PSYCHOLOGICAL EMPOWERMENT AND ITS RELATIONSHIP WITH DECISION-MAKING STYLES AMONG AL-AZHAR TEACHERS

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Abstract

Purpose: The research aimed to identify the relationship between psychological empowerment and decision-making Styles among Al-Azhar teachers. The research also aimed to identify the differences in teachers' levels on the (psychological empowerment and decision-making styles) scale according to the variable (gender).

Methodology: The research sample consisted of (556) male and female teachers in Al-Azhar. The research tools included a psychological empowerment scale and decision-making styles scale. The researcher used descriptive methods. To process the results and validate the hypotheses, the researcher used the correlation coefficients and t-test.

Main Findings: The results show that there is a positive relationship between psychological empowerment and decision-making styles. There is a negative correlation between the dimensions of psychological empowerment and decision-making styles. The results indicated a statistically significant difference in psychological empowerment due to gender in favor of males. Lastly, there is no statistically significant difference due to gender in the (intuitive) style.

Implication: Psychological empowerment should be utilized to raise the decision-making styles of university students.

Novelty: This is a first attempt to explore the psychological empowerment of the decision-making styles of university students in Egypt which may be further explored to enrich the students' understanding.

Keywords: Psychological Empowerment, Decision-Making Styles, University Students, Descriptive Methods, Egypt.

INTRODUCTION

The world is witnessing major information and technological revolution which represents a range of challenges associated with global changes. It requires the need to seek to keep pace with the developed countries through the comprehensive development of all elements of educational institutions. The most important of these elements teacher; where is the most important human cadres that contribute to the change industry and progress for the better to ensure the efficiency and quality of education outcomes.

The ability to make the right decision is one of the basic skills that must be mastered by the teacher in order to make the right decisions about the assessment of students, assess their educational attainment and progress, the decisions based on educational intervention to help some of the troubling cases of study and provide appropriate strengthening of students to excel as a catalyst in encouraging their academic excellence. It also makes other educational decisions related to seeking help from the families of some students to bring them to safety and overcome their academic problems (Al-Narsh and Abu Al-Enein, 2014). Considering the importance of decision-making, this first study in this area were concerned with the decision-making process and the extent to which the individual adheres to certain criteria and principles in decision-making. This term is closely related to cognitive styles, which are cognitive styles used in decision-making situations. (Thunholm, 2004). The degree of success achieved by any institution depends primarily on the ability of the individual to understand the decisions and styles of making, and with the concepts that ensure the rationality and effectiveness of decisions, recognize the importance of clarity time, and work to follow up and evaluate them, and that the decisions are many and varied in life, and perhaps diversity. The importance of the individual has made it a variety of styles to take. In recent years there has been a growing interest in studying individual differences in decision-making styles. According to the model proposed by Scott and Bruce (1995), these styles are not personality merits, but they are typically learned behavioral patterns that emerge when an individual faces a situation that requires decision-making. Not only does he use only one style, but he prefers a particular style he always adopts in decision-making (Itamar et al., 2010).

Despite the importance of the teacher's decision-making styles, the face many administrative and psychological problems that motivate to rush to take the decision or avoid taking it or relying on others in making it and the lack of opportunities to express an opinion, and the lack of sense of the value of what the teacher does which can be called the lack of functional psychological empowerment of teachers. With the increasing levels of globalization, rising customer expectations, and the accelerated adoption of more sophisticated technology, the hierarchy of power and traditional management systems are less appropriate. Today, workers are required to take the initiative and take responsibility for being creative, so simply say they need empowerment to release creative energy. Psychological empowerment is an important factor in stimulating and managing innovation in organizations. Employees' innovative efforts continue when they feel independent, efficient and appreciate what they do. Hence, freedom of decision-making improves employees' innovative energy (Jafri, 2018; Javed et al., 2017; Spreitzer and Mishra, 1999; Knight-Turvey, 2006). Freedom to make

decisions about what to do, how to work is done and freedom from organizational and labor constraints enhance the creative power of workers. The individuals become more independent in their choices, they can make very important decisions, because decisions result in personality merits and abilities. Psychological empowerment is, therefore, a subject worthy of research in all regulatory institutions, especially schools, because of its effective impact on improving the performance of teachers. It is mainly concerned with establishing effective relationships between teachers and school management and breaking the organizational and administrative boundaries between management and teachers through being influenced by teachers' motivations, getting an effective response to take responsibility for empowering. This is linked to the teachers' sense of the importance of the work they do, their competence in being able to do it, the freedom and autonomy to perform the work, and the sense of being able to influence the activities of the school in which they work.

