SELF-PERCEIVED EFFECTIVENESS: THE EXTENT OF SOCIAL EMPOWERMENT PROGRAMS OF SALMAN BIN ABDULAZIZ FEMALE STUDNETS

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Abstract: The purpose of the present study is to explore the effectiveness of social empowerment programs of female students at Salman bin Abdulaziz University. To achieve the study objective, the researcher designed the " Effectiveness Extent of Social Empowerment Programs of Female Students At Salman Bin Abdulaziz University" questionnaire. Population (N=8508) consisted of the whole student body attending Salman bin Abdulaziz University. The stratum randomly selected sample consisted of (872) female students. The study concluded with the following results:

- *The effectiveness extent of social empowerment programs as perceived by female students at Salman bin Abdulaziz University was greatly high.*

- *There were no statistically significant differences among mean estimates of female student at Salman bin Abdulaziz University regarding effectiveness extent of the social empowerment programs from their viewpoints on the domain "community participation" attributed to variable "specialty"; whereas there were statistically significant differences on the remaining domains in favor of respondents holding scientific specialties.*

- *There were statistically significant differences among mean estimates of female students at Salman bin Abdulaziz University of the effectiveness extent of social empowerment programs from their viewpoints on all domains attributed to variable "educational level" except "authority practices".*

- *There were no statistically significant differences among mean estimates of female student at Salman bin Abdulaziz University regarding effectiveness extent of the social empowerment programs from their viewpoints on all domains attributed to variable "residence" except domain "achievement" "in favor of urban residents.*

In light of the results, the study reached a number of recommendations, most importantly:

- *Empowerment programs contribute to greater self-confidence and awareness of female students, and enhance their decision-making abilities, and support their adaptability to social conditions and changes, so the university should concentrate on the quality of educational, social and cultural offerings and the services it provides.*

- *Enhance female students' involvement in the conferences, seminars, and lectures to open the door for them to express their views and interaction with students from other universities, and encourage their new and creative ideas.*

- *Conducting further studies on the effect of empowerment programs of female students in other Saudi universities.*

Keyword: Empowerment Programs, Females Students, Salman bin Abdulaziz University

1.0 Introduction:

The issue of woman, particularly the empowerment of woman has attracted much of the interest globally. Many conferences and forums were conducted that stressed on the need to support woman's role and status in their communities in recognition of its significant contribution to development of the society. Hence, many legislations, policies and programs have emerged that address the woman issues from various perspectives. In the modern society, woman takes various and significant parts that in many cases surpass those of men; they on the other side represent half of the society that takes care of the other half, and serve as the safe resort under misfortunes. In fact, every great man has behind him a great woman, too.

As a concept, empowerment has been widely used to refer to every possible means to enhance woman participation by developing woman knowledge, skills, awareness, and self-actualization in the different economic, social and political fields. However, there is some vagueness related to this concept, which partially might be attributed to overuse in various fields and by many organizations worldwide, which resulted in uncertainty related to definition, uses and strategies. The concept of empowerment was differently used in different fields; for instance, in the social care field, there is empowerment of aged and disabled people; in the field of sustainable development and anti-poverty efforts, there is empowerment of poor people. In addition, empowerment was described from the different psychological, social, economic and cultural aspects; so, there were proponents and opponents, and this in particular was the reason why there is concern and daunt from empowerment in our countries. However, from a more positive perspective, empowerment means providing woman the education, productive skills, sufficient funds and self-confidence, so that to be able help herself, family and community.

Needless to say that with wrong practices and ignorance of woman rights some proponents of western-styled empowerment found opportunity to promote their agendas and ideas by indicating to some of abuses against woman, which are basically repudiated by Islam, with the Islam itself in an attempt to dry out the religious roots of woman and encourage giving up her effective role in the family and community; and also daring decline man's authority and challenge the masculine ideology, while in the same time demand complete equality between both sexes even if contradicted with the religious teachings.

On the other hand, Islam dignified woman and recognized her role in a society, and any attempt seeking to reform some wrongful situations that are also denied by the religion itself, does not mean to imitate the western model, as we are Muslims more than anything else, and cannot renounce out cultural identity in order to obtain some rights for women. Instead, the best is to make our own way

that complies with genuine culture of our society, otherwise people will not be receptive to any change even if was positive.

The tough situation lived by the contemporary Muslim women that swings between clinging with some outdated norms and being opened to the new ideas, motivates Muslim scholars and intellects to revisit this issue in various disciplines, and develop programs for women that are based on the Islamic culture, while conferencing with those adopting other agendas to find out common denominator for cooperation to achieve the best interest of our countries.

The major concern of the present study is to reside on the effectiveness extent of social empowerment programs of female students at Salman bin Abdulaziz University from their standpoints.

1.1 Statement of the Problem:

Since the turn of the new millennium, Gulf States witness large-scale developments regarding woman empowerment issues that can be said the most important and salient on the Arab World level. Over the recent years, there have been changes and improvements in the woman rights more than that have occurred over decades, essentially in consequence of ambitious woman education policies in the Gulf region.

Empowering women to contribute to the development of their communities is essential for any prosperous nation. Saudi Arabia is progressing steadily to a prosperous future, so Saudi woman need to be given the opportunity to make contributions to development of the community in various sectors by overcoming the difficulties women currently face, essentially the stereotype that woman were created only for teaching and education. Besides teaching, woman can meaningfully work in such sectors as health, finance, business, tourism and social service. Therefore, the capabilities of woman need to be recognized, and bold decisions need to be made in order to eliminate the hindrances that curb wider participation by women and to open the door for unconditional involvement of woman in the public life, otherwise woman's contribution to community development will remain poor. In this context, the present study is focused on identifying how effective are the social empowerment programs offered for female students at Salman bin Abdulaziz University from their viewpoints.

