementary school instructors. The research team employed a questionnaire to collect data for the study. The study results showed a positive and statistically significant effect of administrative empowerment on teachers' job performance.

D. J. Tindowen's study in the Philippines sought to uncover how instructors' organisational behaviour is affected by administrative empowerment. Two hundred fifteen faculty members from Catholic universities in the Philippines made up the research sample [13]. The study's goal was accomplished through the use of both descriptive and analytical methods. The study found that Catholic educators exhibit highly positive levels of school administration expertise and organisational behaviour. Catholic higher education teachers report high levels of organisational empowerment due to factors such as respect, opportunity for professional development, classroom efficiency and effectiveness, and the power to shape students' and school communities' experiences. Nevertheless, they are not given enough opportunities to have a say in organisational decisions, and they are not given enough leeway to decide on their own teaching responsibilities and timetables.

P. N. Egboka carried out research to determine the effect of management support methods on enhancing the performance of secondary school teachers in Enugu State, Nigeria. The research included 291 secondary school educators from the state of Enugu [14]. To accomplish the study goals, the researcher relied on a descriptive survey approach. School administrators fail to implement professional development techniques that would improve teachers' effectiveness on the job, according to the study's findings.

M. A. Pa-alisbo sought to determine instructors' abilities and how they were used on the job, as well as the correlation between these two factors. The research included 42 educators, including both male and female educators. A questionnaire was utilised to accomplish the goal of the study. According to the findings, educators are just average when it comes to 21<sup>st</sup> century competencies. Teachers' abilities and effectiveness on the job were not shown to differ significantly by statistical analysis [15].

A study by A. I. Nwabueze in Nigeria aimed to explore the perceived effect of key leadership skills on the effectiveness of secondary school instructors and pupils in the classroom. The research used a random selection of 150 educators as its sample. And to achieve the aim of the study, a questionnaire on leadership skills for managers and a questionnaire for teachers' job performance, was used. The study results showed how leadership skills for school principals can enhance teachers' job performance creating positive educational performance among teachers to improve students' academic achievement. Furthermore, leadership skills encourage holding active classroom discussions to boost students' grades, and motivate teachers and students to participate in developing knowledge. In addition, motivating teachers to develop creative and innovative thinking can lead to distinguished scientific thinking and can help teachers perform their job in preparing their lessons for the transfer of knowledge, encouraging teachers to be functional in monitoring stu-

dents' academic work, and inspiring teachers and students to work towards achieving maximum educational goals [16].

H. A. Al-Taani found out how much autonomy government school principals in Karak Governorate had as administrators; 166 managers and directors made up the sample [17]. The study tool was developed and consisted of 62 items, and it covered five dimensions of administrative empowerment. From the study results, all dimensions obtained a medium degree together with the fact that there are variations favouring those with eleven years experience or more as a result of the experience variable.

A. M. Al-Hamouri & R. S. Saud examined the 717 academic leaders at the official universities in Jordan to determine their level of functional empowerment [18]. The 116 participants in the study were selected using a stratified randomisation procedure. According to the findings, academic leaders at public colleges often hold a bachelor's degree.

Finally, J. S. Osborne evaluated the four components and dimensions of empowerment: meaning, ability, freedom of choice, independence, and influence, and how they relate to the organisational outputs, organisational loyalty, job satisfaction, and intention to leave work [19]. J. S. Osborne obtained the information by designing a questionnaire distributed to a sample of 328 employees in one of the southern American states from both commercial and governmental organisations. According to what was found in the study, the components of empowerment were positively correlated with a commitment to the organisation, except for ability, which was a negative sign. As for job satisfaction, it was found that meaning and choice had a significant effect, while ability and influence did not significantly affect job satisfaction. In addition, no meaningful correlation was found between the components of empowerment and the intention to leave work. Then J. S. Osborne compared the results reached between the public and private sectors, as the results showed that public sector employees have more commitment and job satisfaction than the private sector [19].

### ***Research Problem and its Questions***

The work of the special education centres is characterised by privacy as a result of the services it offers in the situations and environments that they deal with through their educational work, as the need is dire for their administrative empowerment, which reflects positively on their organisational commitment within the centres, and many studies and research have confirmed this in this field. An ability of managers to take initiative positively affects employee productivity. Therefore, understanding the characteristics of the population served by special education institutions is essential for assessing the mutual influence between administrative empowerment and the functional competence of principals in this environment.

