



The Degree to which the Private School Principals in Amman Empower Teachers in the Light of the Coronavirus Pandemic

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ABSTRACT

This study explored the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic. To identify this degree, a descriptive analytical and quantitative approaches were used. The population involves all the teachers working in private schools in Amman. The researcher designed a survey. Through using email, he passed it to 270 female and male teachers who were selected purposively from twenty private schools in Amman, Jordan. 252 survey forms were retrieved and analysed due to being valid for analysis. SPSS software was used. It was found that the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic is high in all the targeted areas jointly and separately. Those areas are professional development, decision making, and sense of appreciation. The researcher recommends promoting awareness among principals in developing countries, including Jordan about the ways and benefits of empowering teachers. That shall contribute to offering an education of higher quality to students.

Keywords: Private schools, school principals, teachers, teacher empowerment, Coronavirus pandemic, Jordan, Amman.



1. Introduction

Many developments were created in the field of technology (Aldbashi and Khadragy, 2018). There are various modes that may be used for delivering online education. Such modes include: the blended learning mode, and the flipped learning mode (Al-Derbashi, 2017). They include: the distance educational mode. The latter mode may be named online education (Madi, 2022). All those modes of delivering education may be adopted for providing students with education regardless of the spatial or temporal limitations facing students (Al-Derbashi & Abed, 2017).

However, during the Coronavirus crisis in Jordan, the government decided to offer distance education instead of face to face education (Alqiam, 2021). However, during this crisis, it was necessary to support teachers and empower them. That was necessary to enable them to handle this health crisis and the challenges associated with it.

The term empowerment has been used in research since 1980s. This term is used all organizations and institutions, including schools. In terms of teacher empowerment, it is defined as developing teachers professionally, offering them independence and allowing teachers to play a role in making the decisions that raise their level of productivity and performance, and quality of services (Abu Ta'meh, and Ashoor, 2016)

Empowering teachers is very significant due its numerous benefits and impacts on education. For instance, it allows teachers to have a better understanding for the method of setting plans and taking decisions. It contributes to enhancing the quality of education and school services. It shall make the school managements more responsible to the needs of the members of the community. It also contributes to creating a climate that is based on democracy in schools (Zajda, J., & Gamage, 2009). It promotes creative teaching practices among teachers (Al-Shareedeh and Abed Al-Lateef, 2018)

Empowering teachers allows teachers and principals to make better decisions, handle the required responsibilities, utilize the exerted efforts and available potentials (Al-Anzi, 2014). It allows teachers and principals to determine the problems being faced and offer solutions to address them with dedicating the least amount of costs, the least amount of effort. It allows doing that with achieving a high level of efficiency (Al-Arabi, 2014).

Empowering teachers allows making effective decisions of high quality, because several perspectives shall be taken into consideration. It makes teachers highly motivated. It promotes acceptance among teachers for the decisions that have been taken and the decisions that shall be taken (Najm, 2012) It raises the degree to which the teachers comply with the policies of their school, because teachers play a significant role in developing such policies (Smylie, & Tuermer, 1992).

Teacher empowerment enables teachers to handle challenges and crises (Abu



Ta'meh, and Ashoor, 2016). Thus, it plays a major role in the light of the Coronavirus pandemic that affected Jordanian schools in various areas. Hence, the researcher strongly believes that it's necessary to explore the degree of empowering teachers in every Jordanian city in the light of the Coronavirus pandemic. Therefore, this article explored the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic.

2. Objective

This study explored the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic

3. Question

This study explored the answer of this question

(What is the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic?)

4. Significance of the study

- Theoretical aspects

- a) This study provides beneficial information for researchers, teachers and principals about teacher empowerment.
- b) This study provides a theoretical framework that's useful for researchers who are interested in conducting empirical and theoretical research about this topic
- c) This study enriches the Jordanian library with a reference about empowerment.

- Practical aspects

- a) This study offers an instrument that can be used to explore the degree of empowering teachers in other Jordanian cities, like: Zarqa, Irbid, Ajloun, or etc..
- b) This study provides results to the officials at the Ministry of Education. Those results allows officials to set effective measures and plans for empowering teachers effectively

5. Limits

-Temporal limits: This study was carried out during the second semester of the academic year 2021/2022

-Spatial limits: This study targets private schools in Amman.

