Psychological Empowerment and its Relationship to some Variables among a Sample of Students
of the Faculty of Education, University of Dongola

التمكين النفسي وعلاقته بعض المتغيرات لدى عينة من طلبة كلية جامعة دنقلا

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Abstract

This study aimed to reveal the level of psychological empowerment among students of the College of Education, in addition to the effect of the variables of gender, academic level and age, The researcher followed the descriptive analytical method, The study sample consisted of (100) male and female students, They were selected by stratified random sampling, The researcher used the psychological empowerment scale, and the data were analyzed by t-test for one sample, t-test for two independent samples, and analyzing the varieties, psychological empowerment due to the variable of gender and academic level and in favor of males and the second level. The study did not find statistically significant differences in psychological empowerment due to the variable of age, and in light of the results of the study, the researcher reached a number of recommendations.

Keyword: psychological empowerment; College of Education.

ملخص:

هدفت هذه الدراسة إلى الكشف عن مستوى التمكين النفسي لدى طلبة كلية التربية، بالإضافة إلى تأثير متغير النوع والمستوى الدراسي والعمر، اتبع الباحث المنهج الوصفي التحليلي، تكونت عينة الدراسة من (100) طالباً وطالبة، تم اختيارهم عن طريق العينة العشوائية الطبقية، استخدم الباحث مقياس التمكين النفسي، وتم تحليل البيانات عن طريق اختبار(ت) لعينة واحدة، واختبار(ت) لعينتين مستقلتين، وتحليل التباين، توصلت الدراسة إلى وجود مستوى أعلى من المتوسط من التمكين النفسي لدى الطلبة، كما تبين وجود فروق ذات دلالة إحصائية في التمكين النفسي تُعزى لمتغير الجنس والمستوى الدراسي ولصالح الذكور والمستوى الثاني، لم تجد الدراسة فروق ذات دلالة إحصائية في التمكين النفسي تُعزى لمتغير العمر، وعلى ضوء نتائج الدراسة توصل الباحث إلى عدد من التوصيات.

الكلمات المفتاحية: التمكين النفسي؛ كلية التربية.

Introduction:

The concept of empowerment is a modern concept, and it had no versions before, and it began to appear in the nineties, when it appeared in the works of Spreitzer, (1995). It is the feeling of influencing others, which is achieved only by the individual's sense of competence and that everything s/he does is valuable, which gives the individual the freedom of self-determination, that is, independence, control, power and decision-making freely and without restrictions.

The concept of psychological empowerment originated in the fields of professional development and the labor market before it became a positive psychology, Perhaps the efforts that were made to highlight the psychological and social aspect of empowerment are what led to the clarification of the concept without limiting its uses in the various fields of human activity. Psychological empowerment has become one of the

most important tools of human development that aims to raise the level of human efficiency so that it releases and invests individual potentials in order to develop his/her ability to achievement and improving the quality of his/her life, and the center of psychological empowerment essence focus around giving the individual freedom of performance and broader participation in bearing responsibility, and greater awareness of the meaning of the role s/he plays, which gives the individual the freedom of self-determination, i.e., independence, power and decision-making freely and without restrictions, and psychological empowerment may be used in many fields of science such as psychology and sociology, political science and management(Al-Anzi, 2021: 97-98)

Psychological empowerment is one the matter those owned by the person with his independent will, experience, knowledge and internal motivation, and what contributes to clarifying the importance of psychological empowerment more, is that empowerment gives the individual more appropriate responsibility to do what he is responsible for (Randolph & Sashkin, 2002: 118).

Some psychologists believe that individuals cannot be empowered unless they empower themselves, while others believe that a sense of psychological empowerment can be enhanced and developed in individuals, so psychological empowerment is one of the terms of positive psychology that can be developed in individuals in various fields. (Caswell, 2013: 56)

Seginer (2009) indicates that the importance of psychological empowerment is in motivating and directing the individual towards his future, planning for it, and choosing the path that achieves his aspirations, goals and future hopes, individual understanding to his social

environment and his ability to learn behavioral strategies that enable him to overcome obstacles and are a way to embody his hopes and aspirations for the future.