Within the comprehensive school framework, there is a paucity of research examining the link between managerial empowerment and employee productivity, and there is a call for efforts to be directed to research this concept in all its aspects, to find out its impact on many administrative concepts related to it. Despite the existence of an appropriate environment upon which contemporary educational in-



stitutions can build their administrative empowerment strategies, including schools and centres that provide special education services, it is not yet known whether the concept of empowerment is applied in special centres. Does this achieve an incentive for the employees' job performance? In the scientific context of administrative empowerment, awareness of its importance, effects, and benefits for organisations and bodies is considered extremely rare. There has been a notable lack of research focusing on the link between empowerment and job performance in the educational context, especially within special education institutions. This study aims to investigate the degree of empowerment of administrative leaders in private education centres in Karak Governorate and its impact on employee productivity, and comes to address the knowledge gap related to how administrative empowerment is related to job effectiveness.

Based on the above, we formulated the following questions:

1. What, in their opinion, is the level of administrative empowerment for staff in special education institutions in the province of Karak?
2. What is the level of workers' job performance in special education centres in Karak Governorate from their point of view?
3. Are there disparities in administrative empowerment that are statistically significant at the level of  $\alpha = 0.05$ , considering the variables that were studied (gender, years of experience, academic degree, and training courses for workers)?
4. Does job performance differ significantly according to the study variables (gender, years of experience, academic qualification, training courses for workers) at the  $\alpha = 0.05$  level?
5. Does the level of administrative empowerment correlate with the level of job performance of personnel in special education centres, from their perspective, at  $\alpha = 0.05$ ?

### ***Goals of the Research***

1. Exploring the link between activating the role of employees and their job effectiveness through an integrated theoretical and philosophical analysis.
2. Conducting an evaluation of special education institutions in Karak Governorate to determine the degree of independence of administrative leaders and the efficiency of employees' performance of their duties. The study also includes analysing the impact of job and personal characteristics on employees' perceptions of administrative empowerment and estimating the extent of the relationship between administrative empowerment and job performance.

### ***The Significance of the Research***

The study significance becomes apparent when considering the following points:

1. Research into the concept of managerial empowerment, which is still relatively new in the fields of education and management, is essential to understanding how to improve productivity and efficiency. This interest touches on the essence

of modern management theories that seek to integrate new knowledge in order to enhance performance in multiple contexts.

2. Educational and administrative institutions highly value the human element for the crucial role it plays. These organisations can achieve their goals, adapt to new challenges, and build distinguished work teams by integrating individuals effectively. It is necessary to conduct in-depth research into the factors that influence individuals' behaviour and the incentives related to their work. Additionally, studying employees' job performance to motivate them contributes to raising the level of quality of performance.

3. We also hope that the results of this study will be useful to those working to develop educational services in institutions and centres in Jordan.

### ***Limits and Limitations of the Study***

**Spatial limitations:** The research took place in Jordan Karak Governorate, namely at special education centres.

**Temporal limitations:** The research for this project took place in the spring of the 2019–2020 school year.

**Human limitations:** Participants in this research were adults employed by special education centres.

**Subjective limitations:** Concepts related to administrative empowerment and job performance, in addition to their interaction and mutual influence, require a comprehensive and in-depth look. These elements require detailed study to understand how managerial empowerment motivates employees and how this in turn improves job performance and productivity of the organisation as a whole.

The results obtained in this research were analysed based on the participants' answers, which were collected through a questionnaire specifically designed for this research, and it was determined in light of the psychometric properties of validity and reliability.

### ***Study Terminology***

*Administrative empowerment* includes giving employees the opportunity to increase their knowledge and enhance their abilities to make and implement decisions in normal and emergency situations, in addition to encouraging them to exert more effort and deal with challenges effectively [20], it is defined procedurally by providing the opportunity for workers in special education centres in the Karak Governorate to increase their individual and collective capacity through delegating authority, training workers, making decisions and solving problems without direct intervention from the administration. This is measured by answering the questionnaire items that were prepared for this purpose in this study.

*Job performance* is the behaviour carried out by the organisation employees: they work correctly and adequately, considering the effectiveness, efficiency, and public safety at work [21].

It is procedurally defined for this study: the final result of the workers' efforts in the centres of special education in Karak, and it is measured by answering the items of the questionnaire prepared for this purpose in this study.

