

Empowerment of Female Students at Majmaah University, Saudi Arabia

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KEYWORDS Empowerment. Engage. Equal Opportunities. Women

ABSTRACT The study aims to shed light on the reality of empowering the female students regarding the activities, the extent of engagement, their autonomy, and the academic development among them. In addition, it reveals the empowering requirements from the perspective of the activities' leadership. The study used the analytical descriptive method, and the tools of the study, and analysed the documents, the questionnaire form and the meetings with the university leaderships. Empowering the female students' rate for the activities was fifty percent. The cultural activities represented the rate of thirty to forty percent and the social activities represented the rate of 28.38 percent. Secondly, the meetings results showed that the female students are empowered for the activities, which fit their nature and identity. First, they had the rate of 17.14 percent, and the first impediments rated 11.19 percent. Regrading unempowering the female students for the activities, there was no enough number for the competitions. The major requirements for empowering the activities and providing the activities according to the requirements of the female students, their desires and attitudes had the rate of 17.14 percent. The questionnaire showed that the factor of autonomy and assessment rated mathematical average of 1.90 out of 3. It came after the academic development factor, with general mathematical average of 2.18 out of 3. As for the factor of the activities and their fittings, it had the general mathematical average of 1.93 out of 3.

INTRODUCTION

The issue of women empowerment to participate in the fields of community, education, and training works has been a fertile arena of research, study and discussion in scientific forums, conferences and seminars, at the regional and international levels, causing the emergence of the concepts of political, social, economic and education empowerment of women. These concepts have soon spread in response to the social and economic change as well as the cultural, developmental and educational mobility. At the international level, there has been significant interest in setting out the standard normative measurable indicators for the concept of women empowerment in variable societies, including indicators for women participation in leadership positions in decision-making and the provision of non-traditional training opportunities for women, changing their perceptions about the possibility of their effective participation in business outside the home, and similarly changing men's perception about the women's ability to participate in the labour market (Al Khumshi 2010).

Farag (2020) proved in her study that university education played a major role in achieving the 2030 strategy of empowering the Saudi wom-

an, and informing the female students about their engagement in the cultural, and social development. Women's fulfilment of their educational rights and their partnership in building their society is often based on their opportunity to join a certain stage of education. The field of research still needs further in-depth and qualitative study to ensure that women are empowered, in the early stages of school and university, to obtain equal opportunities in benefiting from all available educational services and opportunities such as providing a good educational environment, including human cadres and material resources inside and outside the classrooms.

As student activities in universities are key pillars reckoned upon in building the student's personality, preparation for future roles, and enabling students to consciously and positively deal with societal changes in the times, it was incumbent on decision makers to ensure equal opportunities between male and female students and enable them likewise to actively participate in student activities and benefit from the available resources. Elkoriea (2019) stressed on the importance of applying enrichment and guiding programs for empowering the female students from a psychological perspective, besides train-

ing them on how to bear the social responsibility. That can be achieved by satisfying the needs of the female students, which are related with the activities, and which contribute in the empowerment and equality between them and the male students.

The Study Problem

The issue of women empowerment in many of its dimensions meets the ideal human values the Islamic Shari'ah calls for, such as justice and equal opportunities, and the importance of the roles assigned to women in the development of societies, which has strengthened its noticeable international interest, as it has become the focus of many international conferences and global bodies. In manifestation of that interest the United Nations Summit for Sustainable Development 2015 has adopted a concluding document for a new sustainable development plan entitled "Transforming Our World: the 2030 Agenda for Sustainable Development", which included 17 goals, the fourth of which is devoted to education, and provides for "ensuring equitable, inclusive and quality education for all" and "promoting lifelong learning opportunities for all", which is connected to the fifth strategic goal that seeks to achieve gender equality in education and adopts a rights-based approach that ensures girls and boys, women and men benefit from the stages of education and enhance their capabilities on an equal basis in education given the importance of equality in education in achieving community development. It is a complex and controversial issue that is usually subject to various factors from inside and outside educational institutions such as economic and cultural factors that govern societies, on which international institutions and bodies interested in development have focused and come out with a series of recommendations in this context.

At the international level, the Organisation for Economic Cooperation and Development (OECD 2007) laid out ten practical steps, hoping to reduce the failure of educational institutions and establish a more just society, and identified three key areas for achieving equity in education: designing educational systems, classroom practices, and provision of resources (OECD

2007). Hence, education policies and inequitable practices negatively affect individuals and also limit economic and socio-economic development (OECD 2012), and "the just and comprehensive system that makes education benefits available to all is one of the most powerful ways to make society more equitable" (OECD 2014).

On the regional level, the Arab Human Development Report "Towards the Advancement of Women in the Arab World" indicated that there is a close relationship between human rights and human development, and believes that they are the basis of a decent life and the pillar of citizenship, and stressed that despite the superiority of women in study and achievement in Arab countries, they are still influenced by the interaction of many cultural, social, economic and political factors. It pointed out that the advancement of women requires equality in opportunities to acquire and employ human capabilities and ensure their rights on an equal basis with men, while acknowledging and respecting the existence of a gender difference. The advancement of Arab women requires providing a full and real opportunity for all women in education in its various aspects of curricula, books, methods of education, and educational management (OECD 2005).

On the local level, despite what the Arab Human Development Report "Towards the Advancement of Women in the Arab World" recorded that Saudi women have the highest percentage of female workers in the administrative field, reaching thirty-one percent of the total listed in this field, which the report attributes to the traditions of separation between the two genders in the administration and government services, such as the education sector (OECD 2005), calls came out for the necessity of empowering women and helping them to carry out their various roles by supporting and providing services that enable them to carry out their roles and work to change the stereotype of Saudi women through different stages of education, including university. While continuing to support the political leadership of women, which encourages the rest of the society's sectors to gain more interest in Saudi women in all of their educated, working, and dependent groups, as recommended (Al Mizar 2015).

Given the fact that educational institutions, especially universities, are among the most im-

portant fields that contribute to shaping the female student's personality and interest in its building and qualifying her to perform her expected future roles in achieving development (Kassba 2013), it was perceived that provision of training and education opportunities for women is considered to be one of the most important requirements for empowerment (Al Khumshi 2010).