1.2 Study Objectives & Questions

The present study sought to explore the extent to which social empowerment programs are effective for female students attending Salman bin Abdulaziz University. The following two questions emanated from the main question of the study:

Q1: "What is the effectiveness extent of social empowerment programs of female students at Salman bin Abdulaziz University from their viewpoints?"

Q2: "Are there statistically significant differences at (α=.05) regarding self-perceived effectiveness extent of social empowerment programs of females students at Salman bin Abdulaziz University vary by variables of specialty, year of study, and residence?

1.3 Significance of the Study

Only recently, woman issues have attracted attention of the public in the Gulf States, in general, and Saudi Arabia, in particular, mainly after the Two Holy Mosques Custodian's Royal Decree, King Abdullah bin Abdulaziz that for the first time allowed representation of the Saudi women on the *Shura* Advisory Council and participate on the Town Council's elections. The surpassing Royal Decree was a turning point for Saudi woman that placed woman as man's partner based on the their capabilities and undeniable role in the various social, economic, and academic fields. This meaningful shift helped many Saudi women to assume leadership positions in the community. Occasionally, King Abdullah takes the opportunity to reemphasize woman's role on community and supports woman empowerment efforts, basically due to the new look to woman as an essential contributor to the Saudi community, and given the advanced level that could be achieved by many Saudi woman leaders on the academic and practical levels, indicating great efforts being exerted by Saudi women to serve their country while comply with the tolerant Islamic teachings and social norms and traditions.

In turn, Salman bin Abdulaziz is a major player in making a meaningful shift in the life of Saudi female students through the social empowerment programs offered in various fields under the public traditions that targets harnessing women with most advanced knowledge and cognitions and be aware to domestic and global issues. Salman bin Abdulaziz University is resolved to advance steadily throughout woman (female students) empowerment process. In this context, Saudi female students are now have effective contributions in the "National Dialogue", and the many forums, training workshops, and awareness promotion efforts regarding family and community issues.

The current study is seeking to identify how effective are the social empowerment programs offered to female students by Salman bin Abdulaziz University from their viewpoints. This study is motivated by the dearth of academic studies addressing social empowerment of female students. The available literature studies commonly concentrate on economic and political participation of woman. Therefore, the results from the present study would be helpful for policymakers, planners, and decision-makers regarding woman issues in Saudi Arabia for purpose of empower the Saudi woman and enhance their participation in their communities.

1.4 Operational Definitions

Programs: Referred to as a set of activities carried out by a student either day-to-day or social activities offered by the university inside the campus. Operationally, empowerment, for purpose of this study, is defined as the various programs provided by the university aiming at acquiring in female students the strength, self-confidence and enhanced self-esteem to be able achieve their ambitions, and provide meaningful contributions to their communities by improving their decision-making, interrelationship and social communication skills.

Salman bin Abdulaziz University is one of higher education institutions (HEIs) in the Kingdom of Saudi Arabia that was founded on 03/09/1430 AH and includes campus colleges in five governorates within Riyadh District, namely: Al-Kharj, Hota Bani Tamim, Al-Aflaj, Assalil, and Wadi Al Dawaser. **Study Scope and** Limitations

Human Limitation:

This study was primarily limited to female population of the student body attending Salman bin Abdulaziz University.

Place Limitation: The study involved participants recruited from the following faculties: Education College of Female Students, Faculty of Studies & Human Sciences, Dilim College, and Faculty of Medical Sciences.

Time Limitation: The study was surveyed female student's views at Salman bin Abdulaziz University during the academic year (1432-1433AH/2011-2012AD).

Limitation of Objectivity: The results from the present study are governed by seriously objective responses given by respondents to the questionnaire items.

2.0 Literature Review

Linguistically, the Arabic word "Tamkeen" analogous to empowerment in English is defined as the gerund of "Tamakkun" for verb "makana" "powered", i.e. given a rank or authority. The referential Arabic lexicon of "Lisan El-Arabs" "Tongue of the Arabs" states that the older Arabs say: sons of a clan have "makana" power, or ancheored authority, i.e. being powered "Tamakun", so one is empowering i.e. Tamakkan", for instance "I powered one over someone"; a sort of "Tamkeen" "empowering" is the verb "Makena" as the older Arabs say: sons of a clan has a "Makena", i.e. power over authority, meaning they are fully powered "Tamkkun". The older Arabs also designate the place of a bird as "Makna" [i.e. power-place] where the bird is settled. However, the etymological word "Makana" "rank" refrs to a status or high placement, and the plural "Makanat"; and "Makuna Makanatan and Makeen" i.e. "one powered a power then he is "empowered", and the plural noun is "Mukanaa".

The word "Tamkeen" "Empowering" was stated in the Holy Quran in a variety of positions, and mostly presented in the verbal mode "Tamkeen" "empowering" is refering to a process continuity rather than a static concept. The word "Tamkeen" was used in the Quran attributed to Allah the almighty Who endow or empower man the "establishment" on this planet. Allah says in the Quran [22:41]:

[Allatheena in makkannahum fee alardi aqamoo alssalata waatawoo alzzakata waamaroo bialmaAAroofi wanahaw AAani almunkari walillahi AAaqibatu alomoori]

[22:41] (They are) those who, if We establish them in the land, establish regular prayer and give regular charity, enjoin the right and forbid wrong: with Allah rests the end (and decision) of (all) affairs. The

Quranic verse indicate that "Tamkeen" or "empowerment" can be achieved on the group as well as individual levels. The Quran provides a hint in Surat Yusuf [12:56]:

[Wakathalika makanna liyoosufa fee alardi yatabawwao minha haythu yashao nuseebu birahmatina man nashao wala nudeeAAu ajra almuhsineena]

[12:56] Thus did We give established power to Joseph in the land, to take possession therein as, when, or where he pleased. We bestow of our Mercy on whom We please, and We suffer not, to be lost, the reward of those who do good.