## Methodology

### Methods and Procedures

Study methodology: a correlational survey approach was used to describe the connection between discretionary authority in the workplace and productivity among workers in special education centres in the Karak Governorate.

### Study Procedures

We carried out the following procedures to reach the results of the study. We reviewed previous educational literature by reviewing Arab and foreign studies related to the subject of the study.

- Choosing the study sample from workers in the special education centres in Karak Governorate.

- Preparing the two tools for the study of administrative empowerment and employee performance. After returning to theoretical literature and consulting specialists.

- Conducting field visits to distribute the study tools to the individuals participating in the study and clarify their purpose. The application of the study tool on the individuals participating after obtaining approval from them by visiting the workers in their institutions and following up and supervising the implementation of the study.

### Research Participants

The study population comprised of 112 special education centre employees in Karak Governorate (Table 1).

Table 1

Distribution of study individuals according to their variables

Variables	Categories	Repetition	The ratio (%)
Gender	Male	65	58.0
	Female	47	42.0
Years of experience	Less than ten years	48	42.9
	From 10 years or more	64	57.1
Academic qualification	High school	28	25.0
	diploma	34	30.4
	Bachelor	50	44.6
Training courses	Did not participate	59	52.7
	Participated	53	47.3
	Total	112	100.0

## Study Tools

The study tools were developed by referring to the theoretical literature and previous studies, such as H. A. Al-Taani [17], A. M. Al-Hamouri & R. S. Saud [18], P. N. Egboka [14], and M. A. Pa-alisbo [15].

## The Validity and Reliability of the Research Instruments

The apparent validity was verified by presenting it to 10 experts with experience and competence in management and psychology to express their opinions on and amend what they deem appropriate. The administrative empowerment tool consisted of 22 items and the functional performance tool of 32 items after making the amendments. The confidence coefficient was estimated using the internal consistency method, consistent with Cronbach's alpha equation. The results related to this estimate are presented in Table 2, which also includes test-retest reliability data, and internal consistency coefficient. The obtained numbers show that the research has an appropriate level of reliability.

Table 2

Reliability between tests and the coefficient of internal consistency as determined by the Cronbach alpha equation

Field	Test/retest reliability	Internal consistency
Administrative empowerment	0.92	0.87
Functional performance	0.90	0.86

Table 2 shows that the administrative empowerment sector achieves a Cronbach's alpha coefficient of 0.87, which indicates a high level of stability, and 0.86 for job performance, which is an acceptable and appropriate degree for calculating reliability.

## Statistical Criterion

We adopted a five-grade Likert estimate to correct the study tools by giving each Item one score out of its five degrees (very high, high, medium, low, very low), represented numerically (5, 4, 3, 2, 1) respectively. We adopted the following criterion in judging the evaluation of the items of the questionnaire as follows:

From 1.00–2.33: Low

From 2.34–3.67: Average

From 3.68–5.00: High

## Individuals Participating in the Research

Distribution of research participants by variable is displayed in Table 3. The study included a total of 112 participants, whose gender, years of experience, academic qualifications, and attendance of training courses were recorded. The table presents the number and ratio of participants in each category, based on their responses during the test and retest phases of the study.

Table 3

Distribution of study individuals according to their variables

Variables	Categories	Test/retest	Ratio
Gender	Male	65	58.0
	Female	47	42.0
Years of experience	Less than ten years	48	42.9
	From 10 years or more	64	57.1
Academic qualification	High school	28	25.0
	Diploma	34	30.4
	Bachelor	50	44.6
Training courses	Did not attend	59	52.7
	Attended	53	47.3
	Total	112	100.0

## Results and Discussion

This section reviews our findings in response to the study questions.

*Findings pertaining question one:* From their perspective, how do employees evaluate the level of independence of administrative leaders in private education institutions in Karak?

After providing the administrative empowerment tool to the research participants, the researchers analysed the data to calculate averages and standard deviations for the results, and the Table 4 illustrates that.