Strengthening the optimistic viewpoint makes the individual more able to learn different concepts and skills and succeed in mastering them, as well as making him more able to develop a positive concept of himself, and provide him with a bright and effective life capable of facing difficulties with the energy and emotion you have possible without increase or decrease (Dreher, 1995: 55)

In the context of the individual's quest and struggle to feel effective and reach independence that helps in his psychological empowerment, we find that the individual has some qualities that have a self-image of himself, and this self-image if it is enveloped with positive aspects and achieves him a feeling of happiness, hope and success, he grows and develops an important, healthy, and necessary personality part in his personality which is consensual perfectionism, which represents a driving force, inner knowledge, and a desire for creativity that drives him to do the best he can, as adaptive perfectionism is linked to positive and beneficial outcomes such as mental health (Slaney et al., 2001: 133).

There are many definitions of it some believe that psychological empowerment is a self-activity that enables individuals to act responsibly and in a purposeful manner (Lioyde et al, 1999: 88).

Menon (2001: 162) considers empowerment to include three psychological aspects: perceived control over an individual's environment, perceived efficiency in accomplishing tasks, in addition to goal insertion, and based on these three major psychological aspects, a complete definition of psychological empowerment can be presented or,

it is suggested as follows: "Psychological empowerment is a state of cognitive states characterized by a sense of perceived control, competence, and goal insertion." Thus, empowerment is considered as a multifaceted concept that reflects the different dimensions of making the individual psychologically capable.

Psychological empowerment as a psychological characteristic of individuals refers to the increase in personal strength, such as self-efficacy and self-control (Perry, 2013: 12). In this case it can be considered as self-sense or a real experience, it refers to the actual ability of the individual or group to make a change, and in this way, empowerment also refers to the ability to make a decision and implement it through the available sources (Patterson, 2013: 43)

Bowen and Lawler (1995: 76) described psychological empowerment as an internal mental state that needs to be adopted and represented by the individual, in order to have self-confidence and conviction in his cognitive abilities that help him make his decisions and choose the results he wants to reach.

Psychological empowerment includes the concept of control or mastery in two forces: the internal force, which includes the internal psychological factor, which includes a sense of control, efficiency, responsibility, and future direction, and the external force, which includes the situational social factor, which includes control over personal sources of power, work, organizational skills, or the ability to encompass the local social environment. (Kosciulek, Merz, 2003: 210)

Psychological empowerment also includes the interpersonal component, which relates to how the individual thinks about his connections and contacts with those around him, as well as the

interactions between the individual and the environments that enable him to successfully deal with social and political systems, and what this includes of critical skills, problem-solving skills and decision-making skills, in addition to measure the behavioral component, which is of great importance in psychological empowerment, and which is concerned with the actions undertaken by the individual to exert influence on his social and political environment through social activities (Hasan, 2018: 23)

This supports the findings of (Coke, 2013) in his study that trusting and positive relationships encourage students to make effective decisions that push them to psychological empowerment, and that psychological empowerment is a vital factor in the creativty process.

Tengland (2008: 80) Psychological empowerment is the level of an individual's ability to control his life, which can be observed through six main indicators: Health: the ability to control conditions that affect an individual's mental and physical health. Home: It includes the choice and quality of living space. Work: This includes obtaining qualifications, choosing and obtaining work, and obtaining sufficient income for a good standard of living. Close relationship: including choices about making friends and family. Leisure time: in terms of its quantity, content and how to invest it. Values: The nature of the values in which the individual believes, and the way in which he employs these values.

In addition to above, psychological empowerment is a source of strength and energy that works to liberate a person from the restrictions of others and not to be subject to their control, through which he can achieve the goals he aspires to, and the ability to coexist with the requirements of the situation and competence that enables him to increase

a sense of competence and a sense of value. Psychologists have the ability to work more, cooperate with the people around, and are better able to provide for their needs, and turn their thoughts into action (Randolph, Blanchard & Carlos, 1999).