-Human limits: This study targets the teachers in private schools in Amman

-Thematic limits: This study explored the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic

-Limitations: The researcher can't generalize the results, because the results in any study are affected by the sample size, and characteristics

6. Definitions

-Teacher empowerment (theoretical definition): It's defined as developing teachers



professionally, offering them independence and allowing teachers to play a role in making the decisions that raise their level of productivity and performance, and quality of services (Abu Ta'meh, and Ashoor, 2016)

-Teacher empowerment (Operational definition): It's defined as developing teachers in private schools in Amman professionally, offering them independence and allowing those teachers to play a role in making the decisions that raise their level of productivity and performance, and quality of services

-Private schools in Amman: (theoretical definition): They refer to the schools that are funded by the private sector in Amman

-The Coronavirus crisis: (theoretical definition): It's a crisis that began in Wuhan, China. It began during December, 2019. It refers to the state of having the COVID 19 virus spreading in the worldwide. This virus is a virus that affects people's respiratory system. It may be transmitted through inhalation and other means. The symptoms of this virus include: fever, breathlessness, malaise, sore throat, cough, fatigue and etc... They are mild for most people. However, some people may face a life threatening condition when getting infected, especially elderly people. The virus is threatening for the elderly with comorbidities too. The fatality rate of the latter virus ranges between (2% - 3%) (Singhal, 2020)

7. Theoretical framework

Al-Shamri (2019) adds that teacher empowerment contributes to developing the personalities of students. Teacher empowerment contributes to developing students' in cognitive, spiritual, religious, ethical, social, psychological, physical and professional aspects. The latter researcher adds that teacher empowerment involves instilling values within teachers, expanding their knowledge and developing their skills, abilities and professional practices (Al-Shamri, 2019).

Al Mahthi (2020) adds that teacher empowerment involves engaging teachers in the process of making decisions. Those decisions include the ones that are related to teachers, students, curricula and local community. In terms of the decisions that are connected to teachers, they include: setting the time schedule of exams, and the process of assigning tasks to teachers at the beginning of the semester. They include: the addition of issues to the agenda of the teachers-principal meeting in order to hold discussions about (Al Mahthi, 2020)

In terms of engaging teachers in the decisions that are connected to students, such decisions include: determining which competitions to be held, choosing the students who shall participate in competitions and setting plans for motivating students. In terms of engaging teachers in decisions the decisions that are connected to curricula, such decisions include: suggesting methods for meeting the goals of curricula and suggesting methods for assessing the content of curricula. They include: developing programs for improving the creativity and talents of students and developing plans for



ensuring that the content of the curricula fits with real life. They include: assisting the principal in addressing the problems related to the content of the curricula (Al Mahthi, 2020)

In terms of engaging teachers in decisions the decisions that are connected to local community, such decisions include: planning visits for institutions in the local community and involvement in the planning process that aims at providing support for poor people in the local community. They include: making suggestions for increasing the collaboration between the school and the institutions in the local community. They include: engaging in the process of addressing the problems that are related to the local community in collaboration with the school administration, parents and teachers (Al Mahthi, 2020).

Abu Sa'look (2021) adds that teacher empowerment involves: (engagement in the decision making process, professional development and sense of appreciation). In terms of engagement in the decision making process, it involves allowing teachers to engage in the process of making decisions that address students' problems and work-related problems. It involves engaging teachers in setting exam schedule, school plans, goals, competitions, and trips. It involves allowing teachers to offer suggestions for meeting the curricula goals. It involves engaging teachers in the process of assigning tasks to teachers (Abu Sa'look, 2021).

Abu Sa'look (2021) adds that teacher empowerment in the field of professional development involves offering teachers ongoing learning opportunities. Empowerment in the latter field involves offering teachers professional development opportunities. It involves exerting much effort by principals to identify the exact training needs of teachers and the competencies that teachers must acquire and develop. It involves engaging teachers in professional development programs (Abu Sa'look, 2021).

Abu Sa'look (2021) adds that teacher empowerment in terms of sense of appreciation involves having principals who show appreciation for teachers for the efforts they exert while working. Empowerment in the latter field involves having principals who show much respect for teachers. It involves having principals who make teachers feel that their presence makes a difference and has an impact.