Table 4

Results for administrative empowerment components, ordered by descending order of standard deviation and mean

N.	Items	Mean	Standard deviation	Level
1	My authority managers delegate me according to the applicable rules and regulations	4.10	.771	High
2	My boss gives me ample opportunity to give my opinion on my business matters	3.57	1.071	Moderate
3	Educational legislation in my organisation is an obstacle to my mandate	3.23	1.013	Moderate
4	My manager provides me with multiple powers to act on the tasks assigned to me	3.68	.988	High
5	The organisational structure in my organisation provides clarity of the tasks and lines of responsibility	3.55	1.097	Moderate
6	I work hard to achieve the goals of my organisation	4.31	.940	High
7	My managers appreciate my effort by delegating some of his powers	3.58	1.120	Moderate
8	Regulations and instructions help me develop my work skills	3.80	.928	Moderate
9	My boss provides me with good opportunities for self-development	3.79	1.052	High
10	Working with my superiors requires me to collaborate with my colleagues regularly	4.04	.953	High
11	My managers support essential teamwork in my organisation	4.04	1.126	High
12	My managers respect the opinion and decisions of the formed boards and committees in my organisation	4.02	.959	High

13	The manager allows freedom of opinion among the employees of the institution	3.72	1.042	High
14	My managers provide me with good opportunities for professional growth	3.63	1.108	Moderate
15	I feel that my institution provides training courses to develop the personal skills of its workers	3.51	1.107	Moderate
16	The educational legislation in my organisation is an obstacle to the delegation of authority	3.22	1.054	Moderate
17	My managers provide me with good opportunities for professional growth	3.63	1.107	Moderate
18	The reward system in place gives me the motivation to work	3.38	1.396	Moderate
19	I think my boss provides me with a sense of security and stability.	3.51	1.336	Moderate
20	I feel I have outstanding skills at work	3.66	1.190	Moderate
21	I am interested in providing good ideas at work	3.86	1.064	High
22	Financial means are available to cover creative ideas in my organisation	3.32	1.092	High
x	Total	3.69	.643	High

The means varied from 3.22 to 4.31, as shown in Table 3, where the items 20, 19, 18, 17, 16, 15, 14, 8, 7, 5, 3, 2 came at a medium level and the rest of the items was high, and there were no lower items. Whereas Item No. 6, which states “I strive to achieve the goals of my organisation”, came first, with an average of 4.31, while Item No. 16 “The educational legislation in my institution is an obstacle to delegating authority” came in the last place and with an average of 3.69. It was determined that the overall mean of the field was 3.69. To explain this finding, it is indicated that the level of administrative empowerment among workers in special education centres was significantly high. Item No. 6 “I work hard to achieve the goals of my institution” came first; this is due to the high efficiency shown by employees in carrying out their tasks, which provides them with a feeling of comfort and proportion at work, as a result of the powers entrusted to them.

Workers feel empowered by giving them sufficient opportunity to express their opinion on work matters, and this leads to an atmosphere of democracy in the work environment, leading to more effort by workers, which contributes to the development of performance. Therefore, the level of empowerment will be high. In the end, all efforts are in the organisation pursuit of achieving its goals. Employees feel empowered because of the recognition and appreciation they receive, the opportunities they have for professional growth, and their ability to be productive and effective individuals in their workplace and contribute to making a positive impact on people with disabilities. This finding aligns with the research conducted by D. J. Tindowen [13]. While Item No. 16 “Educational legislation in my institution is an obstacle to delegating authority” came last with an average of 3.22 and this can be explained by the administrative situation in particular educational institutions and the lack of legal legislation that requires and determines the mechanism of work. And this legislation is in the hands of the decision-makers only. They do not grant workers delegated powers to preserve their position at work and their continued existence in the institutions. It is noticeable that most institutions and centres do not have an implementation plan to achieve their vision and mission.



*Findings pertaining question two:* What is the level of workers' job performance in special education centres in Karak Governorate from their point of view?

The following Table 5 presents the means and standard deviations for the research participants' reactions to the work performance assessment tool.

Table 5  
Means and standard deviations of the job performance items are presented in descending order according to the means of the mean values