The Kingdom's Vision 2030 states that building a young person's personality and establishing positive values depends on developing the educational and training system with all its components, in order to provide the student with good knowledge, skills and behaviours so that he has an independent personality characterised by the spirit of initiative, perseverance and leadership, and has sufficient self, social and cultural awareness, and emphasised that this can be achieved through cultural, social, voluntary and sporting activities by empowering the educational system.

Thus, the student activities in universities are one of the most important tributaries of building the student's personality, as they refine their skills, embrace values, and enhance growth and affiliations, so the issue of equal opportunities between male and female students in student activities remained a question of researchers that strengthened the researcher's experience and coexistence near student activities in his university. This called for addressing this problem with research and study to produce real and factual results that provide decision-makers at the university with feedback that contributes to drawing future policies about enabling the university female student in activities, especially in light of what the Saudi universities are witnessing in developing their performance and reviewing their strategies and programs, it is important at this stage to reveal the reality of female student empowerment in Saudi universities and methods of its development in a manner consistent with the principle of equal opportunities, and to provide an appropriate and favourable environment for female students to ensure that they have access to extracurricular activities in university. In light of the foregoing, the researcher will discuss in the current study the issue of empowering female students in the field of student activities, such as student cultural and sports clubs,

competitions, forums and various participations. Therefore, the main question of the current research proposal will be as follows:

What are the requirements for empowering the female students at Majmaah University in the extracurricular student activities in light of the concept of equal opportunities?

This question derives out the inquiries below:

1. What is the status of empowerment of female students at Majmaah University in the field of student activities in accordance with the annual report of the student's affairs deanship for the academic year 1439/1440 H.?
2. What is the status of empowerment of female students at Majmaah University in the field of student activities from the view of the students, through participation, independence, academic growth, activities and accessories?
3. What are the requirements for empowering female students at Majmaah University in the field of student activities from the view of the leaders of students' activities?

The Research Objectives

1. To reveal the status of empowerment female students at Mamman University in the field of student activities in accordance with the annual report of the student's affairs deanship.
2. To reveal the status of empowerment of female students at Mamman University in the field of student activities from the view of the students, through participation, independence and academic growth?
3. To reveal the requirements for empowering female students at Majmaah University in the field of student activities from the view of the activities' leaders.

The Research Importance

(a) Theoretical Importance

The researcher hopes that the results of this study contribute to enriching the Arab library in the field of empowering female students and achieving equal opportunities in areas that

lacked interest such as student activities. It is expected that this study would open further horizons for researchers to conduct more research addressing equal opportunities within educational institutions in fields that lacked due to attention to research.

(b) Applied Importance

The research objectives are in line with the national vision and its strategic programs that aim at achieving its ultimate goal of empowering women, including the financial balance program that stresses the importance of the full participation of Saudi women in the labour market and the national transformation program 2030, which includes 36 strategic goals that support empowerment, independence, and self-reliance for Saudi women, which constitute the basis to building the future and contributing to the economic development of the society. This proposal assumes its significance from the importance of empowering women. On the other hand, the applied importance of this proposal is that research results help decision makers and policy makers, as they contribute to diagnosing the reality of empowering universities female students in the field of extracurricular activities, and provide appropriate proposals that may lead to improving the level of university services provided.

Research Limitations

(a) Human Limitations

A sample of female university leaders in extracurricular student activities and university female students was taken.

(b) Spatial Limitations

The spatial limitations of this proposal are limited to Majmaah University and all the colleges situated within the geographic scope of the university, including the College of Education, College of Computer Sciences, College of Medicine and College of Business Administration.

(c) Objective Limitations

The objective limitations of this research are limited to the status of empowerment of Maj-

maah University female students to student activities in light of the concept of equal opportunity and in consideration for the requirements for empowering Majmaah University female students to their respective field of activities in light of the concept of equal opportunity.

(e) Time Limitations

The first semester of the academic year 1440/1441 H was the study time.

Research Terms

Empowerment: Al Khalaf (2000) identifies it as the procedures by which women are given more powers to have equality in performing organisational, leadership and the educational work in Saudi universities. The researcher adopts the definition established by Al Kutb and Hawalla (2007) that empowerment is the process of building the capabilities of women and expanding her opportunities of options and sharing in the political, economic, social, cultural, technological, contractual, educational, and health fields, and raising her awareness of the rights and capabilities to run her public and private life affairs (2007).

The Principle of Equal Opportunities: The researcher uses the term “equal opportunities” in this study to express acquisition by female students of equal opportunities in the fields of student activities (cultural and sporting student clubs, competitions, forums, various external participations, human resources, material capabilities, etc.) quantitative and qualitative, in conformity with their abilities and potentials and in a manner that strengthens their growth and affiliations.

METHODOLOGY

The current research adopts the descriptive analytical approach, as it is appropriate to the nature of the research and the research variables that aim to reveal the requirements of empowering female students in Saudi universities in the light of the concept of “equal opportunities” by analysing the relevant documents and using the tools of the questionnaire and the interview.

Study Population and Sample

The study population consists of university leaders for student activities and female students of Majmaah University and the proposed sample is a random intended sample of university leaders for student activities and university students in cooperation with the Deanship of Student Affairs. The number of university leaders who were interviewed was 12 male and female leaders, while the final number of female students to whom the questionnaire was distributed was 196 students, with different personal and professional characteristics.

Table 1 shows the characteristics of the sample of study participants of university students who cooperated with the Deanship of Student Affairs according to the variable of college, and it was found that 102 study participants representing 52.2 percent of the total study participants belong to the College of Education, which is the largest of the study categories, while it was found that 26 study participants representing 13.3 percent of the total study participants belong to the Faculty of Medicine. It was found that 24 study participants representing 12.2 percent of the total study participants study belong to the College of Computer Science, while it was found that 22 study participants representing 11.2 percent of the total study participants belong to the Colleges of Applied Sciences and Business Administration equally, which is the lowest among the study categories.