In consequence, empowerement can be conceptualized as a multifaceted and multidimentional concept that in a way or another meets with the dimensions intended by the Quranic use as explained earlier.

However, the (Tamkeen) or "empowerment" from the Quranic perspective has a different nature in that Allah (S.W.T.) empowered his prophets and messangers, i.e. its ia divinal empowerment from Allah the almighty; for example Yusuf (P.B.U.H.) was established as a monarch on Egypt's throne when he had been empowered with knowledge and cognition, and also was entrusted by the former king who ordred bring Yusuf (P.B.U.H.) out of the prison, and because of his insightful knowledge, he was established in a high-rank position. Nonetheless, the analogy here by meaning, and there still a difference between empowering prophets by Allah, and human-to-human empowerment in the real life (Melhem, 2006).

It would be a surprize that the Quran alluded to (Tamkeen) "empowerment" fourteen centuries ago, and only recently the concept of woman empowerment has emerged on the UN International Conference of Population & Development in Cairo (1994), and Beijing Conference (1995). The present study is motivated with the Islamic concept of empowerment that gives woman the discretion, and freedom to decide for herself, and the right to acqaint prospective couple. Despite divorce is much disliked to Allah (S.W.T.), this genuine right for woman was not made in man only, as commonly held due to sterotypical social norms; rather woman has the equal right in divorce. Hence, from the Islamic perspective, not only woman is given full equality with men in conlcuding or terminating marriage, but Islam went beyond by setting an established rule guarantying for women their high-rank, equality and secured rights of actual and large-scale involvement in the public affairs of community, as showed by prominent woman figures over history.

Al Ahdab (2007) argues that many intellects decline the concept (woman empowerment) believing that it is imported from the West and specifically coined to ensure complete gender equality. This position resembels their objection against the early concept of (woman liberation) that appeared by the turn of the 20th century, although it can be percepted as being set free of woman from oppression, that from some aspect would agree with the recent concept of woman empowerment that also means giving woman power over her rights. Al Ahdab (2007) also articulates that empowerment (Tamkeen) cannot be declined altogether stressing that it is not completely unfamiliar in Islam and the Arabic language since the Quran used the word (Tamkeen) in various places to highlight meanings subsumed under general human rights that respecting of which is also a major concern from the Islamic perspective. It is necessary not only to employ the human rights concetps as known in the Western cultures that concide with our own Islamic

culture and teachings, but we need also to take every possible means to assist woman take power over their complete rights.

The society at large should provide social, leisure, and cultural services that help women take part community development. Such services may include social service institutions, social entities, nurseries, vocational, and career preparation centers, family gudance and counseling bureaus, health service centers such as the public hospitals, obstetrical hopistals, maternal and childcare centers, dispensaries, and family planning centers. Cultural service institutions may include media faciltieis, libraries, sportic and social clubs. However, service is not the only thing woman need. Giving power to woman by offering them quality training, and improving their skills to help them contribute to their local communities and bear responsibility is also needed. Empowered woman should have access to information in the health, cultural and environmental fields; and this requires developing skills on employing such knowledge in different life aspects, support their postiive attitudes and believe in their role in the development of their communities, and upgrade their cultural awareness to domestic and international events, and generally to be consious to their rights and duties, which cannot be accomplished without unquestionable esfforts and programs to provide more educational and cultural services to woman everywhere (www.muslmh.com).

As for limitations of the social empowerment of woman in the "internal space" "inside the house" and "external space" "community" (Developmental Work Research & Training Collection CRTDA, 2008).

- Limitations related to individual refers to hindrances related to power given to women over the skills, knowledge, experience and self-confidence.

- Limitations related to the internal space (inside house) refers to social interrelationships prevailing the family in terms of the social, cultural and community roles within a family unit, and interpersonal relations among man, woman and children.

- Limitations related to the external space (community) indicate to restrctions imposed by the society including acceptable behaviors, established stereotypes, legal rights, and community's perception of the woman's work and what woman typicaly do in the internal and external spaces.

- **Prior Studies**

Al-Bashtawi (2006) sought to identify the role of UN Woman Centers in empowering the Palestinian refugee women. To achieve the study goal, the researcher designed a 60-item questionnaire covering six domains. The questionnaire was administered to randomly selected sample (N=268). The study concluded with a number of results, most importantly that Woman Centers contributed to empowerment of the Palestinian refugee women. Major results stressed that woman centers contributed to Palestinian female refuges, and that the respondents rated high the woman centers, their activities and workers.

Haguwara & Almalkawi (2003) sought to empower woman through amusement and participative workshops at Karak Governorate/Jordan. There were (69) workshops for women, (59) workshops for men, and three for couples during the period between February 2002 and January 2003. The sample included (1835) women, (809) men, (27) couples. The effect of the

amusement and learning workshops was measured using pre and posttest to identify attitudes and practices over the workshops. Several months later, the effect was evaluated using focus groups. Major results for participants was improved self-confidence, increased their decision-making ability, and couple communications increased in that husbands became supportive to their wives even in non-profit works, and the community has become receptive to discussion related to such important issues as reproductive health.