Number	Items	Mean	Standard deviation	Level
1	I prefer to be fully devoted to the teaching profession	3.94	1.016	High
2	I feel that I am continuing my educational role outside the walls of my institution	3.59	.991	Moderate
3	I cooperate with the parents to solve the problems that the pupils face	3.85	1.092	High
4	Stick to what employees agree to in meetings	3.87	1.070	High
5	I participate in the residence and various educational activities	3.86	1.021	High
6	Ensure that students are motivated	3.92	.912	High
7	I conduct action research to contribute to the improvement of the profession	3.79	.969	High
8	I am keen to maintain good relations with my parents	4.03	1.000	High
9	I would like to participate in the various committees that provide the service of the institution	4.08	.912	High
10	I am making a more significant effort for the success of the educational process	4.17	.929	High
11	I evaluate my students in an objective manner	4.08	.892	High
12	I demand training courses to develop my potential	4.26	.898	High
13	I work on strengthening parents' awareness of educational values	3.91	1.009	High
14	I feel that my approach to work in this profession is a beneficial direction.	4.23	.827	High
15	I develop in the students a sense of responsibility	4.29	.767	High
16	I exchange experiences with teachers inside and outside the institution.	4.07	.917	High
17	I am making a more significant effort for the success of the educational process	4.11	.904	High
18	I evaluate my students in an objective manner	4.11	.831	High
19	I demand training courses to develop my potential	4.32	.862	High
20	I work on strengthening parents' awareness of educational values	3.99	1.027	High
21	I appreciate the role of parents in the educational process.	4.22	.824	High
22	I develop good habits in students	4.11	1.043	High
23	I cooperate with teachers of other subjects to integrate the educational process	4.01	1.086	High
24	I keep work schedules	4.30	1.047	High
25	Intimacy and love prevail between the students and me	4.21	1.041	High
26	I share responsibility for my organisation with colleagues	4.41	.730	High
27	I do my best to prepare my training plans	4.13	1.078	High
28	I try to treat the students' problems rationally	4.22	.846	High

29	I report any violations that harm the reputation of my organisation	4.05	1.177	High
30	I work on stimulating critical thinking in students	3.99	.954	High
31	I follow current events in the community	3.97	.963	High
32	I collaborate with colleagues to solve problems encountered by my organisation	4.21	.905	High
Total	Job performance	4.07	.611	High

The averages varied from 3.59 to 4.41, as shown in Table 5. All the items were of high availability, and Item No. 2 was of medium availability. There was no item, which availability was low, where item No. 26 “I share with colleagues in taking responsibility for my organisation” came first with a mean of 4.41. The level of autonomy that agency employees have in their administrative tasks shows a direct relationship to their understanding of the tasks they carry out, the greater the level of the job performance of the workers in the centres of special education, and the level of participation and cooperation in achieving the institution goals. And their participation in decision-making processes increases and diversifies their training opportunities to improve their performance and develop their potential. Satisfying basic human needs, such as safety, respect, esteem, and self-actualisation, enhances the motivation of employees, who tend to put more effort into their work due to their participation in the decision-making process and shaping the work environment. While item No. 2 “I feel that I am continuing my educational role outside the walls of my institution” came last with an average of 3.59. The presence of learning and rehabilitation programmes for people with disabilities in most special education centres also justifies the low averages recorded for this criterion that part of the service is provided outside the centres in cooperation with parents.

*Findings pertaining question three:* Are there statistically significant differences in the levels of administrative empowerment based on the variables studied (gender, years of experience, educational qualifications, and employee training courses) with a significance level of  $\alpha = 0.05$ ?

To address this issue, we conducted an analysis to calculate means and standard deviations for empowerment levels, segmenting the data based on factors such as gender, years of experience, educational level, and specialty. Table 6 below shows that.

Table 6  
Means and standard deviations of empowerment scores based on gender, number of years of experience, level of education, and courses taken

Variables	Categories	Mean	Standard deviation	Number
Gender	Male	3.61	.529	65
	Female	3.80	.766	47
Years of experience	Less than ten years	3.41	.444	48
	Ten years or more	3.90	.690	64
Academic qualification	High school	3.62	.521	28

	Diploma	3.76	.595	34
	Bachelor	3.68	.735	50
<b>Training courses</b>	Did not attend	3.54	.530	59
	Attended	3.85	.720	53

Table 6 shows the existence of apparent differences in the averages and standard deviations for empowerment due to the different categories of gender variables, years of experience, academic qualification, and courses, a two-dimensional multiple analysis of variance (MANOVA) technique is used to determine the presence of statistically significant differences between groups in the means of the data. Table 7 illustrates this.