Table 1: Distribution of study participants according to the variable of college

<i>College</i>	<i>Frequency</i>	<i>Percentage</i>
Education	102	52.0
Medicine	26	13.3
Computer sciences	24	12.2
Medical sciences	22	11.2
Business administration	22	11.2
Total	196	100

Research Tools

The research will be based on a variety of information-gathering tools that include document analysis, a questionnaire for female students, and individual interviews with university leaders

for extracurricular student activities. These tools can be explained in detail as follows.

1. Document Analysis

It is a technique for analysing the available official documents related to the subject of the current study, and determining the information related to its questions. The status of female students' empowerment in student activities will be analysed in the report by the Deanship of Student Affairs for the academic year 1439/1440 H.

2. Interview

This includes conducting individual interviews with the leaders in the Deanship of Student Affairs, which are individual interviews with university leaders of extracurricular student activities and interviewing focus groups with female student council members. The following questions will be posed to them and obtaining their responses and views individually regarding the following main question, that is, what are the requirements for empowering female students at Majmaah University in the field of student activities from the viewpoint of leaders of student activities?

3. The Questionnaire

In light of the study objectives and questions, the questionnaire is considered an appropriate tool to achieve the objectives of the study. Al-Assaf (2012: 65) defined the questionnaire as a tool with content that includes a set of written questions or phrases provided with their answers or possible opinions in order to obtain the answers of the respondents to the study questions.

Methods of Statistical Analysis

To achieve the objectives of the study and analysis of data collected, there are several proper statistical methods using statistical packages for social sciences, abbreviated as "SPSS". The researcher made use of several statistical methods to identify the trends of the study population towards the questions offered, using the following means of statistical treatment:

1. Repetitions and percentages to identify the personal and functional characteristics of the respondents and to determine the responses of the participants to the phrases of the main spheres that are included in the study tool.
2. "Mean" was used to identify the extent of increasing or decreasing the responses of study respondents to the main spheres (average phrases), knowing that it benefits in ranking the spheres based on the higher arithmetic mean.
3. "Standard deviation" to identify the extent of deviation in the answers of the study respondents to every phrase of the study variables and each sphere in the main spheres than their arithmetic mean. It is noted that the standard deviation demonstrates the distraction in the responses of the study sample respondents to every phrase of the study variables, in addition to the main spheres, the closer its value is to zero, the more concentrated and the less dispersed are the responses.
4. Pearson's Correlation coefficient to identify the degree of correlation between the questionnaire phrases and the sphere to which each phrase belongs.
5. Alpha-Cronbach coefficient to test the reliability level of the study tool.

RESULTS AND DISCUSSION

1. Documents Analysis

Based on analysing the status of empowering female students to student activities in the report by the Deanship of Students Affairs for the year 1439/1440 H, the concluded results are illustrated in table 2.

Table 2: The percentage of female students' participation in the cultural activities for the academic year 1439 – 1440 H

Percentage	Total	Number of female students	Number of male students	Activity
22.35	1320	295	1025	Competitions
33.22	599	199	400	Educational talks
73.48	905	665	240	Workshops and seminars
0.00	12	0	12	External programs and conferences
0.00	40	0	40	Literary works
40.30	2876	1159	1717	Total

First: General Description

- ◆ Clarity of the Deanship of Student Affairs' concern for empowering female students by emphasising its explicit mention in the Deanship's vision for "developing all aspects of male and female students' personality".
- ◆ The interest in developing the life skills of male and female students was also provided for in the Deanship's message.
- ◆ The female empowerment rate reached fifty percent of the Deanship goals, where it was mentioned equal to the male students in each of its nine goals, in terms of developing perspectives of personality, or developing life skills, knowledge or ethical and behavioural values or talents, or providing support and care with respect to food, health, social, cultural and sports aspects.

Second: Analysis of the Status of Female Students' Participation in the Various Types of Activities

1. Female Students' Participation in the Cultural Activities

- ◆ Participation of female students in the workshops and courses was at the first ranking with 73.48 percent, while the cultural talks came in the second ranking at 33.22 percent, while female students' participation in competitions came in the third ranking at 22.35 percent.
- ◆ Female students did not participate in the activities of external programs and conferences and literary works activities. This is

in line with Al-Dossary's (2012) study who reported that women chose to attend workshops and training activities that were reported previously to be outside women's work domain and capabilities.

b) Participation of Female Students in Social Activities

Participation of the female students in the social activities at 28.38 percent came in the second ranking.

The social activities represented in the event of reception at thirty-seven percent, moreover female students participated in the second forum of creativity. Al Aidarus' study (2007) reported barriers to women's empowerment in general and their participation in social activities in particular. The existence of these barriers necessitated raising professional and educational capabilities.

c) Participation of Female Students in Sport Activities

The participation of the female students in the sport activities at 0.8 percent came in the third ranking.

Female students' participation is represented in the walking marathon.

Third: Services Provided to Female Students

- ◆ The report by the Deanship of Student Affairs indicated that the Deanship provides a range of student services to both male and female students of the university's faculties, including nutrition, photocopying and certification services for student services, safety funds, student scholarships, the Student Fund, and the Guidance and Counselling Centre.
- ◆ The report indicated that these services are available to female students, but the percentage of services provided to them is not specified in detail.
- ◆ A detailed presentation of the activities of the Centre for Guidance and Counselling in the female students' section was present. The activities provided reached 122 and the number of participants reached 1,763.

Fourth: Female Students' Participation in Community Service Activities

The report indicated the participation of female students in the voluntary initiatives offered to serve the institutions and individuals of the society by 5.18 percent, where they participated in the event of the Centre for Guidance and Counselling to "live your life, do not live your circumstances" It is a participation in one event within 9 events provided by the Deanship.

The percentage of female students participating in the Student Affairs Exhibition for voluntary work and community service was 42.46 percent.

Fifth: Administrative Body of the Deanship of Students Affairs in the Female Students' Section

- ◆ The percentage of female employees reached 21.15 percent of the percentage of personnel in the Deanship of Students Affairs.
- ◆ The percentage of female supervisors of activities in the female students' section reached 9.62 percent.

1. The Results of Individual Interviews

What are the requirements for empowering the female students of Majmaah University in the field of student activities from the viewpoint of the leaders of student activities?