Al-Safoori et al. (2021) add that teacher empowerment plays a vital role in enhancing the psychological and physical wellbeing of teachers. They add that teacher empowerment raises the social and psychological adjustment of teachers. They add that teacher empowerment involves raising teachers' self-efficacy, and independency. They add that such empowerment involves engaging teachers in decision making process and allowing them to handle responsibilities. Such empowerment also involves allowing teachers to influence others (Al-Safoori et al., 2021).

8. Empirical studies

Al-Shareedeh and Abed Al-Lateef (2018) psychological empowerment and its



relationship to creative teaching skills among the teachers in Wadi Al-Dawasir. They obtained data from 113 teachers in Wadi Al-Dawasir. The latter area is located in Amman, Jordan. A survey was used to obtain data. It was found that there is a positive correlation between the psychological empowerment of teachers and their creative teaching skills in Wadi Al-Dawasir.

Al Mahthi (2020) investigated the extent of engaging teachers in public schools in Amman in the process of making decisions from their own perspective. He targeted the process of making decisions related to teachers, students, curricula and local community. A purposive sample was chosen by the researcher. This sample includes 450 female and male teachers. Those teachers were chosen from 50 schools in Amman. Questionnaire form were passed to the chosen teachers by hand. They were fully retrieved. However, 2 forms were excluded due to having non-answered items. Thus, the final sample includes 448 teachers. SPSS software was used. It was found that the extent of engaging public school teachers in Amman in the decision making process is low in all the targeted area jointly. The extent of engaging teachers in making local community-related decisions is moderate. The extent of engaging teachers in making decisions related to teachers, students and curricula is low.

Abu Sa'look (2021) identified the degree to which the secondary school principals in An-Naqab empower the novice teachers. The descriptive analytical approach was adopted to conduct this investigation. The researcher used a questionnaire. He used Google Form. This questionnaire targets the following areas: (engagement in the decision making process, professional development and sense of appreciation). The questionnaire forms were uploaded on a social media platform (Facebook). The questionnaire forms were filled by 80 female and male novice teachers working in secondary schools in AnNaqab. Thus, the simple random sampling method was employed for choosing the concerned sample. Through SPSS program, the researcher found that the degree to which the secondary school principals in An-Naqab empower those teachers is high in all the areas (separately and jointly)

9. Methodology

9.1. Approach

This study explored the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic. To identify this degree, a descriptive analytical and quantitative approaches were used

9.2. Population and sample

The population involves all the teachers working in private schools in Amman. The researcher designed a survey. Through using email, he passed it to 270 teachers who were selected purposively from twenty (20) private schools in Amman, Jordan. Ten schools are primary schools and ten schools are secondary schools. 252 survey forms



were retrieved and analysed due to being valid for analysis.

Table (1): Data about the sampled teachers (qualifications, gender)

Variable	Category	Frequency	Percentage
Gender	Male	144	57.14285714
	Female	108	42.85714286
Qualification	BA degree	243	96.42857143
	MA degree	5	1.984126984
	Higher diploma	4	1.587301587
	PhD degree	0	0
Type of school	Primary	139	55.15873016
	Secondary	113	44.84126984

N= 252 teachers

9.3. Instrument

The instrument was designed by the researcher after obtaining secondary data from books, theses, and articles. It is a three-part instrument. Part one obtains data about gender and qualification. Part two obtains data about the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic. Part three asks teachers to offer suggestions for raising the level of teacher empowerment. This instrument was designed based on the works of Abu Sa'look (2021) and Al Mahthi (2020)

9.4. Validity

The researcher passed the initial version of the survey to three people who work as university instructors in Jordan. Those instructors are specialized in educational administration. They were asked to assess the survey. The standards of assessment includes: language, content and relevancy. All the instructors added that the instrument is clear, and relevant to the goal. They added that the instrument is written without committing any mistake in terms of language. However, an instructor recommended adding a part for writing suggestions. Thus, the final version was drafted.

9.5. Reliability

The Cronbach alpha value of the areas targeted by the instrument are shown below

Table (2): Cronbach alpha value of the areas targeted by the instrument

No.	Statement	Mean
First	Decision making	0.71
Second	Professional development	0.82



Third	Sense of appreciation	0.79
	Overall	0.77

The overall Cronbach alpha value is 0.77. That indicates that the instrument used in this article is reliable because the latter value is greater than 0.70 as it's suggested by Salehi & Farhang (2019)

9.6. Data collection sources

The sources used for obtaining data are mentioned below:

-Secondary data sources: They are represented in books, MA theses, PhD dissertations and research articles.