Al Khawaldeh (2009) sought to explore the role small businesses might have in woman empowerment within Mafraq Governorate, and to address some of the problems and difficulties faced by working women in the small businesses, and identifying the contribution of such problems in decreasing the problems of poverty and unemployment among females within Mafraq Governorate and the role of small business in social empowerment of women. To achieve the study goal, the researcher designed a questionnaire included six themes. Participants were (330) randomly selected women. Results revealed a role for small businesses in woman empowerment and enhance their socioeconomic status, whereas there were difficulties hindering women from working in the small businesses.

Kalantari & Fami (2011) sought to identify the effect of Self-Help Groups (SHGs) on empowerment of rural women at Hamadan District (Iran). Participants were (260) rural women recruited from the districts. Primarily, the study included two woman groups; the first group was subdivided into (a+b+ and c) subgroups on the basis of membership years and included women who participated on the local Self-Help Groups (SHGs), the other group included women who did not participate on the local Self-Help Groups (SHGs). Results indicated that women on group (1) had high mobility, greater legal knowledge, autonomous as decision-makers, and more skilled in managing the household budget. However, there were no statistically significant differences between groups (1) and (2) on the domestic violence scale due to widely prevalence of the domestic violence and suppression by male family members.

Nikkhah, Redzuan & Abu-Samah (2011) sought to explore strength from inside as a sort of power (acquiring strength here means empowerment) achieved by women in Iran. Strength from inside refers to self-esteem, and gender awareness. Results indicate that women from Shiraz had moderate level of strength from inside. Further, the study found that Non-Governmental Organization (NGOs) took a significant part in developing the strength from inside as a result of their activities that intended to upgrade one's skills, learning, building capacity, developing conscious a recruiting women. Perceivably, upgrade one's skills was the most effective contribution by the NGOs.

AL'Omairi & Amzat (2012) was conducted for the purpose of identifying the status of females in the Omani society in terms of empowerment, education, and community participation, woman employment in the public and private sectors, empowerment extent among males versus females in the public and private sectors, and identifying the educational levels of the Omani females and participation in the community development. Participants (N=400) were sampled from among male and female student population attending Sultan Qabus, Nazwa and Difhar universities. Results demonstrated that females

had the complete discretion in the educational field in terms of selection of the desirable faculty/ specialty both inside and outside the Sultanate, and wives were encouraged to pursue their studies. At any educational institution, results found some equality between women and men; and despite the significant advancement of women in the Omani community, the traditional stereotypes still prevalent in the community because preference of male employees/students over females, and preference of males in the positions of departmental chair and dean. Clearly, the community still consider the household is the most suitable place for woman; and despite contribution to political development, women compared with men are still underrepresented in the political participation.

2.1 Summary of studies reviewed and position of the present study:

The literature review of related prior studies revealed dearth of studies that addressed social empowerment among female students. The studies were mostly concerned with woman empowerment in genera, with emphasis on marginalized and rural women. The gap that different organizations and institutions interested in woman empowerment should have undertaken is to focus on the college and school populations because there future mothers, female doctors, teachers, engineers and workers are made who provide valuable contributions to development of their families and communities. Hence, it seems necessary to focus on the institutional efforts to provide activities and programs for female students help themselves first and second their communities.

Al Bashtawi (2006) stressed on the importance of activities offered by woman centers to empower Palestinian refugee women. Hageura & Malkawi (2003), on the other hand, found meaningful contribution by amusement workshops to the increase of woman's self-confidence, communication with the husband, and making suitable decision. This study was consistent with results from Kalantari and Fami (2011) in that woman empowerment improves decision making and helps wives mange the household budget, nonetheless, family violence still impeding women from being properly empowered in many communities.

Al Khawaldeh (2009) was focused on the small businesses and the part they take in supporitng woman socially and economically. Niakaha et al (2011) concluded that none-governmental organizations (NGOs) take a significant part in building capacity and developing awareness of women. However, Al Omairi and Emzat (2012) stressed that empowerment helped women select the field of study they wanted at college, despite students, in general, emphasized that stay at home and taking care of her household is better for a woman, and the political participation of the Omani woman still low.

The prior studies in general used the questionnaire as a social survey instrument with sampling. Depending on the literature reviewed and prior studies, the researcher developed the study questionnaire and employed the suitable statistical methods to analyze data.

The purpose of the present study is centered on the social empowerment of female students attending Salman bin Abdulaziz University. To author's knowledge, and relying on the review of prior studies there is no study addressed social empowerment of female students in the Saudi universities. Hopefully, outcomes from this study will be valuable among the other studies in this field.

3.0 Methods

The following sections describe the population, sample, instruments, validity and reliability tests, study variables and statistical treatments employed in the present study to reach results.

Population

Population consists of the whole female student body (N=8508) attending Salman bin Abdulaziz University depending on statistics issued by the Deputyship of Teaching & Academic Affairs during theacademic year 1432/1433AH. The study involved colleges located within Al-Kharj City, namely Education College of Female Students, Faculty of Studies & Human Sciences, Dilim College, and Faculty of Applied Medical Sciences.

Participants

Participants (N=872) were randomly recruited and represented (10.25%) of the study population. Participants were inclusively female students. Table (1) shows participant distribution by demographics.

Table (1) Distribution of participants by demographics

Demographics	Levels	Number	Percentage
Specialty	Humanistic Faculty	215	24.66%
	Scientific Faculty	657	75.34%
Year of Study	Second	320	36.70%
	Third	284	32.57%
	Fourth	268	30.73%
Residence	Urban	596	68.35%
	Rural	276	31.65%
Total		872	100%

Instruments

The author developed a questionnaire measuring effectiveness extent of social empowerment programs of female students at Salman bin Abdulaziz University from their standpoints. The questionnaire designed consisted of (34) items covering five domains: self-confidence, community participation, ambition and perseverance, achievement, and authority practices.