To answer this question, the repetitions and percentages were calculated for the responses of the study respondents of the leaders in the deanship of students' affairs through individual interviews. The tables below illustrate the results:

(a) Extent of Empowering Female Students in the Activities Alike Male Students

Table 3 illustrates the responses of the study participants of the leaders in the Deanship of Student Affairs about the extent of empowering female students in activities alike male students, as they recognised that one of the aspects of empowering female students in activities alike male students is that "female students are empowered in all activities that are appropriate to their nature and identity, whether cultural, artis-

Table 3: The responses of study respondents of the leaders in the Deanship of Students' Affairs to the extent of empowering female students in activities alike male students

<i>Aspects of empowering female students in activities like male students</i>	<i>Frequency</i>	<i>Percentage</i>
Female student is empowered in all activities suitable for her nature and identity, whether cultural, art or sport.	6	17.14
The student is empowered in the various kinds of cultural activities, including conferences and invitations to it, forums and events held on the college campus.	5	14.28
Social activities are partially available, such as short tours within the region, such as visiting orphanages, some women care homes, neighbourhood clubs, and the University's Astronomical Observatory.	4	11.44
The college is characterised by multiple types of extracurricular activities for both male and female sections, which develops their practical and school skills by cultural and social activities.	4	11.44
Develop a list of inactive activities by the college or University administration	3	8.57
Sport activities: female students are empowered in some of these activities such as motor instruments, and there were no spaces available in the college to practice the female student's basketball, gymnasium, running, etc.	3	8.57
Activities are parallel and converging locally and abroad.	2	5.71
Female student outperforms male student in course of multiplicity of activities due to her vitality, interaction and activity, and the nature of the community may generate it in many instances.	2	5.71
Female students are empowered in great number of activities similar to male students activities and other activities appropriate for female students.	2	5.71
Female students contribute to building and activating the deanship plans, holding workshops to build and develop personality, motivating female students to participate and communicate.	2	5.71
There is a partial empowerment because male students' activities differ from female students' activities, such as outdoor trips, sports activities and others.	1	2.86
All the activities proposed by the female students as initiatives at the beginning of each semester, and the college administration undertakes them in coordination with the concerned authorities.	1	2.86
Total	35	100%

tic or sporting", and this is ranked first at 14.14 percent, and then they recognised that "the female student is empowered in the cultural activities of all kinds of conferences and inviting to them, forums and events available on the college campus" at the second rank at 14.28 percent. Then they recognised that "social activities are partially available such as short tours inside the region, visiting orphanages and some old women care houses, neighbourhood clubs, and the University's Astronomical Observatory. The college is characterised by multiple types of extracurricular activities for both male and female departments, which develops their practical and extra-curricular skills of cultural and social activities" in the third rank at 11.44 percent. On the other hand, they recognised that "there is a partial empowerment because the students' activities differ from the female students, such as outdoor tours, sports activities, etc. All of the proposed activities are presented by the female

students in course of the initiatives at the beginning of each semester, and the college administration in coordination with the concerned authorities undertake them" in the last rank at 2.86 percent.

(b) Obstacles against Empowerment of Female Students

Table 4 shows that the responses of the study respondents of the leaders in the Deanship of Student Affairs to the obstacles facing the empowerment of female students. They determined that one of the most significant of these obstacles is that "there are not adequate numbers of competitions that ensure success of activities amongst female students, at the level of colleges or departments". Also, occasional refusal by female students' parents or custodian due to lack of sufficient time for students transfer" and "prevalence of a stereotype that there

Table 4: Responses of the study participants of the leaders in the Deanship of Student Affairs to the obstacles facing empowerment of female students

<i>Obstacles</i>	<i>Frequency</i>	<i>Percentage</i>
There is not adequate number of competitions that ensure success of activities amongst female students, at the level of colleges or departments	5	11.91
Occasional refusal by female students' parents/custodian due to lacking sufficient time for students transfer.	5	11.91
Prevalence of a stereotype that there are certain activities do not suit female students	5	11.91
Difficulty of study and overcrowded daily schedule of studying.	4	9.52
Initiatives for activities by college and university administrations are often made by committees lacking female membership.	4	9.52
Poor financial support and incentives for some programs.	3	7.14
Comparing the activities with their equivalents in large universities and communities	3	7.14
Lack of sports equipment, renovation and attention to the dressing rooms, as appropriate, as well as other facilities	3	7.14
The female faculty members are busy in full-time teaching, even partially.	3	7.14
Lack of means of external transportation, for visiting some institutions for instance.	2	4.76
Limitations of some of the prevailing societal norms that limit the motor activities or external visits of female students.	2	4.76
Difficult study curricula and stressed daily schedule of studying.	2	4.76
Some colleges impose certain restrictions on active female students and place obstacles in some activities.	1	2.39
Total	42	100%

are certain activities that do not suit female students, for example sport activities”, occupy the first ranking at 11.91 percent equally. Moreover, they also stated that the other relevant constraints include “difficulty of study and the overcrowded daily schedule of studying”, and that the “activities initiated by college and university administration is often organised by committees lacking female membership” came in the second ranking at 9.52 percent equally. On the other hand, the obstacles of “some colleges impose certain restrictions on active female students and place obstacles in some activities” came at the last ranking at 2.39 percent. The results are in line with Abdel et al.’s study (2013), which revealed that students abstain from participation, in particular sections, and attributed the cause to lacking the elements of attraction and enthusiasm and also due to variety and continuity, and lack of provision of the activity requirements of equipment, tools, materials, and scarcity or absence of places designated for exercising the activities.

(c) The Requirements for Empowering Majmaah University Female Students in the Field of Students' Activities

Table 5 shows the responses of the study respondents of the leaders in the Deanship of

Student Affairs to the requirements of empowering female students. They determined that the most significant of these requirements include “providing activities according to the needs, desires and tendencies of female students” at the first ranking at 17.14 percent, then comes the requirement of “leave female students free to choose activities, and diversify activities according to their needs” at the second ranking at 14.28 percent, and then at the third ranking comes the requirement of “the importance of determining the place and time for female students to ensure the success of all activities” at 11.44 percent. On the other hand, they recognised the requirements of “providing specialised female trainers suitable to female students without further burdens upon them”, and “selection of the activity type by a distinguished group of female students to be nominated by the scientific departments and accordingly the mechanism for establishing the activity is organised in collaboration with the relevant authorities of the college” come at the last ranking at 2.86 percent.