Psychological empowerment is, therefore, one of the processes that elevate the teacher in contemporary school systems to high levels of cooperation, team spirit, self-confidence, innovation, independent thinking, entrepreneurship and decision-making in a scientific manner. Greater awareness of the importance and significance of their work, in order to rearrange the educational institution, and to provide a stimulating, encouraging environment and organizational environment for work, innovation, and loyalty. Therefore, the current research seeks to identify the relationship of psychological empowerment decision-making styles of teachers of Al-Azhar.

There is a logical relationship between the variables of the study. Within the limits of the researcher, there are no Arab or foreign studies dealing with psychological empowerment and its relationship to the styles of decision-making among teachers. The results of some studies that deal with psychological empowerment in the light of gender variable. Halim(2017) found that there are differences between males and females in the dimensions of psychological empowerment (efficiency) in favor of males. While Nawajha(2016) indicates that there are no differences between males and females in psychological empowerment. Mau(2000) indicated that there were no statistically significant differences between males and females in decision-making styles. There are statistically significant differences between males and females in decision-making styles.

This study also comes in response to the recommendations of some seminars, conferences, and studies, including the need to pay attention to teacher preparation and empowerment, including the conference of King Saud University 2017, which was entitled "Towards the Empowerment of the teacher". The individuals in general and teachers in particular face many pressures during the school year that make them vary in decision-making styles, and may even amount to making teachers take different styles, including that they think or avoid or rush or dependent on others, which effects on the maturity of their personalities, and the impact on learners and the quality of the educational process. Therefore, the researcher seeks to know the preferred styles of teachers in decision-making in the light of the sex variable. Based on the above, the problem of the study can be formulated in the following main question. What is the relationship of psychological empowerment to the decision-making styles of teachers of Al-Azhar? Current research aims to identify the relationship between psychological empowerment and decision-making styles of Al-Azhar teachers and to identify the difference between the mean degrees of Al-Azhar teachers in the variables of psychological empowerment and decision-making styles attributable to gender.

LITERATURE REVIEW

Psychological Empowerment is defined as the teacher feeling the value of his teaching work, the power of his influence on others for the better, and his belief in his ability to perform the work expected from him with skill and proficiency, and exercise his job functions freely and independently. It is procedurally known as the degree to which the teacher gets on the psychological empowerment scale in the following dimensions (efficiency, impact, meaning, and independence) and prepared in the current research. Scott and Bruce (1995) defined decision-making styles as: "a normally learned response pattern, manifested in an individual's behavior when faced with a situation that requires a decision." procedurally determined by the degree to which decision making prepared by Scott and Bruce (1995).

Empowerment is one of the successful mechanisms that help teachers to increase their job satisfaction and increase their professional competence. Empowerment is based on the direction of the educational administration to give confidence, independence, and freedom of action to teachers in their school work, which generates a sense of self-confidence, efficiency, importance and responsibility. Spreitzer (1995) defined psychological empowerment as "the motivational structure that emerges in four dimensions that reflect an individual's attitude towards his role in action: meaning, competence, independence, and influence." Oladipo (2009) defined psychological empowerment as "a cognitive state describing an individual's sense of control, competence, and internal understanding of the goal.

The current study confirms that psychological empowerment refers to the teacher's sense of the value of his teaching work, the strength of his influence on others for the better, his belief in his ability to perform the expected work skillfully and proficiently and the exercise of the functions freely and independently. Developing the self-confidence of employees can help to make decisions in a correct and responsible manner. Improving teachers' job performance and establish may affect the relationships between teachers and school management. Teachers feel independent and free to do their jobs and develop a positive attitude toward the work environment. Employing human capital can improve their productivity. Enhancing the employees' positive feelings may increase their sense of psychological and professional balance, and

increase the degree of job satisfaction. Improving the motivation and commitment of individuals may carry out their work tasks. Speeding in the completion of tasks and activities may get rid of administrative routine. Openness and trust between employees and customers through the use of their views can affect the level of service provided and may develop the creative teaching skills (Al-Harahsheh and Al-Hiti, 2006; Al-Humaidi, 2016; Nawajha, 2016; Singh and Kaur, 2019; Tindowen, 2019; Zorlu et al., 2019).