Validity

To verify validity of the study instrument, the questionnaire was sent to a panel of eight judges who were expert faculty members from the Education Colleges at the Saudi universities. In compliance with their suggestions, items were reworded when there was agreement by five judges.

Reliability

To test for reliability, the questionnaire was administered to a pilot sample (N=48) opted out of the original population, and administered twice with two weeks interval between pretest and posttest. Pearson correlations were computed between the pretest and posttest results ranging for domains between (.86-.92) and for the overall questionnaire (r=.94) that is acceptable for purpose of the present study.

Study Variables

The study included the following variables:

First: Intervening Variables

Specialty: included two categories (scientific and humanistic specialties)

Educational Level: included three levels of students in their (second, third and fourth years)

Residence: Included two groups (urban and rural areas)

Second: Dependent Variable

The effectiveness extent of self-perceived social empowerment programs of female students attending Salman bin Abdulaziz University as represented by their mean estimates on the questionnaire items designed to measure that dependent variable.

Statistical Treatment

The following statistical treatments were used including means, standard deviations, MANOVA, three way analysis of Variance, and Scheffe Post hoc comparisons test.

4.0 Results

Following is a discussion of the analysis results of the data collected by the instrument "Questionnaire of Self-Perceived Effectiveness of Social Empowerment Programs of Female Students at Salman bin Abdelazsiz University", presented by each of the study questions.

First: results related to question one: "What is the effectiveness extent of social empowerment programs of female students at Salman bin Abdulaziz University from their viewpoints?"

To answer this question, means, and standard deviations were computed for female students' estimates of the effectiveness extent of social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints as shown by table (2).

Table (2) Means and standard deviations of student estimates at Salman bin Abdulaziz University of self-perceived Effectiveness on the study domains in descending order

No.	Domain	M*	SD	Rank	Empowerment Degree
3	Ambition & Perseverance	3.77	.31	1	High
5	Authority Practices	3.70	.55	2	High
4	Achievement	3.68	.32	3	High
2	Community Participation	3.61	.37	4	High
1	Self-confidence	3.25	.46	5	Moderate
	Overall Instrument	3.63	.17	-	High

- Maximum grade (5)

Table (2) shows that domain "ambition and perseverance" was ranked top (M=3.77, SD=.31), followed by domain "authority practices" (M=3.70, SD=.55), whereas domain "self-confidence" was ranked low (M=3.25, SD=.46). The mean estimate of the effectiveness extent of social empowerment programs offered by Salman bin Abdulaziz University as perceived by the female students was high (M=3.63, SD=.17).

Means and standard deviations for participant estimates regarding effectiveness of the social empowerment programs as perceived by the female students at Salman bin Abdulaziz University on the study domains as demonstrated below.

a. First Domain: Self-Confidence

Means and standard deviations were computed for female student estimates of the effectiveness of social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints within items of this domain as demonstrated in table (3)

Table (3) Means, and Standard Deviations of student estimates on self-confidence domain in descending order

No	Item	M	SD	Empowerment Degree
1	I greatly depend on myself to manage my life affairs	3.48	.58	Moderate
5	I enjoy very much when fulfilling duties demanded from me	3.40	.93	Moderate
4	I have the ability to manage a discussion on any issue	3.19	.77	Moderate
2	Don have difficulty in express in myself	3.17	.64	Moderate
3	I have sufficient skills to manage my affairs without help from others	3.00	.68	Moderate
Overall Domain		3.25	.46	Moderate

a. Maximum grade out of (5)

Table (3) shows that item (1) stated " I greatly depend on myself to manage my life affairs" was ranked first (M=3.48, SD=0.60), and in the second ranke was placed item (5) stated " I enjoy very much when fulfilling duties demanded from me" (M=3.40, SD=.93); whereas item (3) stated " I have sufficient skills to manage my affairs without help from others" was ranked last (M=3.0, SD=0.68). The mean estimates of participants on the overall domain correspond to moderate effectiveness degree (M=3.25, SD=0.46).

b. Second domain: Community Participation

Means and standard deviations were computed for female student estimates of the effectiveness of social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints within items of this domain as demonstrated in table (4)

Table (4) Means, and Standard Deviations of student estimates on Community Participation domain in descending order

No	Item	M	SD	Empowerment Degree
12	I join my friends on their trips and parties	3.87	.91	High
9	I join my friends on their social occasions	3.86	.96	High
10	I participate in discussing decisions made by family	3.74	.94	High
13	I tend to join athletic, cultural or student clubs	3.71	1.05	High
7	I share my family solving problem we face	3.70	1.04	High
11	I have dialogue and negotiation skills	3.68	.87	High
6	I share good interrelationships inside my family	3.55	.95	High

8	I have enough freedom to act in my family	3.72	.79	Moderate
Overall Domain		3.61	.37	High

a.   Maximum grade out of (5)

Table (4) shows that item (13) stated " I join my friends on their trips and parties" was placed top (M=3.87, SD=.91), and item (9) stated " I join my friends on their social occasions" was in the second rank (M=3.86, SD.96); whereas item (8) stated " I have enough freedom to act in my family" was in the final rank (M=2.73, SD=0.79). The mean estimates of participants on the overall domain were corresponding high effectiveness degree.