Therefore, psychological empowerment enhances individual awareness, belief in self-efficacy, awareness and knowledge of problems and solutions, and how individuals can address problems that harm the quality of their lives and aims to create self-confidence and give young people the necessary skills to acquire knowledge (Edealin & others, 2015: 113), the dimensions of psychological empowerment as mentioned by (Al-Anzi, 2021, 116-117) are "meaning, self-efficacy, independence, and influence". Menon (2001) explained that empowerment consists of three dimensions: perceived control, perceived efficiency, and goal orientation. While (Spreitzer, 1995:1445) believes that the dimensions of empowerment include: competence, choice, meaning and influence.

As for Al-Nawajah (2016), he presented the aspects of psychological empowerment defined in four dimensions: giving meaning to work. And the individual's beliefs, the second dimension: Competence, which means the degree to which the individual can perform these activities with high skill when he makes an attempt. The third dimension is sensory or perceptual (Sense of impact) and the fourth dimension is the choice.

The dimensions of empowerment can be clarified as follows: Meaning, the individual's subjective feeling about the relationship between the work he performs and his personal standards, and this feeling arises when the tasks assigned to the individual adapt and correspond to

his values, such as his individual beliefs and behaviors (Ambad & Bahron, 2012: 75)

Despite the expected positive results of psychological empowerment that extend to include all aspects of human activity, the focus of research efforts on the professional aspects has led to an exaggeration of the results related to the applications of psychological empowerment in the field of work, in contrast to the scarcity of studies that deal with its applications in other fields, such as the indicators presented by Tengland (2008: 80) Health, Home, Work, Social Relations, and Leisure Time. Baird & Wang. (2010) has indicated the benefit of competitive empowerment, especially when combined with a highly skilled workforce working in a dynamic environment.

Al-Nawajah (2016: 288) indicates that a positive attitude towards life is one of the most important positive outcomes resulting from psychological empowerment. A sense of the value and meaning of work, a sense of efficiency, freedom of action, participation and independence are among the factors that lead to increased satisfaction and a feeling of optimism, happiness and hope, as the study indicated that there is a Positive relationship between psychological empowerment and orientation towards life.

The concept of empowerment is one of the relatively recent concepts in positive psychology, and this study is the first study in the Republic of Sudan according to the knowledge of the researcher, although university youth are among the most important age groups that can benefit from the psychological empowerment to provide in turn great achievements and contributions effectively in their society improvement. However, the psychological empowerment of university students has

received little attention in Arab and foreign studies - within the researcher's knowledge - and there is still a need to conduct more research on this variable among university students. (Hasan, 2018: 17)

It is based on the studies that the researcher studied Al-Enezi study (2021) aimed to identify the level of psychological empowerment and the level of quality of academic life and reveal the relationship between them, the sample consisted of (258) male and female students from Al-Imam University, the results showed that the level of psychological empowerment reached (76.68) degrees with a standard deviation of (2.05), with a relative weight of (76.68%), it was also clear that there were no statistically significant differences between males and females in psychological empowerment, the results also showed that there were no statistically significant differences between first, third, fifth and seventh level students in psychological empowerment and quality of academic life.

Al-Amrousy's study (2019) dealt with the level of psychological empowerment and the degree of practicing informational awareness among postgraduate students at the College of Education, King Khalid University. The sample consisted of (………) the study revealed the high level of the psychological empowerment informational awareness. The results indicated positive correlation between information awareness and psychological empowerment, and there are no statistically significant differences on the psychological empowerment scale due to the variable of age.

Zakaria's study (2019) aimed to reveal the relationship between psychological empowerment and each of the future orientation, life satisfaction, and emotional intelligence among a sample of university

students, the study sample consisted of (347) male and female students from the departments of scientific and literary in the College of Education University of Ain Shams, the study resulted in a positive and statistically significant correlation between degrees of psychological empowerment and degrees of future orientation, and a positive and statistically significant correlation between degrees of psychological empowerment and degrees of life satisfaction, and a positive, statistically significant correlation between degrees of psychological empowerment and degrees of emotional intelligence, and neither There are statistically significant differences between the average scores of students on the psychological empowerment scale as a whole due to the effect of gender, specialization, or the interaction between them.