2. The Results of Study Questions (The Questionnaire)

The key question is “what is the status of empowerment of female students at Majmaah

Table 5: Responses of the study respondents of the leaders in the Deanship of Student Affairs to the priorities and avenues of success in empowering female students

<i>Requirements for empowering female students</i>	<i>Frequency</i>	<i>Percentage</i>
Providing activities according to the needs, desires and tendencies of female students.	6	17.14
Leave female students free to choose activities and diversify activities according to their needs.	5	14.28
The importance of determining the place and time for female students to ensure the success of all activities.	4	11.44
Find female leaders close to female students and their needs, improve the work environment, attract female students to the various activities of the college, and take care of their interests.	3	8.57
The need to take advantage of female students' readiness who have more interaction.	3	8.57
Pay more attention to activities that raise awareness about the balance between working and family life.	2	5.71
Attention to the activities that prepare female students for the labour market.	2	5.71
Allocate independent departments at the level of activities, granting them with the authority required and the ability to make decisions and freedom of movement between colleges and the like.	2	5.71
Opening for partnerships with some sponsors to organise trips for female students.	2	5.71
Providing spaces in college to establish gyms and closed tracks for running/ jogging.	2	5.71
Allocate adequate budget to support local and community activities.	2	5.71
Providing specialized female trainers suitable to female students without further burdens upon them.	1	2.86
Selection of the activity type by a distinguished group of female students to be nominated by the scientific departments and accordingly the mechanism for establishing the activity is organised in collaboration with the relevant authorities of the college.	1	2.86
Total	35	100%

University in the field of student activities from the viewpoint of female students through participation, independence and academic growth?"

To the study's question, the frequencies, percentages, arithmetic means, standard deviations and ranking of the responses given by the study respondents of female students at Majmaah University to the dimensions of the spheres of the requirements for empowering female students at Majmaah University for student activities in light of the concept of equal opportunities. The results are shown in the tables given.

Table 6 shows that the responses of the study respondents of female students at Majmaah University to the "requirements for empowering female students of Majmaah University to student activities in the light of the concept of equal opportunities" came at "occasional" degree, where the overall mean of the questionnaire reached 1.96 out of 3. The study respondents have approved all the dimensions of the sphere at "occasional" degree as well. The dimension of "the status of empowering female students of Majmaah University to student activities through academic growth" came at the

Table 6: The responses given by the study respondents of female students at Majmaah University to the dimensions of the spheres of the requirements for empowering female students at Majmaah University for student activities in light of the concept of equal opportunities

<i>Dimensions</i>	<i>Arithmetic Mean (M)</i>	<i>Standard Deviation (SD)</i>	<i>Ranking</i>	<i>Degree of approval</i>
Female students' participation	1.85	0.53	4	Occasional
Independence and recognition	1.90	0.59	3	Occasional
Academic growth	2.18	0.63	1	Occasional
Activities and their equipment	1.93	0.56	2	Occasional
Overall average	1.96	0.52	Occasional	

first ranking at an arithmetic mean of 2.18 out of 3, followed by the dimension of “the status of empowering female students of Majmaah University to student activities through activities and their equipment”, which came in the second ranking at an arithmetic mean of 1.93 out of 3. While the dimension of “the status of empowering female students of Majmaah University to student activities through independence and recognition” came in the third ranking at an arithmetic mean of 1.90 out of 3. Yet, the dimension of “the status of empowering female students of Majmaah University to student activities through female students’ participation” came at the fourth ranking at an arithmetic mean of 1.85 out of 3.

Below are the detailed results regarding the dimensions of the requirements to empowering female students of Majmaah University to student activities in the light of the concept of equal opportunities, as illustrated in the Tables given.

1. The Dimension of Female Students’ Participation

Table 7 shows that the responses of the study respondents of female students at Majmaah University to the phrases related to the dimension of female students’ participation came with a degree (disagree/occasional), with an overall arithmetic mean (1.85 out of 3), and a standard deviation (0.53). The means of the phrases related to that dimension range between 1.51 and 2.04. Female students occasionally expressed their agreement with the phrase “I participate in student activities organised by the university”, which came in the first ranking, with an arithmetic mean of 2.04 and a standard deviation of 0.80. This may be explained by the fact that the university is keen on the participation of all female students, according to their different skills and abilities, in the activities it organises. Moreover the female students have a motive towards their active participation. Female students have expressed their occasional agreement with the phrase “there are activities taking into account the individual differences to empower all female students to participate”, which occupied the second ranking with arithmetic mean of 2.01 and standard deviation of 0.79 attributable to the fact that each students selects

the activities suitable for their abilities and talents from amongst several activities available at the university, and their occasional agreement with the phrase “I am empowered to attend the forums organising events at the university” came in the third ranking with arithmetic mean of 1.95 and standard deviation of 0.77 attributable to the procedures and facilitations provided by the university to all female students to participate in these forums and express their positive roles there.

Moreover, female students have expressed their occasional agreement with the phrase “activities planning takes into account equity between male and female students”, which came in at the fourth ranking with arithmetic mean of 1.87 and standard deviation of 0.81 attributable to university administration being keen as possible to provide activities to all students without depriving a certain category or any discrimination against a certain group on an equal basis. In addition, the female students have expressed their occasional agreement with the phrase “I have access to student activities regulations”, which came in the fifth ranking with arithmetic mean of 1.86 and standard deviation of 0.84 where the regulations of some activities are published to ease notification with procedures for implementation and method of subscription.

Besides, female students have expressed their occasional agreement with the phrase “I have opportunities to submit proposals for new student activities”, which came in the sixth ranking with arithmetic mean (1.85) and standard deviation (0.81) where certain activities of the university require female students to submit their proposals for development or to add elements for attracting as many as possible of participating students. They have occasionally been in agreement with the phrase “I participate in making decisions related to student activity”, which came in the seventh ranking with arithmetic mean (1.71) and standard deviation (0.73) where female students are requested occasionally to express their views about some new activities to be implemented in the near future.