C. Third Domain: Ambition and Perseverance

Means and standard deviations were computed for female student estimates of the effectiveness of social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints within this domain as demonstrated in table (5)

Table (5) Means, and Standard Deviations of student estimates on Ambition and Perseverance domain in descending order

No	Item	M	SD	Empowerment Degree
16	I feel I can tolerate toughness and be patient	4.05	.92	
19	I perform every task I am asked to do no matter the time or effort involved.	3.97	.78	High
20	I dislike missing lectures at college	3.88	.97	High
14	I always set up plans for the tasks required from me	3.76	1.10	High
17	Once faced with a problem I think in more than a solution	3.75	.91	High
21	I am proud of the competencies, skills and capabilities I have	3.71	.83	High
18	I achieve my tasks early	3.69	.94	High
22	I like performing tasks challenging my potentials and capabilities.	3.61	1.00	High
15	I have many tasks that I should achieve	3.48	.89	Moderate
Overall Domain		3.77	.31	High

a)   Maximum grade out of (5)

Table (5) shows that item (16) stated " I feel I can tolerate toughness and be patient" was ranked top (M=4.05, SD=.92), and item (19) stated " I perform every task I am asked to do no matter the time or effort involved" was placed next (M=3.97, SD=0.78); whereas item (15) stated " I have many tasks that I need to carry out" was placed in the final rank (M=3.48, SD=0.89). The mean estimates of participants on the overall domain was corresponding high effectiveness degree (M=3.77, SD=0.31).

d. Fourth Domain: Achievement

Means and standard deviations were computed for female student estimates of the effectiveness of social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints within this domain as demonstrated in table (6)

Table (6) Means, and Standard Deviations of student estimates on Achievement domain in descending order

No	Item	M*	SD	Empowerment Degree
29	I achieve my tasks with success and mastery	3.86	.90	High
24	I wouldn't underachieve my tasks even if conditions were unfavorable	3.71	.94	High
30	I always dare challenging others	3.68	.95	Moderate
27	I would perform tasks without being asked	3.67	.92	High
25	I would adjust action plans for best performance	3.66	.96	High
28	I would consult my colleagues in carrying out tasks required from me	3.64	.90	High
23	I am careful about priori of tasks to be performed	3.63	.90	High
26	I finish tasks timely	3.60	.91	High
Overall Domain		3.68	.32	High

b)   Maximum grade out of (5)

Table (6) demonstrates that item (29) " I achieve my tasks with success and mastery" was placed first (M=3.86, SD=.9), and item (24) "I wouldn't underachieve my tasks even if conditions were unfavorable" was placed in the second rank(M=3.71, SD=.94), whereas item (26) stating "I finish tasks timely" was ranked low (M=3.60, SD=.91). The mean estimates of the overall domain was corresponding high effectiveness degree (M=3.68, SD=.32).

h. Fifth Domain: Authority Practices

Means and standard deviations were computed for female student estimates of the effectiveness of social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints within this domain as demonstrated in table (7)

Table (7) Means, and Standard Deviations of student estimates on Exercising Authority & Powers domain in descending order

No.	Item	M*	SD	Empowerment Degree
34	I desire greater powers and authority	3.77	.92	High
32	I negotiate others before practicing my powers	3.72	1.01	High
31	I specify the tasks that are within my authorities and responsibilities	3.70	.91	High
33	I trust my ability to act properly when using powers	3.62	.95	High
Overall Domain		3.70	.55	High

C) Maximum grade out of (5)

Table (7) shows that item (34) stated "I desire greater powers and authority" was ranked top (M=3.77, SD=.92), and item (32) stated " I negotiate others before practicing my powers" was placed second (M=3.72, SD=1.01), whereas item (33) "I trust my ability to act properly when using powers" was placed in the lowest rank (M=3.62, SD=.95). The overall mean estimates of participants on this domain was corresponding a high effectiveness degree (M=3.70, SD=.55).

Second: results related to the second question: "Are there statistically significant differences at (α=.05) regarding self-perceived effectiveness extent of social empowerment programs of females students at Salman bin Abdulaziz University vary by variables of specialty, year of study, and residence?

To answer this question, means and standard deviations were computed to identify effectiveness extent of social empowerment programs of female students at Salman bin Abdulaziz University from their viewpoints by the study variables, as highlighted

a. Variable *Specialty*

Table (8) Means and Standard deviations of student estimates regarding effectiveness extent of social empowerment programs at Salman bin Abdulaziz University from their viewpoints by variable Specialty

Domain	Scientific (N=215)		Humanistic (N=657)	
	M	SD	M	SD
Self-confidence	3.36	.51	3.24	.44
Community Participation	3.57	.42	3.59	.36
Perseverance & Ambition	3.91	.34	3.65	.30
Achievement	3.69	.35	3.55	.30
Authority Practices	3.79	.55	3.54	.55
Overall Instrument	3.69	.19	3.47	.16

a. Variable *Educational Level*

Table (9) Means and Standard deviations of student estimates regarding effectiveness extent of social empowerment programs at Salman bin Abdulaziz University from their viewpoints by variable Educational Level

Domain	Sophomore (N=320)		Junior (N=284)		Humanistic (N=657)	
	M	SD	M	SD	M	SD
Self-confidence	3.15	.50	3.33	.45	3.38	.39
Community Participation	3.46	.32	3.68	.36	3.67	.42
Perseverance & Ambition	3.62	.32	3.81	.29	3.88	.31
Achievement	3.55	.32	3.68	.31	3.69	.30
Authority Practices	3.53	.58	3.73	.56	3.70	.50
Overall Instrument	3.52	.18	3.67	.17	3.70	.14

C. Variable "*residence*"

Table (10) shows means and standard deviations of the effectiveness extent of social empowerment programs as perceived by female students at Salman bin Abdulaziz University by variable "residence"

Domain	Urban (N=276		Rural (N=596)	
	M	SD	M	SD
Self-confidence	3.26	.46	3.23	.46
Community Participation	3.61	.37	3.59	.38
Ambition & Perseverance	3.77	.32	3.76	.30
Achievement	3.77	.32	3.51	.31
Authority Practices	3.70	.56	3.72	.52
Overall Instrument	3.65	.16	3.58	.17

Tables (8, 9, 10) show superficial differences among mean estimates of female students at Salman bin Abdulaziz University regarding effectiveness extent of social empowerment programs from their viewpoints on the study domains and by variables. To identify statistically significance levels to such differences, multiple analysis of variance test was used as shown by table (11).