Al-Dahamsheh study (2019) examined the relationship between psychological empowerment, perceived self-efficacy, and achievement motivation among secondary school students. The study sample consisted of (592) male and female students who were selected in a stratified random method. The results of the study showed that the level of psychological empowerment, perceived self-efficacy, and achievement motivation was medium among students, and also showed the absence of individual differences between averages of psychological empowerment, perceived self-efficacy, and achievement motivation according to the gender variable. In addition to the existence of a positive, statistically significant relationship between psychological empowerment, perceived self-efficacy, and achievement motivation

Zlimmerman, et. Al. (2018) conducted a study aimed at evaluating the effectiveness of youth empowerment program that aims to apply empowerment theory to an after-school program for middle school

students. Two experimental and control groups were designed to test the hypothesis that the curriculum will enhance youth empowerment, and increase outcomes. The sample of work included (367) young men, and the results showed that students who received more components of the curriculum had a higher level of psychological empowerment and positive social behaviors than students who were not exposed to systematic intervention. The results supported both the empowerment theory and the effectiveness of the program

A study Flaherty, et al. (2017) explored the impact of psychological empowerment on improving self-image and self-behavior among a sample of graduate students, and a program was developed to promote a sense of psychological empowerment by seven experienced chemistry graduate students at a university. The study found that the level of psychological empowerment among graduate students contributes significantly and positively to improving their perceived self-image and self-behaviours, which are affected by a number of training and personal factors.

Al-Nawajah (2016) researched in the relationship between psychological empowerment and life orientation among a sample of teachers of the basic schools. The study sample consisted of (291) teachers. The study showed a correlative relationship between psychological empowerment and life orientation, as it turns out that there are no differences in psychological empowerment according to the gender variable, except after the influence, where the differences were in favor of males.

The study of Abazeed (2010) aimed to reveal the level of psychological empowerment and its impact on organizational citizenship

behavior among workers in the Social Security Institution in Jordan. The study sample consisted of (328). The results showed a high level of psychological empowerment and citizenship behavior among workers. The results show any differences in employee attitudes due to personal variables

The follower of previous studies - both Arab and foreign as equal - finds modernity in these studies, all of which are modern, and this is the reason for the modernity of the subject of the study. The results of the previous studies mentioned above showed the importance of the psychological empowerment in developing human behavior in various educational phases, and most of them concerned with the level of psychological empowerment used by different groups, as in the study of (Al-Anzi, 2021), Abazeed, (2010) and the study of (Flaherty, et al., 2017) and others.

The researcher has greatly benefited from previous studies in the following aspects: starting from defining the variables of the study, crystallizing the research idea in its all aspects, trying to touch some variables that those studies did not examine, the statistical methods used to analyze and discuss the results, and choosing the study method, and also the researcher relied on them in building the theoretical framework for the study, formulating and defining the problem, choosing the measurement tools and how to apply it.

Problem of the Study:

Students of Dongola University face problems related to the teaching and learning process, like other students of Sudanese universities, which suffer from the huge increase in the number of students, and the disproportionate growth of faculty members with the

number of students, which results in a lack of absorptive capacity, lack of reliance on self-resources, and others. these factors directly effect on students, in addition to the presence of various pressures facing students, whether they are academic or high expectations from the family for a high rate, and while the student seeks to solve these problems and confront them, he depends on his abilities and awareness of his competence and his psychological construction to prove himself and psychologically empower him to perform The tasks required of him, the most important of which are academic achievement, and continuing to perform academic tasks, Achieving independence, creating the future and feeling efficient and influential, the psychological empowerment of the university student is important, as they are on the threshold of graduate to professional life and entering the labor market. Social life, adapting to responsibility, and dealing with all kinds of pressures so that they do not negatively affect their outlook and attitudes towards life and the future, Empowering a university student in the Arab environment is also a starting point for building qualified human elements capable of self-leadership by making changes in his skills, behaviors and knowledge, and having positive expectations towards things that help him resist life's frustrations, and make him feel hopeful, vital and accomplished, and supports him sense of perfection that It is a necessary requirement for their compatibility (Hasan, 2018: 16) Accordingly, the study problem can be summarized in the following main question: "What is the relationship of psychological empowerment to some variables among a sample of students of the Faculty of Education - University of Dongola - Sudan?" The following sub-questions are derived from the main question:

1. What is the level of psychological empowerment among students of the Faculty of Education, University of Dongola?

2. Are there statistically significant differences in psychological empowerment among students of the Faculty of Education, University of Dongola that are due to the variables (gender, academic level, age,)?