Yet, female students have expressed their disagreement with the phrase “I participate in the development of student activities plans”, which came in the eighth ranking with arithmetic

Table 7: Frequencies, percentages, and arithmetic means, and their descending order, and the standard deviation of the responses of study respondents of female students of Majmaah University students to the dimension of female students' participation

Serial	Phrase	Degree of approval				Mean	Standard deviation (SD)	Ranking	Degree of approval		
		Disapprove		Occasional approve						Approve	
		#	%	#	%						#
5	I participate in student activities organised by the university.	58	29.6	72	36.70	66	33.7	2.04	0.80	1	Occasional
8	There are certain activities take into account the Individual difference available to enable all female students to participate	61	31.1	73	37.2	62	31.6	2.01	0.79	2	Occasional
6	I am empowered to attend the forums organising events at the university.	62	31.6	81	41.3	53	27	1.95	0.77	3	Occasional
7	Activities planning take into account equity between male and female students	79	40.3	64	32.7	53	27	1.87	0.81	4	Occasional
4	I have access to student activities regulations.	84	42.9	56	28.6	56	28.6	1.86	0.84	5	Occasional
2	I have opportunities to submit proposals for new student activities.	80	40.8	65	33.2	51	26	1.85	0.81	6	Occasional
1	I participate in making decisions related to student activity.	88	44.9	76	38.8	32	16.3	1.71	0.73	7	Occasional
3	I participate in the development of student activities plans.	121	61.7	50	25.5	25	12.8	1.51	0.71	8	Disapprove
	Overall Arithmetic Mean							1.85	0.53		Occasional

mean (1.51) and standard deviation (0.71) where some female students have submitted their proposals for implementing some activities and the mechanism for achieving this proposal, and also submitted a time schedule that determines the procedures for activities implementation.

2. *The Academic Growth*

Table 8 shows that the responses of female student respondents at Majmaah University to the phrases related to the dimension of academic growth, which are expressed in degrees of (agreement/occasional agreement) with an overall arithmetic mean (2.18 of 3) and standard deviation (0.63) and the arithmetic mean of related phrases ranged from 1.94 to 2.43. Female students have expressed their agreement with the phrase “teamwork outside classrooms contributes to building my personality”, which came in the first ranking, with an arithmetic mean (2.43) and standard deviation (0.74) due to the fact that teamwork in groups of female students differs in terms of their skills, experiences and talents is deemed good opportunity for each female students to achieve adaptation within the group and acquiring new experiences that contribute to building their character. Moreover, female students have expressed their occasional agreement with the phrase “I feel my experiences grow through participation in university activities”, which came in the second ranking, with an arithmetic mean (2.28) and standard deviation (0.81). Female students have expressed their occasional agreement with the phrase “students activities contributed to increasing my intellectual awareness”, which came in the third ranking, with an arithmetic mean (2.22) and standard deviation (0.82) due to existence of vast amount of trends and thoughts emerging while executing these programs, either by officials in charge of the activities or by the participating female students. In addition, female students have expressed their occasional agreement with the phrase “university activities contribute to enhance my talent and development of my abilities and skills”, which came in the fourth ranking, with an arithmetic mean (2.21) and standard deviation (0.77). Besides, female students have expressed their occasional agreement with the phrase “students activities contribute to raising

my cultural awareness” which came in the fifth ranking, with an arithmetic mean (2.21) and standard deviation (0.82) due to existence of huge volume of information provided through these activities, delivered to all female students for the first time. Furthermore, female students have expressed their occasional agreement with the phrase “I have acquired real skills from the university activities on development of dialogue and respect of opinion of others”, which came in the sixth ranking with an arithmetic mean (2.13) and standard deviation (0.84) due to existence of moral rules to be adopted in dialogue by all when executing the activities, including etiquette of dialogue with others. In addition, female students have expressed their occasional agreement with the phrase “the students activities at my university are varied” came in the seventh ranking, with an arithmetic mean (2.12) and standard deviation (0.78) because university administration is keen to provide proper amount of activities suitable for female students according to the available resources. Besides, female students have expressed their occasional agreement with the phrase “students activities contribute to establishing my moral values”, which came in at the eighth ranking, with an arithmetic mean (2.06) and standard deviation (0.83) because these activities are designed within the educational framework at the first place, added to the aspects of fun and entertainment sometimes. Moreover, female students have expressed their occasional agreement with the phrase “the university pays attention to guide me about the impact of activities on raising my academic level”, which came in at the ninth ranking, with an arithmetic mean (1.94) and standard deviation (0.84).

3. *The Dimension of Activities and Their Equipment*

Table 9 shows that the responses of students respondents of female students at Majmaah University to the phrases related to the dimension of activities and their equipment are expressed in degrees of occasional agreement with an overall arithmetic mean (1.93 of 3) and standard deviation (0.56) and the arithmetic mean of related phrases ranged from 1.67 to 2.32. Female students have expressed their occasional agreement with the phrase “students activities are suitable

Table 8: Frequencies, percentages, and arithmetic means, and their descending order, and the standard deviation of the responses of study respondents of female students of Majmaah University on the dimension of academic growth

S. No.	Phrase	Degree of agreement				Arithmetic mean	Standard deviation (SD)	Ranking	Degree of approval		
		Disapprove		Occasional approve						Agree	
		#	%	#	%					#	%
1	Teamwork outside classrooms contributes to building my personality.	29	14.8	53	27	114	58.2	2.43	0.74	1	Agree
4	I feel my experiences grow through participation in university activities	44	22.4	53	27	99	50.5	2.28	0.81	2	Occasional
8	Students activities contributed to increasing my intellectual awareness	48	24.5	57	29.1	91	46.4	2.22	0.82	3	Occasional
5	University activities contribute to enhance my talent and development of my abilities and skills	42	21.4	70	35.7	84	42.9	2.21	0.77	4	Occasional
9	Students activities contribute to raising my cultural awareness	49	25	57	29.1	90	45.9	2.21	0.82	5	Occasional
6	I have acquired real skills from the university activities on development of dialogue and respect of opinion of others	58	29.6	54	27.6	84	42.9	2.13	0.84	6	Occasional
2	The student's activities at my university are varied.	49	25	74	37.8	73	37.2	2.12	0.78	7	Occasional
7	Students activities contribute to establishing my moral values	62	31.6	60	30.6	74	37.8	2.06	0.83	8	Occasional
3	The university pays attention to guide me about the impact of activities on raising my academic level	75	38.3	57	29.1	64	32.7	1.94	0.84	9	Occasional
	Overall arithmetic mean								2.18	0.63	Occasional