The dimensions of psychological empowerment in many of the relevant studies, it is a multi-faceted concept and is often defined in the psychological heritage as consisting of four independent dimensions, the sense of the individual value of his work. It means the compatibility between the requirements and objectives of the work and personal values of the individual or beliefs. The values of the individual about his work are compared to the values and standards adopted and this dimension is concerned with the sense of the individual that the objectives of the work should be reasonable. Competence refers to an individual's beliefs in his ability to perform the tasks assigned to him with high skill, and also means an individual's confidence in his ability to perform the tasks assigned to him successfully. Independence refers to the degree to which an individual understands that he or she can start and organize his or her work. The key element in this dimension is the worker's sense of freedom to act, and his or her independence in making decisions about his or her work. It also means an individual's sense of independence in starting and organizing his or her work procedures. Impact expresses the individual's feeling that he can make a difference in the results of the work by performing in achieving the objectives of the task, and also refers to the extent of the individual's effective contribution to the results of his work, which reflects the feeling of the worker that his contributions made a difference (Arogundade and Aroundade, 2015; Ozaralh, 2015; Quinones et al. 2013; Singh and Kaur, 2019; Tindowen, 2019).

Decision-making is one of the finest cognitive processes that the field of educational psychology is interested in studying and revealing its components to individuals in general, especially the teacher category in particular. Assessing students, choosing the most appropriate strategies for each subject, and addressing classroom behavior problems are situations that require to be a decision-maker. The research that dealt with decision-making initially focused on the process itself, but more recently attention has been paid to examining individual differences in performance on different decision-making tasks or positions. Scott and Bruce (1995) argue that the styles used by an individual in decision-making are usually a learned learner that is always used by an individual in situations where he or she must make the decision. While, Thunholm(2004) suggests that these styles are not only habitable, but they involve many cognitive processes, namely information processing, self-assessment, entrepreneurship, and self-organization. Decision-making is defined as "the individual's habit of decision-making" (Mau, 2000). It is also known as "patterns of educated and habitual responses, which appear in an individual's situations in which he or she must make a decision, which is determined by three factors: the position in which the decision is made, the task in which the decision is made, and the characteristics of the individual who makes the decision" (Gati et al., 2010).

According to Scott and Bruce (1995), there are five decision-making styles. Rational Styles the tendency of the decision-maker to identify all possible solutions, analyze the results of each of different perspectives, then choose the best styles when facing the circumstances of decision-making characterized by the intensive search for information, organization, examination and verification of the validity of facts exploring all available alternatives and its logical and rational assessment. Independent Style characterized by the need for assistance from others confronted with a decision situation. Decision-making in these styles depends on assisting and motivating others in decision-making and research. He often avoids taking responsibility and needs social support. He often trusts others' ideas more than his own, and often asks questions like, "What do you think?" What should I do? Spontaneous styles are the decision-makers need to make the final decision in the shortest possible time, styles in which the individual is quick when making the decision without careful, and is characterized by impulsive and hasty decision-making, and that is impatient and indecisive, and that decides to please others, rather than think about the decision-making process in a logical way. Intuitive style is characterized by relying on internal sense, feelings and impressions in making their decisions, and this pattern is usually employed by people with extensive experience in a particular area, and the owner of this styles believes that information is sensitive and depends on the intuition, attention to details during the flow of information, and systematic analysis, as he tends to be open to all options and relies on learning from past experience, a style in which an individual makes a decision based on his instinct and sense of health. Avoidant style does not want to make a decision and uses strategies centered on not making full decisions, a style that results from lack of self-confidence in decision-making, in which the individual is characterized by avoidance or postponement of decision-making whenever possible, and when the decision-maker is about to make his decision prefer to postpone, or delegates someone else who has the responsibility to make a decision if the risk is too high, and the owner of this styles needs to make decisions under the pressure of time (Gallotti et al., 2006; Gati et al., 2010; Hosseini et al., 2013; Olcum and Titrekb,2015; Scott and Bruce, 1995).