Importance of Studying:

This study has a theoretical and practical significance as follows:

(a) Theoretical significance:

1. The current study constitutes support for previous studies in exploring the level of psychological empowerment among a sample of Sudanese university students.

2. Shedding light on a vital variable, which is psychological empowerment, which is a relatively recent concept that has not received sufficient attention from Arab and Sudanese research in particular.

3. This study is considered as an indicative incentive for other independent research within Sudan.

(b)Practical importance:

1. The results of this study may be useful in supporting guidance based on preparing training courses to develop and improve students' strengths and prepare them for a better academic life.

2. The results of this study can contribute to assisting those in charge of extension programs and developing programs that contribute to the development and strengthening of psychological empowerment among college students.

Objectives of the study:

This study aims to:

1. Discover level of psychological empowerment among students of Faculty of Education, University of Dongola.

2. Identifying the statistically significant differences in psychological empowerment among students of Faculty of Education, University of Dongola, which can be attributed to the variables (gender, academic level, age).

Idiomatic and Procedural Definitions:

Psychological Empowerment is defined as "the cognitive structure that includes an individual's beliefs about his personal competence, as well as his efforts to exercise control and Predominance of his life events, in addition to his understanding of the reality of his social and political environment" (Zimmerman, 2000: 234) It is also defined as the individual's realization that he possesses the knowledge, ability and competence to be an active member in his life and society." (Perry, 2013: 21) The researcher defines it procedurally as the degree that the student obtains on the psychological empowerment scale used in this study, where the degree ranges between (30-150) with an average of (90) degrees and in each dimension between (10-50) with an average of (30) degrees.

Limits of the Study:

This study was limited to students of the College of Education, University of Dongola, Sudan, in the academic year (2022).

Study Methodology and Procedures:

In this part of the study, the researcher will present the study methodology, population and its sample, tools, and the verification of psychometric properties (veracity and reliability) as follows:

Study Methodology:

The researcher used the descriptive analytical method, as it suits the nature of the subject of the current study and the way its questions are tested and validated.

Population of the Study:

The current study population is determined by the students of the College of Education, University of Dongola for the academic year (2022), and their number is (1000) male and female students.

Study Sample:

The study sample consisted of (100) male and female students, (50) males and (50) females, and they constitute (10%) of the total community (1000). They were selected by stratified random sampling. Table (1) showed the characteristics of the study sample

Table (1) characteristics of the study sample

Level	Freq	%	Average	Freq	Average	Age	Freq	%
First	25	%25	Excellent	6	%6	Less than 17	41	%41
Second	25	%25	V good	33	33	17-19	44	%44
Third	25	%25	Good	40	%40	19-22	15	%15
Fourth	25	%25	Accepted	21	%21	Over 22	0	%0
Total	100	%100	Total	100	%100	Total	100	%100

Study Tool:

The tool prepared by the researcher, as it was designed after referring to a number of previous studies, such as the study of Al-Enezi (2021) and Al-Daidan (2020) and other studies. Paragraphs, self-efficacy

and influence, (10) paragraphs, the goal includes (10) paragraphs, and in front of each statement there are three choices (always, sometimes, rarely), and the respondent gets the following scores in the same order in all the expressions of the scale (3-2-1).

Validity of the Psychological Empowerment Scale:

The researcher verified the validity of the scale through the following indicators:

(1) Face Validity: The researcher presented the scale in its initial form consisting of (33) phrases to a number of arbitrators, and they removed (3) phrases and modified some of the phrases, so that the scale consisted of (30) phrases.