Table 9: Frequencies, percentages, and arithmetic means, and their descending order, and the standard deviation of the responses of study respondents of female students of Majmaah University on the dimension of activities and their equipment

S. No.	Phrase	Degree of agreement				Arithmetic mean	Standard deviation (SD)	Ranking	Degree of approval		
		Disapprove		Occasional approve						Agree	
		#	%	#	%						#
8	Students activities are suitable for my age maturity	37	18.9	60	30.6	99	50.5	2.32	0.77	1	Occasional
7	Students activities are varied and comprehensive of all cultural, entertainment and social aspects thus encourage me to keep up participation	48	24.5	70	35.7	78	39.8	2.15	0.79	2	Occasional
2	The officials in charge deal with me professionally and efficiently	56	28.6	69	35.2	71	36.2	2.08	0.80	3	Occasional
6	There is a clear-announced activity plan that contributes to motivate me to participate according to my trends and interests.	76	38.8	55	28.1	65	33.2	1.94	0.85	4	Occasional
3	Supporting equipment and financial resources required for exercising these activities are available.	73	37.2	73	37.2	50	25.5	1.88	0.79	5	Occasional
4	Technical equipment required for exercising these activities are available	74	37.8	77	39.3	45	23	1.85	0.77	6	Occasional
1	I feel highly satisfied with the activities available at the university	96	49	53	27	47	24	1.75	0.82	7	Occasional
9	There are encouraging incentives and awards in support of my participation in the competitions and events.	100	51	57	29.1	39	19.9	1.69	0.78	8	Occasional
5	The events of various activities are held in times suitable with my class schedule.	98	50	64	32.7	34	17.3	1.67	0.75	9	Occasional
	Overall arithmetic mean							1.93	0.56		Occasional

for my age maturity”, which came in the first ranking, with an arithmetic mean (2.32) and standard deviation (0.77) due to the fact that the authority in charge of planning student activities take into account that the activities delivered suits the age levels, academic level and knowledge of the female students. Moreover, female students have expressed their occasional agreement with the phrase “students activities are varied and comprehensive of all cultural, entertainment and social aspects thus encourage me to keep up participation”, which came in the second ranking, with an arithmetic mean (2.15) and standard deviation (0.79) due to the balance in providing education and knowledge activities and provision of some attractive activities to students to eliminate any sense of boredom and abandonment by adding an entertainment perspective. In addition, female students have expressed their occasional agreement with the phrase “the officials in charge deal with me professionally and efficiently”, which came in the third ranking, with an arithmetic mean (2.08) and standard deviation (0.80) due to the fact that the officials in charge are keen as possible when implementing activities to commit recognition and respect of female students without ignoring their opinions and proposals. Furthermore, female students have expressed their occasional agreement with the phrase “there is a clear announced activities plan that contributes to motivate me to participate according to my trends and interests”, which came in the fourth ranking, with an arithmetic mean (1.94) and standard deviation (0.85) because some activities, especially new activities, have clear and comprehensive announcements showing their elements, method of subscription, mechanisms of implementation, and time schedule related to these activities. In addition, female students have expressed their occasional agreement with the phrase “supporting equipment and financial resources required for exercising these activities are available”, which came in at the fifth ranking, with an arithmetic mean (1.88) and standard deviation (0.79) because some activities require allocation of provisions required for their implementation on a large scale by female students, while there are other activities not receiving such interest. In addition, female students have expressed their occasional agreement with the

phrase “technical equipment required for exercising these activities are available”, which came in at the sixth ranking, with an arithmetic mean (1.85) and standard deviation (0.77) because the officials in charge of the activities are keen on applying the state of art techniques in planning, preparation and implementation of activities, as possible. Moreover, female students have expressed their occasional agreement with the phrase “I feel highly satisfied with the activities available at the university”, which came in the seventh ranking, with an arithmetic mean (1.75) and standard deviation (0.82) due to the fact that some activities receive more interest and participation by female students, and they feel the educational, cultural and entertainment benefits provided to them. Besides, female students have expressed their occasional agreement with the phrase “there are encouraging incentives and awards in support of my participation in the competitions and events”, which came in the eighth ranking, with an arithmetic mean (1.69) and standard deviation (0.78) because some activities are associated with awards to be given to excelled students who achieve top ranking than others. Furthermore, female students have expressed their occasional agreement with the phrase “The events of various activities are held in times suitable with my class schedule”, which came in the ninth ranking, with an arithmetic mean (1.67) and standard deviation (0.75), due to the fact that the officials in charge of activities are keen to hold the activities at times not affecting class schedule to ensure more participation by female students.

There are some inequalities reported in the table, which are in line with Jaradat’s study (2007), which indicates that the concept of equal opportunities means that students obtain an opportunity for higher education depending on their capabilities and qualifications regardless of their different economic and social conditions. The differences in students activities indicate that the university does try to apply equal opportunities concept and the activities organised are in accordance with students’ sex, abilities, trends, desires, and potentials to satisfy their needs in order to achieve a certain educational objective inside and outside the university halls and the University (Al-Amri and Al Saeed 2010).

With regard to the dimensions of extracurricular student activities Sharma and Bhaumik

(2013) argue that they are of multi-nature, where they imply four key dimensions of behavioural, academic, psychological and cognitive participation. The variations in responses in the questionnaire does not indicate that the university undermines or overlooks the concept of equal opportunities but rather it is indicative of the differences in cognitive, psychological, and behavioural aptitude of the respondents.

Study Results

First: Analysis of Documents

The rate of female students empowerment reached fifty percent of the deanship objective, where it was reported equal to male students in each of its nine objectives in terms of developing aspects of personality, life skills, knowledge, ethical and behavioural values, talents, provision of support, food care, health care, social care, cultural care and sport care. Moreover, the overall rate of female students' participation at students' activities reached 31.21 percent.