There is no study that identifies the limits of what was seen by the researcher whether Arab or foreign addressed the variables. These variables are combined i.e. psychological empowerment and decision-making styles of teachers. Most studies dealing with psychological empowerment were conducted on non-educational institutions, which show the scarcity of studies that deal with psychological empowerment of teachers, and then motivated the researcher to build a measure of psychological empowerment of teachers. The benefit of these studies lies in building tools for research, identifying appropriate statistical treatments, developing a theoretical framework upon which research, formulating hypotheses and interpreting results. We contradict the results of some studies that dealt with psychological

empowerment and decision-making styles in light of the gender variable. There is a positive correlation between psychological empowerment and decision-making ability (Jafri, 2018; Javed et al., 2017).

RESEARCH METHODS

In the light of the objectives and hypotheses of the present study, the descriptive approach, specifically the predictive correlation styles, was used to shed light on the pattern of the relationship between the variables of the study and to predict the relationships between them. The survey sample consisted of (220) teachers in their initial form, ranging in age from (25 - 58). The main sample was also randomly selected from the teachers of Minya Governorate. The final sample consisted of 565 (326 male and 239 female teachers).

We used Empowerment Psychological Scale and Decision -Making Scale in the current research. The meter passed through several steps until it reached its final form as review the theoretical frameworks that dealt with psychological empowerment and its dimensions, and the availability of previous studies of styles and determinants of measuring psychological empowerment and access to some Arab and foreign standards of psychological empowerment (Halim, 2017; Khashaba and Al-Bediwi, 2018; Batool and Batool, 2017; Singh and Kaur, 2019; Spreitzer, 1995).

This is to measure the psychological empowerment of teachers in Minia Governorate, represented in the following dimensions. A sense of the value of the teacher and the objectives of the teaching work done by the compatibility between the requirements of work and values and personal beliefs, and then contribute to this feeling in the belief that the individual teaching is an end in itself. A belief in the ability of the teacher to perform his teaching tasks perfectly. A teacher's awareness of his powers in his work, and a sense of independence in the start and organization of work through the ability to make a decision, and the development of standards for the organization of work. The degree of teacher sense of effectiveness may play a role to change a school's environment. The number of phrases of the scale (25), distributed over the following dimensions i.e. Efficiency: (5) phrases, includes phrases from (1 - 5), and impact: (8) phrases, includes phrases from (6 - 13), and the meaning (7) phrases, including phrases (14-20), and autonomy: (5) phrases, including phrases from (21-25), correct the scale phrases - and all positive - to be given (always) (5) degrees, (often (4) degrees, (sometimes) (3) degrees, (rarely) two degrees, (never) one degree.

Psychometric characteristics of the scale have presented the measure in its initial form to (7) faculty members specializing in educational psychology. The terms of the measure are directly related to the dimensions of psychological empowerment by agreement (86%), clarity of instructions (100%) and modification, addition or deletion (86%). Internal consistency invalidated the scale was calculated on the degree of (220) teachers using the validity of the vocabulary styles, by calculating the correlation coefficient between the degree of each statement and the total degree of the dimension to which it belongs. After the omission of the individual degree from the total degree of dimension, it ranged the values of correlation coefficients that reached between 0.45 and 0.77 which are high and positive values indicating the validity of the scale. Table 1 shows the correlation coefficients between the degree of the individual and the degree of the dimension to which it belongs.

Table 1: Correlation coefficients between the degree of singular and the degree of dimension to which it belongs to the scale of psychological empowerment

Items	Correlation coefficient	Items	Correlation coefficient	Items	Correlation coefficient	Items	Correlation coefficient	Items	Correlation coefficient
1	0.48 **	6	0.55 **	11	0.65 **	16	0.57 **	21	0.55 **
2	0.50 **	7	0.74 **	12	0.51 **	17	0.59 **	22	0.67**
3	0.57 **	8	0.73 **	13	0.65 **	18	0.45 **	23	0.48 **
4	0.77 **	9	0.72 **	14	0.53 **	19	0.54 **	24	0.54 **
5	0.62 **	10	0.76 **	15	0.68 **	20	0.54 **	25	0.47**

** Correlation is significant at the 0.01 level.

Table 1 shows that the correlation coefficients between the degree of singularity and the degree of dimension to which the psychological empowerment scale belongs are statistically significant at 0.01, indicating the validity of the scale. In order to ensure the internal consistency of the psychological empowerment scale, the researcher found the internal correlation coefficients for the sub-dimensions of the list and the total degree on the degree of (220) parameters.