(2) Internal consistency: The internal consistency of the scale statements was calculated by:

(A) Calculate the correlation coefficients between each statement and the dimension to which it belongs, Table (2) shows that procedure

Table (2) Correlation coefficients between the expressions and the total degree of the dimension to which they belong to the measure of psychological empowerment

Target		Self-efficacy and influence		Self-determination	
Correlation	Item	Correlation	Item	Correlation	Item
0.69**	21	0.65**	11	0.76**	1
0.68**	22	0.73**	12	0.77**	2
0.73**	23	0.69**	13	0.71**	3
0.65**	24	0.60**	14	0.60**	4
0.68**	25	0.58**	15	0.66**	5
0.68**	26	0.71**	16	0.56**	6
0.67**	27	0.71**	17	0.82**	7
0.76**	28	0.69**	18	0.51**	8
0.64**	29	0.62**	19	0.73**	9
0.73**	30	0.53**	20	0.75**	10

(B) Calculating the correlation coefficient between the dimensions and the total score of the psychological empowerment scale as shown in Table (3)

Table (3) Calculating the correlation coefficient between the dimensions and the total score of the psychological empowerment scale

Dimensions	Correlation Coefficient
Self-determination	0.88**
Self-efficacy and influence	0.93**
Target	0.91**

 (C) Calculating the correlation coefficient between the statements and the total score of the scale and the table (4) shows this:

Table (4) Calculating the correlation coefficient between the statements and the total score of the scale

correlation	Item	correlation	Item	correlation	Item	correlation	Item	correlation	Item
0.70**	25	0.52**	19	0.70**	13	0.82**	7	0.63**	1
0.67**	26	0.50**	20	0.57**	14	0.53**	8	0.68**	2
0.55**	27	0.59**	21	0.55**	15	0.65**	9	0.63**	3
0.70**	28	0.52**	22	0.55**	16	0.65**	10	0.44**	4
0.54**	29	0.66**	23	0.63**	17	0.64**	11	0.60**	5
0.79**	30	0.61**	24	0.62**	18	0.73**	12	0.45**	6

Reliability of the Psychological Empowerment Scale:

It calculated by Cronbach Alpha the consistency correlation of the scale in general was (0.87).

Table (5) display the consistency correlation calculated by Cronbach Alpha

Dimensions	consistency correlation
Self-determination	0.83
Self-efficacy and influence	0.82
Target	0.81
Total	**0.89**

The Statistical Methods Used in the Study:

1. Arithmetic averages, standard deviations, and the relative importance of knowing the level of psychological mastery of students.

2. T-test for two independent samples to find out the differences between males and females in the measure of psychological empowerment.

3. One-Way Anova to find out the differences attributable to the variables (study level, age).

Analysis and Interpretation of the Results of the Study:

In this part of the study, the researcher will present analysis and interpretation of the study questions:

First: Presentation, analysis and interpretation of the result of the first question:

The first question stipulated: "What is the level of psychological empowerment among the students of the Faculty of Education, University of Dongola?" The researcher calculated the arithmetic averages, standard deviations, and the t-test for one independent sample in order to know the level of psychological empowerment of students as shown in Table (6).

Table (6) show the level of psychological empowerment of students

Dimensions	Total	Hypothetical Mean	Mean	Std	T T value	Significant Indicator	Relative Significant
Determination	50	30	39.88	8.044	49.58	0.00*	%79.76
Efficacy	50	30	34.97	10.490	33.34	0.00*	%69.94
Target	50	30	38.86	7.977	48.71	0.00*	%77.72
Total	**150**	**90**	**113.71**	**17.50**	**64.95**	**0.00***	**%75.81**

*Significance at (0.05) level.

From table (6), the researcher notes that the arithmetic mean reached in the total degree (113.71), the deviation amounted to (17.50) and the value of the t-value amounted to (64.95) at the significance level

(0.00) with relative importance (75.81%), as the hypothetical mean is smaller than the arithmetic mean, which indicates that the level of empowerment among students of the College of Education came to a high degree, as the first dimension "self-determination" came in the first grade, followed by "self-efficacy and influence" and then the goal in the last grade. The researcher explains the high psychological empowerment of students because of its role in the formation of personality in addition to the social and psychological factor in dealing with others. The study agreed with the study of Al-Enezi (2021), (Zlimmerman, et. Al, 2018) and (Flaherty, et al., 2017) Al-Najjah (2016), (Abazeed, 2010) and differed with the study of Al-Dahamishah (2019).