Table 7

Multiple binary variance analysis of the impact of gender, years of experience, educational qualification, and training courses on empowerment

The source of the contrast	Sum of squares	df	Average of squares	P-value	Sig
<b>Gender</b>	.151	1	.151	.413	.522
<b>Years of experience</b>	3.626	1	3.626	9.894	.002
<b>Academic qualification</b>	.072	2	.036	.098	.906
<b>Training courses</b>	.161	1	.161	.439	.509
<b>Error</b>	38.852	106	.367		
<b>Total</b>	45.825	111			

Table 7 showed the following results:

– No statistically significant differences related to gender were observed, as evidenced by the p value of 0.413 and 0.522, both above the significance level of  $\alpha = 0.05$ . The lack of statistically significant differences by gender can be attributed to the convergence of men and women's perceptions of administrative empowerment and the equality of their capabilities. As a result, the means were almost indistinguishable. Due to the effect of years of experience, statistically significant differences were observed at the significance level of  $\alpha = 0.05$ . The P value was 9.894, indicating a highly significant result with a p value of 0.002. These differences were in favour of individuals with 10 years of experience or more. It can be interpreted that the more experienced the employees, the more they were administratively empowered, and this result is consistent with H. A. Al-Taani [17].

– The averages were very close to each other. The results showed statistically significant differences ( $\alpha = 0.05$ ), with probability values of 9.894 and 0.002, resulting from the effect of years of experience. Individuals with more than ten years of experience benefit most from these differences, with a statistical significance of 0.906. It does not affect administrative empowerment, as all workers with different qualifications have the same degree of administrative empowerment. This explains that the empowerment process is based on specific and simple principles and fundamentals that can be possessed by those with scientific qualifications at all levels. It is consistent with the study of W. A. Al Bawayza [22] and H. A. Al-Taani [17].

– Also, the results showed that participation in the training programme did not result in any statistically significant changes ( $\alpha = 0.05$ ), as the p-value was 0.439, with a statistical significance of 0.509. It does not affect administrative empowerment, as all employees, regardless of their ownership of training courses, have the same degree of administrative empowerment.

*Findings pertaining question four:* Are there significant differences in job performance based on study variables such as gender, work experience, educational level, and participation in training courses, at the significance level  $\alpha = 0.05$ ?

To answer this question, calculations of means and standard deviations of job performance were made taking into account variables such as gender, work experience, educational level, and training courses acquired. These results can be seen in Table 8.

Table 8  
Means and standard deviations of job performance divided by work experience, training courses, educational qualifications, and gender variables

Variables	Categories	Mean	Standard deviation	Number
Gender	Male	3.82	.582	65
	Female	4.42	.463	47
Years of experience	Less than ten years	3.71	.494	48
	Ten years or more	4.34	.550	64
Academic qualification	High school	3.78	.643	28
	Diploma	4.08	.600	34
	Bachelor	4.23	.547	50
Training courses	Did not attend	3.83	.511	59
	Attended	4.34	.604	53

Table 9  
Multivariate analysis of variance examines how gender, work experience, educational qualification, and participation in training courses affect job performance

The source of the contrast	Sum of squares	Degrees of freedom	Average of squares	P-value	Statistical significance
Gender	2.005	1	2.005	8.997	.003
Years of experience	1.564	1	1.564	7.020	.009
Academic qualification	1.497	2	.748	3.358	.039
Training courses	1.935	1	1.935	8.684	.004
Error	23.621	106	.223		
Total	41.486	111			

The results were displayed in Table 9:  
– Since the P value reached 8.997, it can be concluded that gender played a role responsible for the statistically significant differences with  $\alpha = 0.05$ , with a statistical significance of 0.003, and the differences came in favour of females, and

it is possible that this is because females can invest in administrative empowerment appropriately, which reflected on their job performance more than males.

– Since the value of “P” reached 7.020 and with a statistical significance of 0.009, it is concluded that there are statistically significant differences at the significance level  $\alpha = 0.05$ , resulting from the effect of years of experience, and the differences came in favour of 10 years or more, and it can be explained that the more workers experience, the greater the job performance. And this result is logical that workers, who have more experience, can deal with work pressures and challenges they have, and is consistent with the study by H. A. Al-Taani [17].

– Since the P value was 3.358 and the statistical significance was 0.039, it is concluded that there are statistically significant differences at the specified significance level  $\alpha = 0.05$ , which are attributed to the effect of scientific competence, and to show the statistically significant marital differences between the means, the dimensional comparisons (Scheffé test) were used as shown in Table 10.

– It was noted that there were statistically significant differences  $\alpha = 0.05$ , resulting from the effect of participation in training courses, with a value of  $P = 8.684$ , with a statistical significance of 0.004, and the differences came in favour of those who attended training courses; this explains why they have skills and experiences and expose them to better experiences.