Table 2: Matrix of internal correlation coefficients between the degree of each dimension and the overall degree of the psychological empowerment scale (n = 220)

N	Dimensions	Efficiency	Effect	Meaning	Independence	Total Degree
1	Efficiency	-	-	-	-	-
2	Effect	**0.54	-	-	-	-
3	Meaning	**0.71	**0.29	-	-	-
4	Independence	**0.73	**0.83	**0.41	-	-

| 5 | Total Degree | **0.84 | **0.87 | **0.67 | **0.91 | - |

** Correlation is significant at the 0.01 level.

It is clear from the table (2) that all values of internal correlation coefficients between the sub-dimensions and the overall degree of the scale are positive and function, which is high and indicates the internal consistency of the psychological empowerment scale. The current researcher has calculated the stability of the scale in the style of Cronbach's Alpha and Guttman Spilt Half.

Table 3: Reliability coefficients of the dimensions of psychological empowerment scale and its total degree

Dimensions	N	Cronbach's Alpha	Guttman Spilt Half
Efficiency	5	0.77	0.73
Effect	8	0.91	0.89
Meaning	7	0.84	0.85
Independence	5	0.75	0.72
Total Degree	25	0.91	0.88

It is clear from table (3) that the stability coefficients of the dimensions of the scale and the total degree ranged between (0.73 - 0.91) which is high stability coefficients, which indicates the stability of the scale.

Scale decision-making styles

Following Scott and Bruce (1995), the scale in its original Italian form consists of 25 words, answered by a pentagonal scale (strongly agree - sometimes agree - unsure - sometimes unsatisfactory - strongly disagree) and you get degrees(5-4- 3- 2- 1) for each successive answer and all positive phrases. These phrases are distributed among the five styles as follows: rational (1, 6, 11, 16, 21), and independence (3, 8, 13, 18, 23) and the exploratory(5, 10, 15, 20, 25), intuition (2, 7, 12, 17, 22), and avoidance (4, 9, 14, 19, 24). The stability of the scale is Alpha coefficients (0.77, 0.82, 0.87, 0.81, 0.87) for the measures of the rational, intuitive, volumetric, reliability and spontaneous styles, respectively (Gallotti, et al. 2006), as confirmed by the study (Baiocco et al., 2009). The psychometric validity of the scale is Alpha coefficients (0.62 -0.63 -0.74 -0.85 -0.84) was rational, intuitive, dependable, volumetric and spontaneous, respectively. Gambetti, et al. (2008) study confirmed that Alpha coefficients and factor analysis support the psychometric validity of the Italian image of the scale which is the main objective of this study. The current researcher presented the measure to specialists in English language and educational psychology; to check the accuracy of translation and the wording of the phrases. They, in turn, have been made amendments referred to by the arbitrators.

We calculated the internal consistency as an indicator of sincerity. The validity of the scale was calculated on the degree of (220) teachers using the vocabulary validation styles by calculating the correlation coefficient between the degree of each individual and the total degree of the styles to which it belongs. After the omission of the individual degree, the correlation coefficients reached ranged between 0.53 and 0.83, which are high and positive and indicate the validity of the scale. Table (4) shows the values of the correlation coefficients between the singular degree and the total degree of the styles to which it belongs after the deletion of the singular score.

Table 4: The correlation coefficients between the individual degree and the overall degree of the styles

Items	Correlation coefficient	Items	Correlation coefficient	Items	Correlation coefficient	Items	Correlation coefficient	Items	Correlation coefficient
1	** 0.63	6	** 0.53	11	** 0.67	16	** 0.56	21	** 0.55
2	** 0.57	7	** 0.70	12	** 0.63	17	** 0.59	22	** 0.75
3	** 0.77	8	** 0.75	13	** 0.80	18	** 0.79	23	** 0.81
4	** 0.76	9	** 0.77	14	** 0.76	19	** 0.63	24	** 0.77
5	** 0.82	10	** 0.83	15	** 0.67	20	** 0.70	25	** 0.76

** Correlation is significant at the 0.01 level.

Table (4) shows that the correlation coefficients between the degree of the individual and the dimension to which the decision-making scale belong are statistically significant at 0.01, indicating the validity of the scale. We calculated the stability of the scale in the style of Cronbach's Alpha and Guttman Spilt Half.