Second: Presentation, Analysis and Interpretation of the Result of the Second Question:

The second question: "Are there statistically significant differences in psychological empowerment among students of Arts at Dongola University that are due to the variables (gender, academic level, age, cumulative average)?"

(A). Gender variable (male, female): The researcher calculated the averages, standard deviations, and the value of the t-test for two independent samples to find out where the differences between the sexes lie in psychological empowerment; Table (7) shows that procedure.

Table (7) value of the t-test for two independent samples to find the differences between the sexes

Gender / Dimensions	Mean	Deviation	Mean	Deviation	T value	Significance
Determination	40.5400	7.22583	39.2200	8.81161	0.82	0.08
Efficacy	39.5800	7.76462	30.3600	10.89422	4.873	0.00*
Target	40.6400	7.19626	37.0800	8.38570	2.278	0.09
Total	**120.7600**	**19.20731**	**106.6600**	**12.20340**	**4.38**	**0.04***

*Significance at (0.05) level.

It noted that there are gender differences in psychological empowerment in the tool as a whole and self-efficacy in favor of males, and the absence of differences in the dimension of self-determination and goal, the researcher explains this result that males are more psychologically empowered than females, so the empowerment processes are those that give the individual the opportunity to control his destiny and make decisions that affect his life, and individuals go through a series of experiences and experiences, especially males who are more in contact with others than females until they realize the relationship between their goals and their control over how to achieve these goals, which makes them feel more in control in their lives.

The study differed with the study of Al-Enezi (2021), Zakaria (2019) Al-Dahamsheh (2019) and agreed with the study of Al-Amrousi (2019), Al-Nawajah (2016).

(B) Academic level Variable: The researcher conducted the One-Way Anova test to find out the differences between the students of the College of Education, which can be attributed to the academic level variable as shown in Table (8).

Table (8) Analyzing One-Way Anova test to find out the differences between the students in the academic level variable as shown

Dimension		Sum of Squares	Df	Mean Square	F	Sig.
Determination	Between Groups	1468.240	3	489.413	9.514	.000
	Within Groups	4938.320	96	51.441		
	Total	**6406.560**	**99**			
Efficacy	Between Groups	5952.910	3	1984.303	38.546	.000
	Within Groups	4942.000	96	51.479		
	Total	**10894.910**	**99**			
Target	Between Groups	518.840	3	172.947	2.872	.040
	Within Groups	5781.200	96	60.221		
	Total	**6300.040**	**99**			
Total	Between Groups	6444.830	3	2148.277	8.629	.000
	Within Groups	23899.760	96	248.956		
	Total	**30344.590**	**99**			

*Significance at (0.00) level.

The researcher notes that there are statistically significant differences in psychological empowerment due to the academic level variable, and to find out where the individual differences lie, the researcher used the Duncan post-test for multiple comparisons as shown in Table (9), (10), (11) and (12)

Table (9), Duncan post-test for multiple comparisons

Level	N	Subset for alpha = 0.05		
		1	2	3
Third level	25	34.1600		
First level	25		38.8400	
Second level	25		42.2400	42.2400
Fourth level	25			44.2800
Sig.		1.000	.097	.317

Means for groups in homogeneous subsets are displayed.

It is noted from Table (9) that the differences in self-determination are in favor of the fourth level.

Table (10), Duncan post-test for multiple comparisons

Level	N	Subset for alpha = 0.05	
		1	2
Fourth level	25	21.7200	
First level	25		38.2000
Third level	25		39.0000
Second level	25		40.9600
Sig.		1.000	.204

Means for groups in homogeneous subsets are displayed.

It is noted from Table (10) that the differences in the dimension of self-efficacy and influence are in favor of the second level.