-Primary data source: It is the study's questionnaire that was used for data collection

9.7. Data analysis

For classifying the means, the criteria shown in table 3 were used (Alderbashi, 2021)

Table: (3): The criteria used for classifying means into categories

Range	Level	Attitude
2.33 or less	Low	Negative
2.34-3.66	Moderate	Neutral
3.67 or more	High	Positive

*Source: Alderbashi (2021)

The five point Likert scale consists from 5 rating categories. Those categories are shown below (Al-Derbashi and Moussa, 2022)

Table (4): The categories and scores of the five point Likert scale

Category	Score
Strongly agree	5
Agree	4
Neutral	3



Disagree	2
Strongly disagree	1

*Source: Al-Derbashi and Moussa (2022)

10. Discussion and results

What is the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic?

To offer a reliable answer for the above question, the relevant values are calculated. They are displayed through the table shown below:

Table (5): Means and standard deviations of the areas related to the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic

No.	Statement	Mean	Std.	Level	Rank
First	Decision making	4.37	0.54	High	2
Second	Professional development	4.86	0.56	High	1
Third	Sense of appreciation	4.18	0.36	High	3
	Overall	4.48	0.48	High	

It was concluded that the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic is high. That's because the overall mean is 4.48. In terms of empowerment in the field of professional development, it's ranked first because its mean is 4.86. In terms of empowerment in the field of decision making, it's ranked second because its mean is 4.37. In terms of empowerment in the field of sense of appreciation, it's ranked third because its mean is 4.18

Table (6): Means and standard deviations of the statements related to the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic

No.	Statement	Mean	Std.	Level
First	Decision making			



1.	I add issues to the agenda of the teachers-principal meeting in order to hold discussions about	4.98	0.61	High
2.	I develop programs /or plans for improving the creativity and talents of students	4.24	0.72	High
3.	I develop plans for ensuring that the content of the curricula fits with real life	4.52	0.54	High
4.	I engage in addressing the problems related to curricula	4.44	0.37	High
5.	I engage in addressing the problems related to work	4.76	0.80	High
6.	I engage in addressing the problems faced by local community	2.18	0.26	Low
7.	I engage in addressing the problems faced by students	4.29	0.38	High
8.	I engage in process of distributing the tasks to teachers	4.23	0.44	High
9.	I engage in setting school plans	4.47	0.21	High
10.	I engage in setting school goals	4.81	0.89	High
11.	I engage in setting exam schedule	4.60	0.35	High
12.	I engage in setting school competitions	4.51	0.49	High
13.	I engage in choosing the students who shall engage in competitions	4.49	0.65	High
14.	I made suggestions for raising the cooperation between my school and local community	4.68	0.86	High
Second	Professional development			
15.	I am provided with ongoing learning opportunities	4.88	0.73	High



16.	I am provided with professional development opportunities and programs	4.91	0.55	High
17.	My principal exerts effort to identify my exact training needs and the training needs of my colleagues.	4.72	0.42	High
18.	My principal provides me with expertise and knowledge	4.93	0.57	High
Third	Sense of appreciation			
19.	My principal shows me appreciation for the efforts I exert	4.19	0.15	High
20.	My principal shows me respect	4.15	0.67	High
21.	My principal makes me feel that my presence makes a difference and has an impact.	4.20	0.28	High

**Source: This instrument was designed based on the works of Abu Sa'look (2021) and Al Mahthi (2020)

In terms of the decision making area, it was found that teachers add issues to the agenda of the teachers-principal meeting in order to hold discussions about. That's because the mean of statement one is 4.98. The latter result is inconsistent with the result of Mahthi (2020) who found that teachers' engagement in this regard is moderate. It's attributed to the awareness of principals about the significance of asking teachers about the topics that ought to be addressed in such meetings.

It was found that teachers develop programs /or plans for improving the creativity and talents of students. That's because the mean of statement two is 4.24. The latter result is inconsistent with the result of Mahthi (2020) who found that teachers' engagement in this regard is low. The latter result is in attributed to having much awareness by principals about the significance of letting teachers raise students' creativity level. It was found that teachers develop plans for ensuring that the content of the curricula fits with real life. That's because the mean of statement three is 4.52. The latter result is inconsistent with the result of Mahthi (2020) who found that teachers' engagement in this regard is low. The latter result is in attributed to the awareness of principals about the significance of having consistency between the curricula content and real life.