The results of Table 10 indicate that there is a significant difference between bachelor's degree holders and high school graduates, at the significance level  $\alpha = 0.05$ , and the differences came in favour of bachelors, and this indicates that workers who hold a bachelor's degree or higher are more able to participate and offer opinions on educational matters for individuals who are enrolled in the centres and have higher job performance.

Table 10  
Dimensional comparisons (Scheffé test), the effect of academic qualification on job performance

Degree	Mean	High school	Diploma	Bachelor
High school	3.78			
Diploma	4.08	.30		
Bachelor	4.23	.46(*)	.16	

\* Statistically significant at the level of significance ( $\alpha = 0.05$ ).

*Findings pertaining question five:* Is there a correlation between the level of administrative empowerment and the job performance of workers in special education centres from their point of view, at the significance level  $\alpha = 0.05$ ?

To answer this question, the Pearson correlation coefficient was determined to measure the relationship between administrative empowerment and the level of job performance, and Table 11 illustrates that.

Table 11  
Pearson's coefficient measures the relationship between managers' ability to  
distribute authority and the results their employees achieve at work

Variable	Pearson correlation coefficient	Functional performance
Administrative empowerment	Correlation coefficient	.504(**)
	Statistical significance	.000
	Number	112

\*Statistically significant at the significance level (0.05).

\*\* Statistical significance at the level of significance (0.01).

Table 11 shows that there is a positive and significant relationship between empowering employees in management and their job performance, higher administrative empowerment of workers leads to a higher level of job performance. Employees can apply the experiences, skills, and knowledge they have acquired through administrative empowerment. This enables them to use these skills to improve their job performance. This improvement helps advance the state of teachers and has a positive impact on the educational process. Additionally, employees promote positive interpersonal relationships amongst themselves, accept their colleagues' views, delegate powers, and involve them in decision-making. All these factors contribute to enhancing the job performance of workers in the centres. The findings confirm those of the study by A. Zahed-Babelan et al. [12] and the study of D. J. Tindowen [13].

### Conclusion

As a result of the recent developments that have left significant repercussions on the management of human resources, such as the phenomenon of globalisation, the conditions of global competition, and technological developments, new trends have emerged in the field of human resource management that contribute to achieving full benefit from these global changes and developments. Among these trends is the concept of total quality, transformational leadership, and the concept of administrative empowerment, which has received increasing attention by practitioners and those interested in the issue of human resources, and by administrative leaders in modern organisations, as administrative empowerment has become a means to develop workers' skills, increase productivity, and achieve efficiency.

Administrative empowerment has become the subject of wide interest and discussion by various researchers. Several studies paid attention to the concept of empowerment, aiming to remove administrative and organisational obstacles between management and employees; to support and facilitate participation in decision-making; and to enhance and build trust between management and workers, as organisations have become aware that paying attention to the human element is the way to compete and achieve excellence.



Administrative empowerment is seen as giving workers freedom of action and achieving participation in decision-making. So, this situation is an opportunity to show administrative prowess and achieve results. It contributes effectively to forming a positive organisational environment, which strongly affects the job performance of employees by stimulating empowerment, instilling confidence, facilitating the exchange of information, and enhancing opportunities for communication and understanding.

## Recommendations

1. Delegate more powers to workers in special education centres to enhance confidence in them and to enable them to perform their duties effectively.
2. Provide a healthy organisational climate by the institutions running the centres of special education in administrative empowerment by restoring the incentives and rewards system.
3. Develop strategies to empower workers in special education centres and train them in decision-making methods and the mechanisms for its implementation.
4. To enhance initiatives aimed at administrative development, it is necessary to attract the attention of managers and decision makers in the public and private sectors in Jordan towards the importance of adopting and applying the concept of administrative empowerment.

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**Conflict of interest statement.** The authors declare that there is no conflict of interest.

Received 12.03.2023; revised 18.03.2024; accepted 03.04.2024.

The authors have read and approved the final manuscript.

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**Информация о конфликте интересов.** Авторы заявляют об отсутствии конфликта интересов.

Статья поступила в редакцию 12.03.2023; поступила после рецензирования 18.03.2024; принята к публикации 03.04.2024.

Авторы прочитали и одобрили окончательный вариант рукописи.

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**Información sobre conflicto de intereses.** Los autores declaran no tener conflictos de intereses.

El artículo fue recibido por los editores el 12/03/2023; recepción efectuada después de la revisión el 18/03/2024; aceptado para su publicación el 03/04/2024.

Los autores leyeron y aprobaron la versión final del manuscrito.