Table (11), Duncan post-test for multiple comparisons

Level	N	Subset for alpha = 0.05	
		1	**2**
Third level	25	36.0400	
Fourth level	25	38.1200	38.1200
First level	25	38.9200	38.9200
Second level	25		42.3600
Sig.		.220	.070

Means for groups in homogeneous subsets are displayed.

Table (11) showed that the differences in the dimension of target are in favor to the second level

Table (12), Duncan post-test for multiple comparisons

Level	N	Subset for alpha = 0.05		
		1	**2**	**3**
Fourth level	25	104.1200		
Third level	25	109.2000	109.2000	
First level	25		115.9600	
Second level	25			125.5600
Sig.		.258	.133	1.000

Means for groups in homogeneous subsets are displayed.

The researcher explains this result to the fact that the fourth level has completed the educational process at the university and is searching for self-determination and exit to the large community. As for the differences in the dimension of self-efficacy, influence, goal dimension, and on the tool as a whole, the researcher explains that the

students of the second level have realized after their experience in the first level a lot Among the experiences that made them most in need of self-efficacy, influence, and goal setting, that is, the specialty that determines their future destiny.

The study differed with Al-Enezi study (2021) and Al-Amrousi study (2019).

(C) Age variable: The researcher conducted the One-Way Anova test to find out the differences between the students of the College of Education, which can be attributed to the age variable as shown in Table (13).

Table (13). One-Way Anova test to find out the differences between the students of the College of Education, which can be attributed to the age variable

	Between Groups	Sum of Squares	Df	Mean Square	F	Sig.
First	Between Groups	612.121	2	306.060	5.124	.008
	Within Groups	5794.439	97	59.736		
	Total	6406.560	99			
Second	Between Groups	779.048	2	389.524	3.735	.027
	Within Groups	10115.862	97	104.287		
	Total	10894.910	99			
Third	Between Groups	1490.154	2	745.077	15.026	.000
	Within Groups	4809.886	97	49.586		
	Total	6300.040	99			
Total	Between Groups	1172.990	2	586.495	1.950	.148
	Within Groups	29171.600	97	300.738		
	Total	30344.590	99			

*Significance at (0.05) level

From Table (13), there are statistically significant differences in the dimension of self-determination, self-efficacy, influence, and dimension of the goal, and the absence of differences on the tool as a whole. In order to find out where the individual differences lie, the researcher conducted Duncan's post-test, and Table (14), (15) and (16) illustrates this procedure.

Table (14), Duncan post-test for multiple comparisons for self-determination dimension

Age	N	Subset for Alpha = 0.05	
		1	2
Less than 17	41	38.3415	
17-19	44	39.3409	
19-22	15		45.6667
Sig.		.640	1.000

Means for groups in homogeneous subsets are displayed.

Table (14) showed that the differences in the dimension of self-determination are in favor to the age progress

Table (15), Duncan post-test for multiple comparisons for self-efficacy and influence dimension

Age	N	Subset for alpha = 0.05	
		1	2
22- 19	15	29.2667	
17-19	44	34.4773	34.4773
Less than 17	41		37.5854
Sig.		.067	.272

Means for groups in homogeneous subsets are displayed.

Table (14) showed that the differences in the dimension of self-efficacy and influence are in favor to the young age

Table (16), Duncan post-test for multiple comparisons for target dimension

Age	N	Subset for Alpha = 0.05		
		1	2	3
22- 19	15	31.0000		
Less than 17	41		38.0000	
17-19	44			42.3409
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

Table (14) showed that the differences in the dimension of target are in favor to the middle age. It is noted from Table (16) that the differences are on the goal dimension in favor of the middle age. The researcher explains the existence of the differences to that the advanced students are more in need of self-determination under these stressful circumstances, and that the younger students are also in dire need of understanding others around them, but in the goal dimension it was in favor of middle-aged students and this is due to determining their goal after they realized that they have become self-reliant, and the absence of differences on the tool as a whole can be attributed to the importance of psychological empowerment in the life of the individual. The study agreed with the study of Al-Amrousy (2019)

Recommendations:

The researcher recommends the following:

1. Conducting more studies that deal with psychological empowerment among all students of the College of Education.

2. Benefiting from the results of this study in analyzing the students' personality and understanding their needs.

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