It was found that teachers engage in addressing the problems related to curricula .That's because the mean of statement four is 4.44. The latter result is inconsistent with the result of Mahthi (2020) who found that teachers' engagement in this regard is



moderate. The latter result is attributed to the fact that principals realize that curricula may include errors that must be corrected.

It was found that teachers engage in addressing the problems related to work. That's because the mean of statement five is 4.76. The latter result is consistent with the result of Abu Sa'look (2021). The latter result is attributed to the fact that principals realize that teachers have much knowledge about the problems faced at workplace. Thus, teachers are more capable than others to address such problems. It was found that teachers engaging addressing the problems faced by students. That's because the mean of statement seven is 4.29. The latter result is consistent with the result of Abu Sa'look (2021). The latter result is attributed to the fact that principals realize that teachers are the ones who deal the most with students. Thus, teachers are more capable than others to address such problems.

It was found that teachers engage in process of distributing the tasks to teachers. That's because the mean of statement 8 is 4.23. The latter result is consistent with the result of Abu Sa'look (2021). The latter result is attributed to the fact that principals realize that teachers have knowledge about their weaknesses and strengths. Thus, teachers would have much knowledge about the tasks that they are able to do effectively.

It was found that teachers engage in setting school plans and school goals. That's because the mean of statement 9 and 10 are 4.47 and 4.81 respectively. The latter result is consistent with the result of Abu Sa'look (2021). The latter result is attributed to the fact that principals realize that engaging teachers in setting schools goals and plans shall encourage teachers to exert effort to meet such goals and implement such plans.

It was found that teachers engage in setting exam schedule and school competitions. That's because the mean of statement 11 and 12 are 4.60 and 4.51 respectively. The latter result is attributed to the fact that principals realize that teachers have much knowledge about the type of competitions that students like (e.g. music, art, or religious competitions). It was found that teachers engage in choosing the students who shall engage in competitions. That's because the mean of statement 13 is 4.49. It was found that teachers make suggestions for raising the cooperation between schools and local community. That's because the mean of statement 14 is 4.68. The latter result is consistent with the result of Abu Sa'look (2021).

In terms of professional development, it was found that teachers are provided with ongoing learning opportunities and professional development opportunities and programs. That's because the mean of statement 15 and 16 are 4.88 and 4.91. The latter result is consistent with the result of Abu Sa'look (2021). The latter result is attributed to the fact that principals realize that teachers must keep learning in an ongoing manner to keep up with the latest knowledge and technologies. Otherwise, teachers won't be capable of providing students with up to date knowledge. They



won't be capable of using technology.

It was found that principal exerts effort to identify the exact training needs of teachers. That's because the mean of statement 17 is 4.72. The latter result is attributed to the fact that the training needs of teachers differ from one teacher to another. Identifying the training needs of teachers shall contribute to meeting the goals of the training courses. It was found that principals provide teachers with expertise and knowledge. That's because the mean of statement 18 is 4.93. The latter result is attributed to the fact that principals wants teachers to have much knowledge to become informative.

In terms of sense of appreciation, it was found that principals show teachers appreciation for the efforts they exert and show teachers respect. That's because the mean of statement 19 and 20 are 4.19 and 4.15 respectively. The latter result is attributed to the fact that principals realize that treating teachers with respect and appreciating them shall positively affect the psychological wellbeing of teachers and students. It was found that principals make teachers feel that their presence makes a difference and has an impact. That's because the mean of statement 21 is 4.20. The latter result is attributed to the fact that principals wants to raise the teachers' self-esteem and confidence.

11. Conclusion

This study explored the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic. After carrying out data analysis, it was found that the degree to which the private school principals in Amman empower teachers in the light of the Coronavirus pandemic is high in all the targeted areas jointly and separately. Those areas are professional development, decision making, and sense of appreciation

12. Recommendation

The researcher recommends

- Promoting awareness among principals in developing countries, including Jordan about the ways and benefits of empowering teachers. That shall contribute to offering an education of higher quality to students.
- Promoting awareness among teachers in all Jordanian cities about their rights.

13. Suggestions for researchers

Conducting studies about the degree to which academic leaders empower instructors in Jordanian universities.

- Conducting studies about the impact of the gender and academic qualification of the teachers on their level of empowerment.



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