The degree of school Administrative empowerment and its Obstacles as seen by 
School Principals' in Al–hassa Government

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Abstract

Administrative empowerment is one of the prevailing human side's management development trends in Educational Institutions. This study highlights the importance of school Administrative empowerment as an important factor for educational process Development. This study aimed to find out the degree of administrative empowerment and its Obstacles to the principals of public schools in al-hassa Government in Saudi Arabia, in light of some variables. A simple random sample of (179) male and female school principals was drawn. This sample represented (20.69 %) of the whole study community during the academic year 1433/1434 A.H. For the purpose of data collection, a questionnaire covering different aspects of administrative school empowerment and obstacles was developed. Cronbach alpha reliability coefficient for the main domains of the questionnaire was found to be (0.95) for empowerment and (0.87) for obstacles. MANOVA, means and standard deviation were calculated. Findings of the study revealed that most school principals had a high degree of administrative school empowerment and a medium degree of empowerment obstacles. No significant differences in the responses existed due to the study variables for administrative empowerment as well as empowerment obstacles (α=0.01). The study recommended intensive training for principals on administrative empowerment to overcome the obstacles.

- الكلمات المفتاحية:
  التمكين الإداري المدرسي; معلومات, مدير المدارس

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