Table (11) MANOVA test results of differences between mean estimates by female students at Salman bin Abdulaziz University of the Effectiveness Extent of Social Empowerment Programs from their viewpoints on the study domains and variables

Variables	Domain	Total Squares	Freedom Degree	Mean Squares	F-Value	Significance α
Specialty Hotling=.034 A=0.005						
	Self-confidence	.975	1	.957	4.777	.029*
	Community Participation	.135	1	.135	.986	.321
	Ambition & Perseverance	.959	1	.959	10.167	.001*
	Achievement	.381	1	.381	4.014	.045*
	Authority Practices	1.590	1	1.590	5.322	.021*
Educational Level Hotling=.887 α=0.005	Self-confidence	5.525	2	2.762	13.532	.000*
	Community Participation	2.502	2	1.251	9.162	.000*
	Ambition & Perseverance	1.776	2	.888	9.417	.000*
	Achievement	3.446	2	1.723	18.155	.000*
	Authority Practices	.986	2	.493	1.649	.193
Residence Hotling=.009 α=0.173	Self-confidence	.269	1	.296	1.318	.251
	Community Participation	.031	1	.031	.229	.632
	Ambition & Perseverance	.032	1	.032	.333	.564
	Achievement	.437	1	.437	4.603	.032*
	Authority Practices	.080	1	.080	.266	.606
Error	Self-confidence	176.975	867	.204		
	Community Participation	118.364	867	.137		
	Ambition & Perseverance	81.754	867	.094		
	Achievement	82.279	867	.095		
	Authority Practices	259.006	867	.299		
Overall Instrument	Self-confidence	9386.600	872			
	Community Participation	11460.391	872			
	Ambition & Perseverance	12466.136	872			
	Achievement	11895.813	872			
	Authority Practices	12212.563	872			

- Statistically significant at (α=0.05)

Table (11) shows:

1. No statistically significant differences among female students' estimates regarding effectiveness extent of social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints on domain "community participation" attributed to variable "specialty"; whereas statistically significant differences were found on the rest domains, in favor of scientific specialties.

2. There were statistically significant differences among mean estimates of female students of the effectiveness extent of social empowerment programs offered by Slaman bin Abdulaziz University from their viewpoints on all study domains attributed to the educational level, except domain "authority practices"; and to identify resources sources of such differences, Scehffe test was used as shown in table (12).

Table (12) Scheffe test results of differences between female student estimates of the effectiveness extent of social empowerment programs at Salman bin Abdulaziz University on the study domains save authority practices by the variable "educational level"

Domain		Educational Level	Second year	Third year	Fourth Year
		M	3.15	3.33	3.38
Self-Confidence	Second Year	3.15		0.18*	0.23*
	Third Year	3.33			0.05
	Fourth Year	3.38			
Domain		Educational Level	Second year	Third year	Fourth Year
		M	3.46	3.68	3.67
Community Participation	Second Year	3.46		0.22*	0.21*
	Third Year	3.68			0.01
	Fourth Year	3.67			
Domain		Educational Level	Second year	Third year	Fourth Year
		M	3.62	3.81	3.88
Ambition & Perseverance	Second Year	3.62		0.19*	0.26*
	Third Year	3.81			0.07
	Fourth Year	3.88			
Domain		Educational Level	Second year	Third year	Fourth Year
		M	3.55	3.68	3.69
Achievement	Second Year	3.55		0.13*	0.14*
	Third Year	3.68			0.01

	Fourth Year	3.69			

c) Statistically significant at (α=0.05)

Table (12) shows:

1. statistically significant differences among mean estimates by female students in the second year of study (sophomores), from a hand, and mean estimates by third and fourth year students, from the other attributed to the educational level, and in favor of students in the educational levels third and fourth years.

2. No statistically significant differences among mean estimates by female students of the effectiveness extent of empowerment programs offered by Salman bin Abdulaziz University from their viewpoints on all domains, attributed to residence, except domain "achievement", in favor of urban residents.

In addition, 3-way analysis of variance was also conducted to test for differences among female student's estimates of social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints on the overall instrument by study variables. Results are shown by table (13).

Table (13)

Three way analysis of variance results of female student estimates of social empowerment programs at Salman bin Abdulaziz from their viewpoints on the overall questionnaire by study variables

Variables	Total Squares	Freedom Degree	Mean Squares	F-Value	Significance
Specialty	.244	1	.244	9.051	.003*
Year of Study	.145	2	.073	2.692	.068
Residence	.145	2	.073	2.692	.068
Error	23.360	867	.027		
Overall	11483.223	872			

• Statistically Significant at significance α=0.05)

Table (13) demonstrates statistically significant differences at statistical level (α=.05) among female students' estimates of the social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints attributed to variable "specialty", in favor of estimates by Scientific Specialties; whereas there were no statistically significant differences attributed to year of study or residence.

Discussion of Results & Recommendations

The purpose of the present study is to identify the effectiveness extent of social empowerment programs offered by Salman bin Abdulaziz University. The author discussed results reached by answering the study questions as follows:

Discussion of results related to question one: "What is the effectiveness extent of social empowerment programs of female students at Salman bin Abdulaziz University from their viewpoints?"