Female students' participation in cultural activities came in the first ranking at 40.30 percent, then social activities in the second ranking at 28.38 percent, while sport activities came in the third ranking at 0.8 percent. Participation of female students at training courses and workshops came in the first ranking at 73.48 percent, and the cultural lectures came in the second ranking at 33.22 percent, while female students' participation in competitions occupied the third ranking at 22.35 percent. This runs in parallel with Zayed's (2015) study, which indicated that the general dimensions of empowerment include educational and cultural empowerment. This means empowering women educationally and culturally by providing all tools, means and mechanisms, equity and equal opportunities, and conditions for obtaining them compared to men that guarantee their exercise of these rights with equity and human dignity, including the right to education and learning, the right to knowledge and the circulation of information, the right to education and freedom of speech.

Female students' participation at social activities at 28.38 percent came in the second ranking. The social activities represented in reception festivals at 37.0 percent. Also they have

participated in the second forum on creative female students. Moreover, female students' participation at sport activities came in the third ranking by 0.8 percent. In addition, a detailed presentation of the activities provided by the guidance and counselling centre of female student's section, where total activities provided reached 122 activities with total 1763 subscriptions. Besides, female students' participation in the student's affairs exhibition for voluntary work and community service reached 42.46 percent, and the participation by the female supervisors of activities in the female students' section reached 9.62 percent. The percentage of female employees reached 21.15 percent of total employees in the deanship of students' affairs. Zayed (2015) reports that social empowerment requires that women have the right to enjoy a decent social status and an appreciation for their efforts that enhance their status, value and right to form a family with a dignified life.

Second: Summary of Interview Results

The results of individual interviews concluded that the forms of female students' empowerment to students' activities equally like male students. "Female student is empowered in all activities suitable for her nature and identity, whether cultural, art or sport" came in the first ranking by 17.14 percent, followed by the phrase "The female student is empowered in the various kinds of cultural activities, including conferences and invitations to it, forums and events held on the college campus", which came in the second ranking by 14.28 percent. Moreover, there is partial empowerment because male students' activities vary from female students' activities, such as external trips and sport activities and the like. While the phrase "All the activities proposed by the female students as initiatives at the beginning of each semester, and the college administration undertake them in coordination with the concerned authorities" came in the last ranking by 2.86 percent.

The results of individual interviews concluded that the most significant obstacles for empowering female students in the activities equally like male students include "There is not adequate number of competitions that ensure success of activities amongst female students, at

the level of colleges or departments”, “Occasional refusal by female students’ parents/custodian due to lacking sufficient time for students transfer”, and “Prevalence of a stereotype that there are certain activities do not suit female students, such as sport activities” came in the first ranking by 11.91 percent equally. Moreover, the most significant of these obstacles was “Some colleges impose certain restrictions on active female students and place obstacles in some activities”, which came in the last ranking by 2.39 percent.

The results of the interviews concluded that the most significant requirements for empowering female students to activities equally alike male students was “Providing activities according to the needs, desires and tendencies of female students”, which came in the first ranking by 17.14 percent, then they recognised other requirements as “Leave female students free to choose activities and diversify activities according to their needs”, which came in the second ranking by 14.28 percent. Moreover, these requirements include “need to provide specialised trainers commensurate with the status of female students, free of charge” and “selection of type of activities by an excellent group of female students to be selected by the scientific departments, accordingly the mechanism for establishing activities are to be arranged in collaboration with the concerned authorities in the college”, which came in the last ranking by 2.86 percent.

CONCLUSION

Results concluded that the responses of study respondents of female students at Majmaah University on this sphere came in the degree “occasional”, and the agreement by all study respondents to all dimensions of this sphere came in the degree “occasional” as well. The dimension “the status of empowering female students of Majmaah University to students’ activities through the academic growth” came in the first ranking, while the dimension “the status of empowering female students of Majmaah University to students’ activities through female students’ participation” came in at the fourth ranking. As for the dimension of female students’ participation, it was found that the responses of students’ respondents of fe-

male students at Majmaah University through the dimension of students’ participation came in the degree (disagree/occasional). The dimension of independence and recognition found that the responses of students’ respondents of female students at Majmaah University through the dimension of independence and recognition came in the degree of occasional. Academic growth dimensions also reported an occasional degree of agreement. This was also the case with students’ participation in activities.

RECOMMENDATIONS

Given the results of interviews with university female leaders in student activities and the results of the questionnaire presented to Majmaah University female students, the researcher provides a set of recommendations as follows.

The planning and design of activities in the University shall take into account the individual differences so that all male and female students are empowered to participate. Second, arrange forums organising events in the university by advanced techniques to achieve its objective and realise considerable interaction by male and female students. In addition, the need to ensure justice between male and female students when planning for activities and provide them with the regulations of students’ activities and to consider their propositions for new students’ activities. Furthermore, students’ activities shall take into account the peculiarities of male and female students and their respective needs, and to provide them with a reasonable amount of independence in making their decisions about the activities. It would be useful to design the activities based on the principle of equal opportunities for candidates, freedom of opinion expression, consider the difference in trends and attitudes of male and female students. It is also of significant importance to focus on activities supporting teamwork outside the classroom, so as to properly build the personalities of male and female students, enhance their experiences, and raise their intellectual and cultural awareness. The need to train male and female students through activities on the skills and etiquette of dialogue with others, by applying activities appropriate to their age and cognitive maturity. It is a prerequisite for student activi-

ties to be grounded on clear and announced plans that motivate male and female students to participate in a manner appropriate for their attitudes and hobbies. The need to make available technical equipment, increase the provisions allocated for the necessary financial resources in support of the practice of activities at the university. It would be useful to leave female students free to choose and diversify the activities depending on their respective needs. There is a need to provide specialised trainers commensurate with the status of female students, free of charge. It is also of great importance to choose the type of activities by a distinguished group of female students to be selected by the scientific departments, accordingly, arrange the mechanism for establishing the activities with the concerned bodies in the college.

ACKNOWLEDGEMENT

The author would like to thank Deanship of Scientific Research, Majmaah University for funding this work.

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Paper received for publication in July, 2020
Paper accepted for publication in August, 2020