Table 5: Stability coefficients for the scale of decision-making styles

Decision-making styles	N	Cronbach's Alpha	Guttman Spilt Half
Rational Style	5	0.76	0.81
Intuitive style	5	0.77	0.79
Avoidant style	5	0.75	0.74
Dependent Style	5	0.70	0.72
Spontaneous Styles	5	0.79	0.83

It is clear from the table (5) that the coefficients of stability of the decision-making styles ranged between (0.70 - 0.83) which are high stability coefficients, which indicates the stability of the scale. We used the statistical analysis as arithmetic mean, standard deviation, alpha-Cronbach coefficient, mono-variance analysis, correlation coefficient, test (T), and torsion coefficient. The researcher used SPSS V20 to analyze the results.

RESULTS AND DISCUSSIONS

The first hypothesis "There is a positive correlation statistically significant between the degrees of Al-Azhar teachers on the scale of psychological empowerment and their degrees on the scale of decision-making styles" is tested. To test this hypothesis, the researcher used Pearson's correlation coefficient, and table (6) shows the results obtained:

Table 6: Evaluate correlation coefficients between psychological empowerment & decision making styles

N	Psychological Empowerment / Decision-making styles	Efficiency	Effect	Meaning	Independence	Total Degree
1	Rational Style	**0.613	**0.379	**0.506	**0.425	**0.554
2	Intuitive style	**0.614	**0.546	**0.419	**0.643	**0.664
3	Avoidant style	-0.002	**0.190-	0.023	**0.15-	**0.116-
4	Dependent Style	-0.080	**0.269-	0.015-	**0.261-	**0.203-
5	Spontaneous Style	**0.523	**0.418	**0.472	**0.501	**0.552

** Correlation is significant at the 0.01 level .*Correlation is significant at the 0.05 level.

Table (6) shows that there is a positive correlation statistically significant at the level (0.01) between psychological empowerment (dimensions and total score) and the following decision-making styles (rational, intuitive and spontaneous), but was negative at the level (0.01) between each of the dimensions of psychological empowerment (Influence, independence, total degree), decision-making styles (spontaneous and independence), and a negative correlation that is not statistically significant between the two dimensions of psychological empowerment (efficiency and meaning) and decision-making styles (avoidant and dependence). This means partial acceptance of the obligation. This finding is consistent with the study (Batool and Batool, 2017; Devos et al., 2014; Moran, 2015; Khastari and Asgari, 2019). The researcher explains the existence of a positive correlation statistically significant between the degrees of Al-Azhar teachers on the scale of psychological empowerment and their degrees on the scale of decision-making styles (rational, intuitive and spontaneous) to the positive effects of psychological empowerment. The value of what the teacher does at school makes him rational when he makes the decision. He searches, organizes, examines and verifies information, explores all available alternatives, and makes sense and rational assessment of them. The more efficient and powerful the teacher, the greater the chance of decision-making in a more spontaneous and intuitive way, and responds quickly in less time when making decisions, and relies on his internal sense and impressions without fear or hesitation because of the self-confidence, freedom, and efficiency through psychological empowerment. The negative relationship between psychological empowerment and both avoidant and dependency is due to the positive effects of psychological empowerment as well the impact of the impact, and thus address the tasks entrusted to him and avoid dependency and marginalization in decision-making, while the negative non-functional relationship between both efficiency and meaning with the styles of reluctance and dependence may be due to the poor perception of some teachers the value of their work, and their competence to work during decision-making, due to work stress, life burdens and engaging in work rather than teaching.