Results from the discussion of this question demonstrated that female students at Salman bin Abdulaziz University rated high the effectiveness of empowerment programs offered on the study domains; with

the domain "self-confidence" rated top, followed next by the "social participation", domain "ambition and perseverance" placed third, "domain "achievement" placed fourth, whereas domain "authority practices" was in the fifth place all of which rated at high empowerment degree. The author would attribute the high placement of the effectiveness of empowerment programs from the viewpoints of female students to the fact that woman issues receives much of the interest of Salman bin Abdulaziz University, and woman preparation and development programs, activities and events are generally offered there that targets reshaping woman's personality and empowering them to assume their roles, serve themselves, families and communities. As for the study domains, the following is a discussion in detail:

Domain Ambition and Perseverance occupied the second placement with high empowerment degree as perceived by female students attending Salman bin Abdulaziz University, where all domain items were rated high except one "I have many tasks that I should achieve" that was rated moderately. The author would attribute the high rating obtained by this domain to the good morale felt by female student, and their motivation to knowledge which is also encouraged by the programs offered by the university that greatly affect development of student personality, skills, and increase their awareness to to achieve their ambitions. This result is consistent with Nikkhah et al (2011).

Regarding Authority Practices, this domain was ranked secondly with high empowerment rating as perceived by the female students at Salman bin Abdulaziz University. The domain items as a composite received high empowerment ranking; and the author would attribute this result to the campus programs that seem to be effective and meaningful for female students because they encourage students to confer, dialogue, and being receptive to other, proper action, and make reasonable decision timely, and being given the power, discretion and freedom to achieve the required tasks.

The domain Achievement occupied the third placement with high empowerment rating as perceived by female students at Salman bin Abdulaziz University. All domain items received high empowerment ranking except for one stating "I always dare challenging others", which was rated moderately by respondents. The author would attribute this result to the campus programs and activities that help students set effective plans, and manage their times effectively, so that they can achieve the goals they have set for themselves. The university also motivates their students by providing material and nonmaterial gifts in order to encourage their academic creativity, advancement; and the university encourages greater involvement of students in the scientific research efforts that hopefully will help advancement of the university as a whole.

Further, domain community participation occupied the fourth ranking whith high empowerment rating from the viewpoint of female students of Salaman bin Abdulaziz University. All domain items received high empowerment degree save for one stating "I have enough freedom to act in my family" that was ranked moderately. The author would explain this result to the diversity of programs offered by the university targeting greater involvement of female students in their communities so as to make

meaningful contribution to development through the events, training courses and lectures provided by the university to their students on various issues that hopefully will add an asset to their academic and practical future pursuits.

However, domain Self-Confidence was placed in the fifth rank with moderate empowerment ranking as perceived by Salaman bin Abdulaziz University's female students. This domain included items one through five and all were rated moderately. The author argues that female students need more time until they are ready to get involved in community affairs and take responsibility over the tasks required from them personally. For instance, they need training to improve their skills in specific areas such as social communication, interpersonal relations management, conferencing skills, and effective planning for their lives. However, the Saudi society has its unique more reserved community in which women are much dependent on men in managing their life affairs; so when a woman do something by herself without man's help, self-confidence becomes vulnerably affected. For that women should be given the opportunity to manage their life independently without any power of men over them except assuming a supporting and guiding role.

5.0 Discussion of results related to the second question:

"Are there statistically significant differences at (α=.05) regarding self-perceived effectiveness extent of social empowerment programs of female students at Salman bin Abdulaziz University vary by variables of specialty, year of study, and residence?"

First: variable "specialty": Results showed statistically significant differences among female student's estimates of the effectiveness extent of social empowerment programs offered at Salman bin Abdulaziz University from their viewpoints attributed to specialty, with differences being in favor of scientific specialties. To account for this result, the author finds that possibly the availability of suitable climate and comfortable environment and allowing female students the responsible freedom provides them greater space to perform creatively at their best energy. This was felt by the author during application of this study, or during years of teaching at both the educational and scientific colleges, where the scientific colleges were providing comfortable and suitable climate more than other colleges.

Third: "Year of study": Results indicated no statistically significant differences among female student's estimates of the effectiveness of social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints attributed to variable "year of study". The author would attribute this result to the fact that programs, courses and activities provided to female students are targeting the various studying levels. The female students have the right and actually are involved in the various activities offered by the colleges, and cooperate with the administrators and faculties to establish many national and religious events, or participate on the conferences held locally or internationally in addition to participation in lectures and seminars, and they can have their contributions published in the publications issued by the university or individual colleges.

Third: variable "residence": Results revealed no statistically significant differences among female student's estimates of the effectiveness of social empowerment programs offered by Salman bin Abdulaziz University from their viewpoints attributed to variable "residence", except on domain "achievement", and differences were in favor of campus residents. The author would attribute this result to the fact that Saudi Arabia is almost urbanized and there seems to be no difference between students from urban or rural districts, and universities, colleges, schools, educational and training centers are available everywhere. Further, the Internet can be accessed from almost every home in city or village, and the urbanization extended to included all life aspects, and many of the rural girls received higher education and they now working as teachers, doctors and many other vocations equally as their peer urban girls.

Recommendations

1- Empowerment programs enhance self-confidence of female students and increase the awareness and ability to make decisions and adaptability to social changes and conditions, so greater emphasis need to be given to quality of educational service provided and social and cultural programs offered by the universities.

2- Female students are encouraged to participate in public conferences, seminars and lectures and take their role in voicing their views by interaction with students from other universities, enhance their self-thinking skills, and encourage their creative initiation.

3- Further studies addressing effect of empowerment programs on female student populations at other Saudi universities.

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" He who doesn't praise people, doesn't praise the lord" !.

However how eloquent I appear

In prose, poetry and rhyme

No one can be your pear

nor like you, "sublime"!

Yours sincerely:

Dr: Amera Al hammouri

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