Batooland Batool (2017) noted that the more independent individuals are in their choices, the more they can make very important decisions which are simply the outcome of personality merits and abilities. Self-esteem also emphasizes its importance in decision-making, not only in the administrative field but in all areas. Batooland Batool (2017) and Thunholm(2004) explained that self-esteem, a characteristic of people with high psychological empowerment, is positively correlated with rational style, negatively with avoidance and dependence. Baiocco et al. (2009) explained the existence of a correlation function between the rational styles and the center of internal control, taking responsibility for the characteristics of people with high psychological empowerment and the existence of a correlation function between the dependence and foreign styles and the external control center. Psychological empowerment also enhances the

abilities of workers, so that they have the capacity to strive for judgment and discretion in the issues facing them in the exercise of their tasks, as well as their full contribution to decision-making related to their work as this result is consistent with the Polat et al (2019), which found a positive relationship between decision-making, self-confidence and critical thinking, and negative relationship between avoidance, self-confidence, and rational openness.

Table 7: Skewness and Kurtosis

Variable	Skewness	Kurtosis
Psychological Empowerment	0.45	0.23-
Stylesof decision making	0.13-	0.47-

As shown in Table (7), the values of Skewness and Kurtosis are low. To test the validity of the second hypothesis, the "T" test was used to indicate the differences between the two independent samples.

Table 8: The differences between psychological empowerment and gender variable

Dimension	Group	N	Mean	Std. Deviation	T value	Significance level
Efficiency	Male	326	19.70	3.70	2.777	0.01
	female	239	18.23	3.40		
Effect	Male	326	30.25	7,98	2.531	0.01
	female	239	28.52	8.06		
Meaning	Male	326	25.40	5.51	2.492	0.01
	female	239	24.23	5.43		
Independence	Male	326	18.81	4.76	2.661	0.01
	female	239	17.74	4.66		
Total Degree	Male	236	93.54	18.80	3.059	0.01
	female	239	88.74	17.97		

Table (8) shows that the value of (T) is statistically significant at the level of 0.01 where it ranged between (2.492) to (3.059), which indicates that there are statistically significant differences between the mean degrees of the two groups (male-female) in psychological empowerment (dimensions and total score). The mean of male degrees in the total degree of the scale (18.80), while the mean female degrees in the total degree of the scale (17.97). This means the rejection of the zero and the acceptance of the alternative hypothesis, and this result is consistent with the study of (Halim, 2017) to the existence of differences between males and females in the dimensions of psychological empowerment (efficiency) in favor of males.

The researcher explains that there are differences in psychological empowerment in favor of males from Al-Azhar teachers that these differences are due to the nature of the social environment in which the study was conducted, customs and traditions in the eastern society in general and upper Egypt, in particular, educate the male to assume responsibility and independence and a high level of ambition in at a young age, it has a role in society. Females are different from males in socialization. It is always subordinate to men. It can also be explained that males are predominantly in the love of appearance, domination, and responsibility, making them try to prove their presence in the work environment. Abu Tohme and Ashour (2015) explained that the high level of psychological empowerment in males is due to the nature of males and their desire to show love and self-assertion and that they are worthy of work and take responsibility before the leaders, so they are more aware of the meaning and value of their work and more sense of control and efficiency and more effective in the educational process compared to females, as well as the high level of ambition to take up leadership and administrative positions, which makes them more diligent, efficient and accomplished in their work. Nawajha (2016) indicates that the high level of empowerment in males is due to the fact that females are less able to confront, choose and take administrative responsibility. This result is linked to the prevailing thought in the society that defines roles and responsibilities for both sexes. Al-Humaidi (2016) states that females are more committed than males to regulations, laws, and regulations, which hinders their psychological empowerment in the workplace.

Table 9: The differences between the decision-making styles and gender variable

Styles	Group	N	Mean	Std. Deviation	T value	Significance level
Rational style	Male	326	20.33	3.73	3.260	0.01
	female	239	19.55	2.89		
Intuitive style	Male	326	18.14	4.38	26131	..
	female	239	17.67	4.31		
Avoidantstyle	Male	326	17.3	4.10	4.232-	0.05
	female	239	18.43	3.58		
Dependent style	Male	326	16.90	4.22	4.925-	0.01
	female	239	18.55	3.47		

| Spontaneous | **Male** | 239 | 18.55 | 18.80 | 2.458 | 0.01 |
| Style | **female** | 239 | 18.12 | 3.458 | | |

Table (9) shows that the value of (T) is statistically significant at the level (0.05) in the avoidant styles, and at the level (0.01) in the dependent styles in favor of females. The value of (T) was a function at the level (0.01) in the rational and spontaneous styles in favor of males, because there are statistically significant differences between the mean degrees of the two groups in favor of males, where males prefer decision-making styles(rational and spontaneous) at level (0.05) in the intuitive mode. Where there is no statistically significant difference between the averages of males and females are intuitive. This means partial rejection of the zero-sum assumption and acceptance of the alternative imposition, and this finding is consistent with the studies (Shaban, 2013; Al-Najjar 2018; Baiocco et al., 2009). There are statistically significant differences between males and females in decision-making styles. It differs from the results of the studies (Barber, 2005; Mau, 2000). It indicated that there are no statistically significant differences between males and females in decision-making styles.

As for the lack of differences in the styles of decision-making (intuitive) between male and female teachers of Al-Azhar Sharif attributed to the researcher that the legal responsibility of decision-making shared by both males and females, both men and women are cautious in making decisions away from emotion or personal expectations. This finding is consistent with the study of Bryant (2006) and Salo and Allwood(2001), which found differences between males and females in the rational, intuitive and spontaneous approach in favor of males.

CONCLUSIONS AND RECOMMENDATIONS

The researcher explains that there are differences in the decision-making styles(rational and spontaneous) in favor of male teachers of Al-Azhar Sharif that males are characterized by logical thinking and scientific styles in solving problems more than females, socialization within the family especially in Upper Egypt and the role of the family and social environment in providing an atmosphere of freedom and dialogue, and to help males from childhood to participate in decision-making without fear or hesitation. There is a need to increase the self-confidence and courage, which leads him to make the decision to see and reason in situations that require it and may make the decision automatically if his experience or time is insufficient. The male nature of courage, boldness, adventure, cooperation, and mutual trust can clearly contribute to the development of their abilities to use the rational approach, the mental and critical vision of the problem or task to which the right decision is to be made, as well as their preference for the spontaneous approach in circumstances that require it and in time constraints. As for the differences in the mean degrees of decision-making styles (avoidance and dependence) in favor of female teachers of Al-Azhar Sharif which also attributed to the conditions of family and social upbringing of females in upper Egypt, as the nature of the female role in the face of life situations. She prefers to withdraw or rely on others in if the male is with her in the same situation, and keens to form limited social relations in Eastern societies, and spontaneous in its decisions, and controls the institution or school requires her permission from her husband, father or brother. Sometimes, if she wants to travel or do any work within the responsibilities of the other men. Females' preference for other styles(dependence and avoidance) in decision-making can also be explained by the psychological state of the female in situations requiring important decisions, resulting in high levels of anxiety and rapid emotional arousal.

The variables addressed in the research show effects on the performance of teachers as well as the impact of these variables in the development of the educational system and improve the output and provide a good educational environment and a suitable school climate that helps teachers to achieve effective and fruitful learning in their work. Addressing one of the modern administrative concepts in the field of psychology which is psychological empowerment which contributes to improving the functional performance of teachers and organizational loyalty of educational institutions. The research deals with a number of concepts that did not receive enough attention in the Arab studies in the field of psychological studies namely psychological empowerment and its relationship to the styles of decision-making among teachers. Theoretical rooting of psychological empowerment and decision-making styles provides a set of tools and metrics of a modern and standardized measure of research variables that can be used in other research dealing with these variables. The importance of this research in the recommendations that can be used to activate the psychological empowerment of educational organizations to develop positive decision-making styles for teachers, and provide those who plan and educational policies with facts related to psychological empowerment to benefit its development through training and educational programs and strategies.

We recommend working on the participation of teachers in decision-making and not being marginalized and work on their participation in the discussion of educational issues and problems through training courses and workshops without exclusion for a group of them. Drawing the attention of those responsible for education in Al-Azhar are needed to promote the concept of psychological empowerment of teachers through the creation of a suitable work environment which allows the teacher's independence in making decisions, and to develop a sense of organizational loyalty to the institution. Urging those who are responsible for planning and educational policies in Al-Azhar may develop the psychological empowerment of teachers through training, educational and guidance programs. Conducting training courses and workshops for teachers may develop their decision-making abilities in a correct scientific manner. Further

researches should be conducted which may contribute to the development of psychological empowerment and decision-making styles among Al-Azhar teachers.

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